

Saint Theresa of Avila School- West Roxbury, MA

Curriculum Maps

Subject: English Language Arts	Grade: 3
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Time Frame	Essential Question	Topic	Content	Resources	Assessments	Standards
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September	<p>How does understanding the different genres help us appreciate literature?</p> <p>How is poetry different from prose?</p> <p>How can sequence help us understand the events of a story?</p> <p>How do we use information to draw conclusions after reading a story?</p>	Reading	<ul style="list-style-type: none"> Understanding and identifying genres Sequence : <u>How I Spent My Summer Vacation</u> Drawing conclusions: <u>Goldilocks and the Three Bears</u> (modified version) Informational text, text features: Scholastic News Grade 3 Vocabulary related to readings Poetry personification: <i>Thoughts of a Backpack</i> Metaphor and simile: <i>The Butterfly Jar</i> 	<p>Scott Foresman: <u>Reading Imagine That! Grade 3</u></p> <p>The <u>Butterfly Jar</u> by Jeffrey Moss</p> <p><u>Read and Understand Poetry/</u> Evan-Moor</p> <p>Scholastic.com Teacher Site</p> <p>Scholastic.com/Teachables</p> <p>Scholastic.com/sn3</p>	<p>Scott Foresman <u>Reading Imagine That! Practice Book</u></p>	<p>RL.3.3</p> <p>RL.3.4</p> <p>RI.3.1</p>
	<p>How can certain spelling patterns help us read, spell and write words?</p> <p>What are synonyms?</p>	Word Study / Spelling / Phonics	<p>Word Study/Spelling Lists:</p> <ul style="list-style-type: none"> Short vowels Double consonants Long vowel e Synonyms 	<p>Scott Foresman: Reading Grade 3 Spelling Workbook</p> <p>Spectrum: Word Study and Phonics Grade 3</p> <p>Superteacherworksheets.com</p>	<p>Selected practice from <u>Scott Foresman Reading Grade 3 Spelling Workbook</u></p> <p>Teacher created spelling list tests</p>	<p>RF.3.3</p> <p>RF.3.3.D</p> <p>L.3.2.F</p>

	<p>How can we determine if words are presented as complete thoughts? How can we determine whether a sentence is a statement or a question?</p>	<p>English / Grammar</p>	<ul style="list-style-type: none"> Fragments/complete sentences Statements, questions Punctuation and capitalization 	<p>Loyola Press: Exercises in English Level C workbook</p> <p>Loyola Press: Voyages in English 3 textbook</p> <p>Superteacherworksheets.com</p> <p>Scholastic.com/Teachables</p> <p>Loyola Press: Voyages in English 3 textbook</p>	<p>Teacher created formative and summative assessments</p>	<p>L.3.1.I</p>
	<p>How can we best communicate our thoughts and feelings through written word? How can the writing process help us become effective writers? What are the basic requirements of a well written paragraph?</p>	<p>Writing</p>	<ul style="list-style-type: none"> Journal Writing (poetry, reader response, math, science) Introduction to the writing process (pre-write, draft, revise, edit, publish) Narrative paragraphs Personal letters 	<p>The Education Center: Graphic Organizers Grades 2-3</p> <p>Teacherspayteachers.com and other online resources</p>	<p>Completed writing samples with rubrics</p>	<p>W.3.1 W.3.1.D W.3.4 W.3.5</p>
<p>October</p>	<p>Why do authors write? How can poetry help us focus upon an idea?</p>	<p>Reading</p>	<ul style="list-style-type: none"> Author's purpose and context clues: Anthony Reynoso: Born to Rope Cause and Effect: Herbie and Annabelle Character: Allie's Basketball Dream Vocabulary related to readings Informational text, text features: Scholastic News Grade 3 Poetry rhyme: <i>The Voice</i> Poetry repetition: <i>Fall</i> 	<p>Scott Foresman: Reading Imagine That! Grade 3</p> <p>Falling Up by Shel Silverstein</p> <p>Teachingfirst.net/poetry</p> <p>Scholastic.com Teacher Site</p> <p>Scholastic.com/Teachables</p> <p>Scholastic.com/sn3</p>	<p>Scott Foresman Reading Imagine That! Practice Book</p> <p>Scholastic.com /sn3Teaching Resources</p>	<p>L.3.4.D RL.3.1</p>

	<p>How can certain spelling patterns help us read, spell and write words?</p> <p>What are compound words?</p>	<p>Word Study / Spelling / Phonics</p>	<p>Word Study/Spelling Lists:</p> <ul style="list-style-type: none"> • Long and short vowel a • Long and short vowel i • Compound words 	<p>Scott Foresman: <u>Reading Grade 3 Spelling Workbook</u></p> <p>Spectrum: Word Study and Phonics Grade 3</p> <p>Superteacherworksheets.com</p>	<p>Selected practice from <u>Scott Foresman Reading Grade 3 Spelling Workbook</u></p> <p>Teacher created spelling list tests</p>	<p>RF.3.3</p>
	<p>How are sentences recognized as commands or exclamations?</p> <p>How can we identify the subjects and predicates of each sentence?</p>	<p>English / Grammar</p>	<ul style="list-style-type: none"> • Commanding and exclaiming sentences • Subjects, predicates • Combining subjects 	<p>Loyola Press: <u>Exercises in English Level C</u> workbook</p> <p>Loyola Press: <u>Voyages in English 3</u> textbook</p> <p>Superteacherworksheets.com</p> <p>Scholastic.com/Teachables</p>	<p>Teacher created formative and summative assessments</p>	<p>L.3.1</p>
	<p>How can we best communicate our thoughts and feelings through written word?</p> <p>How can the writing process help us become effective writers?</p> <p>What are the basic requirements of a well written paragraph?</p> <p>How can we support our opinions with details in paragraphs?</p> <p>How can we follow the proper form of a personal letter?</p>	<p>Writing</p>	<ul style="list-style-type: none"> • Journal writing (poetry, reader response, math, science) • Practice with writing process (pre-write, draft, revise, edit, publish) • Opinion paragraphs • Personal letters 	<p>Loyola Press: <u>Voyages in English 3</u> textbook</p> <p>The Education Center: <u>Graphic Organizers Grades 2-3</u></p> <p>Teacherspayteachers.com and other online resources</p>	<p>Completed assignments with teacher created rubrics</p>	<p>W.3.2.B</p>

November	<p>How can historical fiction help us understand the world we live in, past and present?</p> <p>What clues do we use to make inferences in stories?</p> <p>How do we use context clues nonfiction?</p>	Reading	<ul style="list-style-type: none"> • Elements of a novel and comprehension: <u>Molly's Pilgrim</u> • Informational text: Scholastic News 3 • Making inferences: <i>Thanksgiving Comprehension Stories</i> • Vocabulary: <u>Molly's Pilgrim</u> (novel) • Fantasy vs., realism: <u>Guys from Space</u> • Poetry rhyme: <u>A Pilgrim of Today</u> • Poetry chant: <i>Can I, Can I catch the Wind?</i> • Reading fluency 	<p>Scott Foresman: <u>Reading Imagine That! Grade 3</u></p> <p><u>Read and Understand Poetry/</u> Evan-Moor</p> <p><u>Molly's Pilgrim</u> by Barbara Cohen</p> <p><i>Molly's Pilgrim Book Study /</i> Teach with Tracy /TPT.com</p> <p>Teacher Created Resources: <u>A Guide for Using Molly's Pilgrim</u></p> <p><i>Thanksgiving Comprehension Stories/Making inferences:</i></p> <p>Mrs. Thompson's Treasures, TPT.com</p> <p>Scholastic.com/sn3</p>	<p>Teacher created tests Scott Foresman <u>Reading Imagine That! Practice Book</u></p> <p>Scholastic.com /sn3 Teaching Resources</p>	<p>RI.3.3 RL.3.1 RL.3.3 RF.3.4 RF.3.4.A RF.3.4.B</p>
	<p>How to determine the specific sound made by different vowel spelling patterns?</p> <p>What are different ways we can spell words that sound alike?</p> <p>How do we know if consonant sounds are hard or soft?</p> <p>What are antonyms?</p>	Word Study / Spelling / Phonics	<p>Word Study/Spelling Lists:</p> <ul style="list-style-type: none"> • Vowels sounds in <i>book</i> and <i>uncle</i> • Homophones • Consonants /j/ and /s/ • Antonyms 	<p>Scott Foresman: <u>Reading Grade 3 Spelling Workbook</u></p> <p>Spectrum: Word Study and Phonics Grade 3</p> <p>Superteacherworksheets.com</p>	<p>Selected practice from <u>Scott Foresman Reading Grade 3 Spelling Workbook</u></p> <p>Teacher created spelling list tests</p>	<p>RF.3.3 RF.3.3C RF.3.3.D</p>

	How can we combine short sentences to make longer, more interesting sentences?	English / Grammar	<ul style="list-style-type: none"> Combining predicates Combining sentences Avoiding run-on sentences 	Loyola Press: Exercises in English Level C workbook Loyola Press: Voyages in English 3 textbook Superteacherworksheets.com Scholastic.com/Teachables	Teacher created formative and summative assessments	L.3.1 L.3.1.I
	How can the steps of the writing process help us produce effective writing samples?	Writing	<ul style="list-style-type: none"> Journal writing (poetry, reader response, math, science) Practice with writing process (pre-write, draft, revise, edit, publish) Create Thanksgiving acrostic Informative paragraph (based on Molly's Pilgrim) Thank you letters to veterans 	Loyola Press: Voyages in English 3 textbook The Education Center: Graphic Organizers Grades 2-3 <i>Paragraph of the Week</i> by Rachel Lynette/ Teacherspayteachers.com	Completed assignments with teacher created rubrics	W.3.1 W.3.2
December	How can text features help us better understand informational text? How can we use text evidence to locate comprehension answers?	Reading	<ul style="list-style-type: none"> Graphic source: Fly Traps! Plants That Bite Back Vocabulary related to readings Text evidence/ nonfiction reading comprehension: <i>Christmas Around the World</i> Comprehension packet Informational text: Scholastic News 3 Reading fluency 	Scott Foresman: Reading Imagine That! Grade 3 Scholastic.com Teacher Site <i>Christmas Around the World Reading Comprehension Passages</i> , Mrs. Thompson's Treasures Scholastic.com/sn3	Scott Foresman Reading Imagine That! Practice Book Teacher created assessments	RL.3.1 RI.3.1

	<p>How can we recognize long and short vowel spelling patterns?</p> <p>When are consonants silent in words?</p>	<p>Word Study / Spelling / Phonics</p>	<p>Word Study/ Spelling Lists:</p> <ul style="list-style-type: none"> • Long and short o • Words with silent consonants 	<p>Scott Foresman: <u>Reading Grade 3 Spelling Workbook</u></p> <p>Spectrum: Word Study and Phonics Grade 3</p> <p>Superteacherworksheets.com</p>	<p>Selected practice from <u>Scott Foresman Reading Grade 3 Spelling Workbook</u></p> <p>Teacher created spelling list tests</p>	<p>RF.3.3 RF.3.3.D RF.3.3.C</p>
	<p>How do we recognize nouns in sentences?</p> <p>How can we identify proper and common nouns?</p>	<p>English / Grammar</p>	<ul style="list-style-type: none"> • Sorting nouns • Common and proper nouns 	<p>Loyola Press: <u>Exercises in English Level C</u> workbook</p> <p>Loyola Press: <u>Voyages in English 3</u> textbook</p> <p>Superteacherworksheets.com Scholastic.com/Teachables</p>	<p>Teacher created formative and summative assessments</p>	<p>L.3.1 L.3.1.A L.3.1.B</p>
	<p>How can we support our opinions in a paragraph?</p> <p>How can we use all the correct parts of personal letter?</p> <p>How can acrostic poem express ideas?</p>	<p>Writing</p>	<p>Follow the steps of the writing process for:</p> <ul style="list-style-type: none"> • Opinion paragraphs • Personal letters • Acrostic poems 	<p>Loyola Press: <u>Voyages in English 3</u> textbook</p> <p>The Education Center: <u>Graphic Organizers</u> Grades 2-3</p> <p><i>Paragraph of the Week</i> by Rachel Lynette/ Teacherspayteachers.com</p>	<p>Completed assignments with teacher created rubrics</p>	<p>W.3.1 W.3.1.A W.3.1.B W.3.1.D</p>

January

How can characters in realistic fiction novels help us appreciate the lessons learned from the story?

How can understanding vocabulary assist us in comprehending a story?

How do poems convey important messages?

Reading

- Theme / character /research project: Stone Fox
- Vocabulary related to readings
- Informational text: Tornado Alert! and Scholastic News 3
- Poetry rhyme: *New Year's Resolution*
- Poetry imagery: *Snowflakes*
- Reading fluency

Scott Foresman: Reading Imagine That! Grade 3

Stone Fox by John Reynolds Gardiner

Superteacherworksheets.com

Scholastic.com/sn3

Scott Foresman Reading Imagine That! Practice Book

Teacher created tests

RL.3.1
RL.3.3

How does *r* control vowel sounds?

How do suffixes change the meaning of base words?

How can we use consonant digraphs correctly in spelling words?

Word Study / Spelling / Phonics

Word Study/Spelling Lists:

- Vowel sounds in *air, very, and ear*
- Suffixes *-er, -or, -ist*
- Suffixes *-ful, -ly, -tion*
- Words with *ch, sh, th*
- Synonyms

Scott Foresman: Reading Grade 3 Spelling Workbook

Spectrum: Word Study and Phonics Grade 3

Superteacherworksheets.com

Selected practice from Scott Foresman Reading Grade 3 Spelling Workbook

Teacher created spelling list tests

L.3.2.E
L.3.2.F

How can we use the proper forms for singular and plural nouns?

How can we recognize irregular plural nouns?

English / Grammar

- Singular, plural, irregular plural nouns
- singular possessive nouns

Loyola Press: Exercises in English Level C workbook

Loyola Press: Voyages in English 3 textbook

Superteacherworksheets.com
Scholastic.com/Teachables

Teacher created formative and summative assessments

L.3.2.E

	<p>How can singular nouns show possession?</p>					
	<p>How can narrative paragraphs reflect our thoughts, ideas, and plans?</p> <p>How can supporting details make our thoughts well understood in writing that reflects our opinion?</p>	<p>Writing</p>	<p>Follow the steps of the writing process for:</p> <ul style="list-style-type: none"> narrative writing (re: Catholic Schools Week) opinion writing (re: Catholic Schools Week) Informational writing (Dr. Martin Luther King, Jr.) 	<p><i>Paragraph of the Week</i> by Rachel Lynette/ Teacherspayteachers.com</p>	<p>Completed assignments with teacher created rubrics.</p>	<p>W.3.1 W.3.1.A W.3.1.B</p>
<p>February</p>	<p>How can we distinguish statements of fact from statements of opinion so that we may accurately learn about the world around us?</p> <p>How can poetry convey a complete story?</p>	<p>Reading</p>	<ul style="list-style-type: none"> Statements of fact, statements of opinion: <u>Danger-Icebergs!</u> Vocabulary related to readings Free verse: <u>Love that Dog</u> (novel) Text features/informational text: Scholastic News 3 comprehension, prediction, making inferences: <i>Valentine's Day Reading Comprehension</i> Reading fluency 	<p>Scott Foresman: <u>Reading Imagine That! Grade 3 Love that Dog</u> by Sharon Creech</p> <p><i>Valentine's Day Reading Comprehension: Mrs. Thompson's Treasures, TPT</i></p> <p>Superteacherworksheets.com <i>Love That Dog Discussion Guide</i> / Scholastic</p> <p>Scholastic.com/sn3</p>	<p>Scott Foresman <u>Reading Imagine That! Practice Book</u></p> <p>Teacher created tests</p> <p><i>Love That Dog Book and Vocabulary Test</i> / Kim Miller, TPT</p>	<p>RL.3.1 RL.3.5 RL.3.6 SL.3.1</p>

<p>How are consonant blends used to spell words correctly?</p> <p>When are there more letters in a word than is expected?</p> <p>What are different spelling patterns for <i>oy</i> and <i>oo</i> sounds?</p>	<p>Word Study / Spelling / Phonics</p>	<p>Word Study/Spelling Lists:</p> <ul style="list-style-type: none"> • Words with beginning and ending blends • Including all the letters • Vowel sounds in <i>boy</i> and <i>moon</i> • Words with more than one meaning 	<p>Scott Foresman: <u>Reading Grade 3 Spelling Workbook</u></p> <p>Spectrum: Word Study and Phonics Grade 3</p> <p>Superteacherworksheets.com</p>	<p>Selected practice from <u>Scott Foresman Reading Grade 3 Spelling Workbook</u></p> <p>Teacher created spelling list tests</p>	<p>RF.3.3 L.3.2.F L.3.2.E</p>
<p>How do all forms of nouns show possession?</p> <p>What is a collective noun?</p> <p>How can we identify the subject noun in a sentence?</p>	<p>English / Grammar</p>	<ul style="list-style-type: none"> • Plural possessive nouns and irregular plural possessive nouns • Collective nouns • Nouns as subjects • Singular and plural pronouns 	<p>Loyola Press: <u>Exercises in English Level C</u> workbook</p> <p>Loyola Press: <u>Voyages in English 3</u> textbook</p> <p>Superteacherworksheets.com</p> <p>Scholastic.com/Teachables</p>	<p>Teacher created formative and summative assessments</p>	<p>L.3.1 L.3.1A L.3.1.B L.3.1.D</p>
<p>How can we practice the steps of the writing process when we write research reports?</p>	<p>Writing</p>	<p>Follow the steps of the writing process for:</p> <ul style="list-style-type: none"> • Habitat research and report • Black History biography book report 	<p><i>Nonfiction research Graphic Organizer / Randy Gray, TPT</i></p> <p>Various African American biography books for reports</p> <p><i>Biography Graphic Organizer and Biography Book Report</i> by Cindy Martin, TPT</p>	<p>Completed assignments with teacher created rubrics</p>	<p>W.3.1 W.3.2 W.3.4</p>

March	<p>What is the difference between a detail and a main idea?</p> <p>How do details support the main idea of a story?</p> <p>How do steps in a process help us do or make something?</p> <p>How is imagery created in a novel?</p> <p>What rules do limericks follow?</p> <p>What kinds of words imitate sounds?</p>	Reading	<ul style="list-style-type: none"> • Main ideas and details: <u>Nights of the Pufflings</u> • Steps in a process: <u>What Do Authors Do?</u> • Imagery and character study: <u>Fantastic Mr. Fox</u> (novel) • Vocabulary related to readings • Informational text, text features: Scholastic News Grade 3 • Poetry: limericks • Poetry onomatopoeia: <i>One Moment</i> • Reading fluency 	<p><u>Fantastic Mr. Fox</u> by Roald Dahl</p> <p>Scott Foresman: <u>Reading Imagine That! Grade 3</u></p> <p><u>Read and Understand Poetry/</u> Evan-Moor</p> <p>Superteacherworksheets.com</p> <p>Scholastic.com/sn3</p>	<p>Superteacherworksheets.com</p> <p>Scott Foresman <u>Reading Imagine That! Practice Book</u></p>	<p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.3</p> <p>RL.3.5</p>
	<p>How are contractions used in the English language?</p> <p>How does the letter r control vowel sounds?</p> <p>When do we spell plural nouns?</p> <p>What are the different ways /s/ and /k/ can be spelled?</p>	Word Study / Spelling / Phonics	<p>Word Study/Spelling lists:</p> <ul style="list-style-type: none"> • Contractions • Vowels with r • Adding -s and -es • Words with /s/ and /k/ • Homophones 	<p>Scott Foresman: <u>Reading Grade 3 Spelling Workbook</u></p> <p>Spectrum: Word Study and Phonics Grade 3</p> <p>Superteacherworksheets.com</p>	<p>Selected practice from <u>Scott Foresman Reading Grade 3 Spelling Workbook</u></p> <p>Teacher created spelling list tests</p>	<p>L.3.1</p> <p>L.3.2.F</p>

	<p>How do the prefixes <i>un</i> and <i>re</i> change the meaning of the base word?</p> <p>What is a homophone?</p>					
	<p>What is the purpose of pronouns and how do we use pronouns in our everyday lives?</p> <p>What do we need to know about identifying different kinds of verbs and all their forms?</p>	English / Grammar	<ul style="list-style-type: none"> • Singular and plural pronouns • Subject and object pronouns • Possessive pronouns • Action and being verbs • Principal parts of verbs • Regular and irregular verbs • Verb tenses 	<p>Loyola Press: <u>Exercises in English Level C</u> workbook</p> <p>Loyola Press: <u>Voyages in English 3</u> textbook</p> <p>Superteacherworksheets.com</p> <p>Scholastic.com/Teachables</p>	<p>Teacher created formative and summative assessments</p>	<p>L.3.1 L.3.1.A L.3.1.D L.3.1.E L.3.1.F L.3.1.G</p>
	<p>How do you write informative/explanatory paragraphs?</p> <p>How can describe how characters in a novel are alike and different?</p> <p>What is a cinquain and how can we write descriptive cinquains about spring?</p>	Writing	<ul style="list-style-type: none"> • Informative paragraph (St. Patrick) • Compare/contrast (2 characters from Fantastic Mr. Fox) • Cinquain writing (Spring) 	<p>Scholastic.com/Teachables <i>Paragraph of the Week</i>,</p> <p><i>Paragraph Writing, How to Write a Paragraph</i> by Rachel Lynette, TPT</p> <p><u>Read and Understand Poetry/</u> Evan-Moor</p>	<p>Completed assignments with teacher created rubrics</p>	<p>W.3.1 W.3.1.B W.3.1.D W.3.2 RL.3.5</p>

April	<p>How can a story map represent the major elements of a story?</p> <p>How can a story summary be brief yet provide basic information about the story?</p> <p>How can science facts be intertwined with fantasy in a novel?</p>	Reading	<ul style="list-style-type: none"> • Summary and story map: Tops and Bottoms • Fantasy, science fiction: Top Secret (novel) • Vocabulary related to readings • Informational text: Scholastic News 3 • Reading fluency 	<p>Top Secret by John Reynolds Gardiner</p> <p>Scott Foresman: Reading Imagine That! Grade 3</p> <p>Superteacherworksheets.com</p> <p>Scholastic.com/sn3</p>	<p>Superteacherworksheets.com</p> <p>Scott Foresman Reading Imagine That! Practice Book</p> <p>Teacher created tests</p> <p>Scholastic.com/sn3 Teaching Resources</p>	<p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.3</p>
	<p>How do prefixes change the meanings of the base words?</p> <p>What spelling rules need to be followed to add word endings?</p> <p>How do we know whether to use w or wh?</p>	Word Study / Spelling / Phonics	<p>Word Study/Spelling lists:</p> <ul style="list-style-type: none"> • Prefixes un- and re- • Adding -ed and -ing • Words with w and wh 	<p>Scott Foresman: Reading Grade 3 Spelling Workbook</p> <p>Spectrum: Word Study and Phonics Grade 3</p> <p>Superteacherworksheets.com</p>	<p>Selected practice from Scott Foresman Reading Grade 3 Spelling Workbook</p> <p>Teacher created spelling list tests</p>	<p>L.3.2.E</p> <p>L.3.2.F</p> <p>L.3.1.E</p> <p>L.3.1.D</p>
	<p>What are the different ways we use adjectives?</p> <p>How can adjectives help make our written and spoken communication more interesting?</p>	English / Grammar	<ul style="list-style-type: none"> • Adjectives before nouns • Subject complements • Adjectives that compare • Adjectives that tell how many • Demonstrative adjectives 	<p>Loyola Press: Exercises in English Level C workbook</p> <p>Loyola Press: Voyages in English 3 textbook</p> <p>Superteacherworksheets.com</p> <p>Scholastic.com/Teachables</p>	<p>Teacher created formative and summative assessments</p>	<p>L.3.1</p> <p>L.3.1.A</p>

	<p>How can we effectively communicate our ideas through narrative writing?</p> <p>What information is presented in a book report?</p>	<p>Writing</p>	<ul style="list-style-type: none"> • Narrative writing (Supporting Earth Day) • Book report: (<u>Top Secret</u>) • Letter to author 	<p>Scholastic.com/Teachables</p> <p><i>Paragraph of the Week, Paragraph Writing, How to Write a Paragraph</i> by Rachel Lynette, TPT</p>	<p>Completed assignments with teacher created rubrics</p>	<p>W.3.3 W.3.3.A W.3.4</p>
<p>May</p>	<p>How can an author's text structure help us better understand a sequence of events?</p> <p>How can reading descriptions allow us to visualize settings, events and characters in a story?</p> <p>How can we find clues in a novel that help us predict resolutions?</p> <p>How can we relate poetry to our faith?</p>	<p>Reading</p>	<ul style="list-style-type: none"> • Text Structure: <u>Mom's Best Friend</u> • Visualizing: <u>Brave as a Mountain Lion</u> • Clarifying and predicting: <u>Sarah, Plain and Tall</u> (novel) • Informational text, text features: Scholastic News Grade 3 • Poetry: <i>Lovely Lady Dressed in Blue, Teach Me How to Pray</i> • Reading fluency 	<p>Scholastic.com/sn3</p> <p>Scott Foresman: <u>Reading Imagine That! Grade 3</u></p> <p>Superteacherworksheets.com</p> <p><i>A Guide for Using Sarah, Plain and Tall in the Classroom,</i> Teacher Created Resources</p> <p><u>Sarah, Plain and Tall</u> by Patricia MacLachlin</p>	<p>Superteacherworksheets.com</p> <p>Scott Foresman <u>Reading Imagine That! Practice Book</u></p> <p>Teacher created tests</p> <p>Scholastic.com/sn3 Teaching Resources</p>	<p>RL.3.1 RL.3.2 RI.3.1 RI.3.2 RF.3.4 RF.3.4.B</p>
	<p>How can we learn to spell similar sounds with different spelling patterns?</p>	<p>Word Study / Spelling / Phonics</p>	<p>Word study/Spelling Lists:</p> <ul style="list-style-type: none"> • Vowels in final syllables • Using just enough letters • Vowel sound in <i>ball</i> • Letters in correct order 	<p>Scott Foresman: <u>Reading Grade 3 Spelling Workbook</u></p> <p>Spectrum: Word Study and Phonics Grade 3</p> <p>Superteacherworksheets.com</p>	<p>Selected practice from <u>Scott Foresman Reading Grade 3 Spelling Workbook</u></p> <p>Teacher created spelling list tests</p>	<p>RF.3.3 RF.3.3.B RF.3.3.D</p>

	<p>What are the different ways we use adverbs?</p> <p>How can adverbs help make our written and spoken communication more precise?</p> <p>How can we follow the rules of written communication?</p>	<p>English / Grammar</p>	<ul style="list-style-type: none"> • Adverbs that tell when, where, how • Capitalization, punctuation, direct quotations 	<p>Loyola Press: <u>Exercises in English Level C</u> workbook</p> <p>Loyola Press: <u>Voyages in English 3</u> textbook</p> <p>Superteacherworksheets.com</p> <p>Scholastic.com/Teachables</p>	<p>Teacher created formative and summative assessments</p>	<p>L.3.1</p> <p>L.3.1.A</p> <p>L.3.2</p>
	<p>How do we conduct and present interviews in written form?</p> <p>How can we write a prayer of our own?</p> <p>How can we write a free verse poem about nature?</p>	<p>Writing</p>	<ul style="list-style-type: none"> • Write interviews on a topic of interest • Prayer writing to Blessed Mother • Write free verse poems • Write personal letters 	<p>Scholastic.com/Teachables</p> <p><i>Paragraph of the Week, Paragraph Writing, How to Write a Paragraph</i> by Rachel Lynette, TPT</p>	<p>Completed assignments with teacher created rubrics</p>	<p>W.3.1</p> <p>W.3.2</p> <p>W.3.3</p>
<p>June</p>	<p>How can a fantasy novel teach us about true friendship?</p> <p>How can informational text help us better understand our world?</p>	<p>Reading</p>	<ul style="list-style-type: none"> • Comparing/contrasting characters: <u>Charlotte's Web</u> (fantasy) • Reading fluency • Informational text: Scholastic News Grade 3 	<p>Scholastic.com/sn3</p> <p><u>Charlotte's Web</u> by E.B. White</p> <p>Superteacherworksheets.com</p>	<p>Teacher created tests</p>	<p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.3</p>

	<p>How can dividing words into syllables help us spell them correctly?</p> <p>How can understanding homophones, multiple meaning words, and idioms help us gain a strong foundation in the English language?</p>	<p>Word Study / Spelling / Phonics</p>	<p>Word Study/Spelling Lists:</p> <ul style="list-style-type: none"> • Syllables • Homophones • Multiple meaning words • Idioms 	<p>Scott Foresman: <u>Reading Grade 3 Spelling Workbook</u></p> <p>Spectrum: Word Study and Phonics Grade 3</p> <p>Superteacherworksheets.com</p>	<p>Selected practice from <u>Scott Foresman Reading Grade 3 Spelling Workbook</u></p> <p>Teacher created spelling list tests</p>	<p>L.3.2.F</p> <p>L.3.4</p>
	<p>How can proper capitalization and punctuation enhance our writings?</p>	<p>English / Grammar</p>	<ul style="list-style-type: none"> • Commas • Apostrophes • Capitalization • Abbreviations 	<p>Loyola Press: <u>Exercises in English Level C</u> workbook</p> <p>Loyola Press: <u>Voyages in English 3</u> textbook</p> <p>Superteacherworksheets.com</p> <p>Scholastic.com/Teachables</p>	<p>Teacher created formative and summative assessments</p>	<p>L.3.4</p> <p>L.3.4.B</p>
	<p>How do we communicate our yearly experiences in paragraphs?</p> <p>How can we use rules of grammar and the writing process to produce a final self-edited work?</p>	<p>Writing</p>	<ul style="list-style-type: none"> • Reflection (narrative) • Informative writing in letter form (for incoming 3rd graders) 	<p>Graphic organizers</p>	<p>Completed assignments with teacher created rubrics</p>	<p>W.3.2</p> <p>W.3.3</p>