

# SAUSD Common Core Aligned Curriculum Map: Third Grade ELA

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## **SAUSD Grade Level Curriculum Map**

These curriculum maps are designed to address CCSS Literacy outcomes. The overarching focus for all curriculum maps is building student's content knowledge and literacy skills as they develop knowledge about the world.

1. Each unit provides several weeks of instruction. Each unit also includes formative and summative assessments.
2. Taken as a whole, this curriculum map is designed to give teachers recommendations and some concrete strategies to address the shifts required by CCSS.
3. **Note that the curriculum map addresses all components of ELA except for the “green section” of OCR/Language Arts.** Teachers should continue teaching the “the Green Section” as it is sequenced in Open Court Reading. Research (NRP) has shown that systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and Open Court Reading green section offers a systematic scope and sequence of phonics instruction.
4. **The selected texts in this curriculum map represent only one type of the reading that students must do to become proficient readers. A quality instructional program will include:**
  - **Complex Text for Close Reading**, both informational and narrative (as addressed in this curriculum map)
  - **Decodable Texts for Students** still building phonics skills (as addressed in OCR Green Section)
  - **Reading at student's individual level to build fluency, vocabulary, and comprehension** (as addressed through workshop strategies, intervention or Accelerated Reader, etc.)

## **Components**

- a. **CCSS Shifts:** reviews SAUSD's approach to the Common Core Literacy Shifts which guided the curriculum map.
- b. **Year at a Glance:** provides a quick look into each unit of study. It includes the big idea, and essential questions, core complex texts chosen through close analysis and the performance task. (see further explanation of the criteriabelow). The amount of time spent for each unit is also included.

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b. **Narrative Overview:** describes the purpose for the unit, the connections with previous and subsequent units, standards addressed, and the unit anchor text(s).

c. **Curriculum Map:** *The Curriculum Map is presented by trimester. Each trimester includes:*

- **Unit Title:** These are either the title of the Open Court Unit itself, or when applicable, the SAUSD Common Core Unit of Study
- **Date range and number of weeks:** Includes the approximate dates when the unit will be taught and the estimated number of weeks classrooms will spend on the unit. The flexibility offered by a range of dates allows for teachers to use formative assessment and be responsive to the needs of students. In this vein, an estimated range of dates is conducive to supporting students in developing a deep understanding which promotes transfer of knowledge and skills to other contexts.
- **Performance Task:** The performance task is a culminating activity that allows students to apply the both content knowledge and literacy skills gained throughout the unit. It is a relevant and real-life application that involves reading, writing, and often presenting is tied the big idea and essential questions for the unit. The performance task might be collaborative or independent in nature. Teachers will make decisions about the strategies and scaffolds needed to support students in the task.
- **Big Ideas and Essential Questions:** The big idea for each unit is a statement describing the universal theme of the unit. The essential questions drive the inquiry around the big idea. The texts and tasks are aligned to the big idea and essential questions that students will explore throughout the unit.
- **Complex Texts:** We look at our Open Court selections in a new way. We will spend more time on key selections and have the option to use some other selections in flexible ways based on student needs. In the curriculum maps, text selections are identified **as anchor, standard, read-aloud, or optional** based on their centrality to the unit:
  - **Anchor Text:** These selections are central to the unit. They are complex and closely aligned to the big idea and essential questions of the unit. They provide multiple opportunities for teaching the qualitative aspects of text and the CCSS standards. Teachers will want to spend an extended period of time (up to 2 weeks) in order to teach these selections in depth. With each anchor text, students will closely read for a *variety of purposes to deeply explore the text*, engage in collaborative conversations surrounding the text, and write their own texts using the selection as a source. The anchor text presents many opportunities to address the CCSS literacy shifts as students build knowledge as they read, write, and speak about a complex text using academic language.

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- **Standard Texts:** These selections, while an important part of the unit, won't require the same depth of reading as the anchor texts. Teachers will want to spend about one week of instruction on these selections, to include: reading, asking and answering text dependent questions, and participating in collaborative conversations.
- **Read-Aloud Texts:** These selections link to the unit big idea and essential questions, but based on qualitative analysis and time constraints, it is suggested that these selection are read aloud to students so as to allow more time for anchor and standard texts. Although teachers will still ask text dependent questions and have students interact during the read aloud, this might be accomplished in one sitting and other extended activities aren't required. Read-aloud texts also provide opportunities for students to have access to texts that might otherwise be at their frustration reading level while simultaneously developing listening skills.
- **Optional Texts:** Though many of these selections have merit, they are optional in order to make more time for anchor and standard texts. Teachers may choose to skip these texts or use them in other flexible ways.
- **Content Standards:** When there are connections to History Social/Science or Science standards, those standards are indicated here. Though the unit concepts connect to these standards, additional instruction might be needed to fully address the content standards
- **CCSS Standards:** The Common Core Standards addressed in each unit for reading, writing, speaking and listening, and language are identified. These standards should be addressed through questioning and student tasks. Standards are "bundled" and not taught in isolation so they represent authentic experiences.
  - **Note:** the distinction between standards "across units" vs. "central to this unit".Standards labeled "across units" are foundational to the CCSS shifts, and therefore are taught early and reinforced through the year.Standards central for this unit are the focus for that specific unit.
- **Cross-Content Real World Connection:** To provide relevance to students, as identified in the shifts and SAUSD Theoretical Framework, the cross-content, real world connections to the unit are indicated. The emphasis of learning is the application of knowledge to real world experiences. This gives purpose to learning, which is motivating to students.

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## Common Core Shifts for English Language Arts

<b>Building knowledge through content-rich nonfiction</b>	<p><b><i>SAUSD's approach emphasizes effective literacy instruction through the use of compelling topics that engage students in informational and literary texts. The texts are sequenced around a topic leading to the big idea and essential questions in order to provide a clear and explicit purpose for instruction.</i></b></p> <ul style="list-style-type: none"><li>• Curriculum includes a rich variety of texts, including literature, nonfiction, media, primary sources, visuals.</li><li>• Curriculum is based in part on what resources teachers likely already have, but also includes additional authentic texts needed to craft a coherent learning progression within and among grade levels.</li></ul>
<b>Reading, writing, and speaking grounded in evidence from text, both literary and informational</b>	<p><b><i>SAUSD's approach emphasizes working with evidence, including students self-assessing, learning to ask strong text-dependent strategic questions as they read. It emphasizes performance tasks that require students to cite textual evidence, to revise and reflect on their own writing as well as their peers' writing. It emphasizes students building expertise about a topic and often sharing that expertise with classmates or a wider audience.</i></b></p> <ul style="list-style-type: none"><li>• Throughout instruction, students are asked to return to the text through sequenced, rich, and rigorous evidence based questioning, discussions, and varied, engaging tasks.</li><li>• Students write routinely, including a balance of on-demand and process writing. Students will draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms.</li><li>• All end-of-unit performance tasks directly build on the reading students have been doing in the unit. Many are designed to build students' engagement by asking them to do a more real-world task.</li><li>• Performance tasks may include narratives, but emphasize informative and argumentative writing.</li></ul>
<b>Regular practice with complex text and its academic language</b>	<p><b><i>SAUSD's approach emphasizes active reading of complex texts by all students. Students will read a progression of complex texts and focus on building academic language and syntax in context.</i></b></p> <ul style="list-style-type: none"><li>• Texts are chosen to reflect a variety of factors: Lexile level, complexity of the topic/concept, the appropriateness of the text given the specific literacy standard or task.</li><li>• Texts cultivate students' interests, are relevant to their culture, and engage them in reading, writing, and speaking.</li><li>• Curriculum directly address supports for meeting the needs of a wide range of learners in order for every student to become a more proficient and independent reader.</li><li>• Curriculum emphasizes academic and domain specific vocabulary as well as other words ELLs or other struggling readers might not know</li><li>• Curriculum strongly emphasize teaching students how to figure out words in context.</li><li>• Students are expected to do regular independent reading to build on concepts and ideas in each unit. Research shows that students must read a high volume of text at their reading level in order to build a strong vocabulary.</li></ul>

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## Year at-a-Glance

Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
<b>Unit 1:</b>  <b>Friendship</b>	<p style="text-align: center;">7 Weeks</p> <p style="text-align: center;">Beginning September to End- October</p>	<ul style="list-style-type: none"> <li>• Students will watch a video, “Friends Sharing the Secret of Friendship” (United Streaming <a href="http://app.discoveryeducation.com/search?Ntt=friendship">http://app.discoveryeducation.com/search?Ntt=friendship</a>) and take notes from the video.</li> <li>• Using information from the video and the OCR stories, the students will create a “Friend Wanted Poster” that shows the <i>characteristics</i> that they value in a true friend.</li> <li>• The students will prepare a short speech to “pitch” their poster to their classmates.</li> </ul>	Friendship consists of joys and challenges.	<ul style="list-style-type: none"> <li>• How do trust and loyalty relate to friendship?</li> <li>• What are the characteristics of a true friend?</li> <li>• How does friendship require risk-taking and courage?</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Gloria Who Might Be My Best Friend</i> (Standard)</li> <li>• <i>Angel Child, Dragon Child</i> (Standard)</li> <li>• <i>The Tree House</i> (Optional)</li> <li>• <i>Rugby and Rosie</i> (Standard)</li> <li>• <i>Teammates</i> (<b>Anchor</b>)</li> <li>• <i>The Legend of Damon and Pythias</i> (Standard)</li> <li>• Unit Poetry optional/read aloud</li> </ul>
<b>Unit 2:</b>  <b>Habitats Common Core Unit and City Wildlife</b>	<p style="text-align: center;">4 Weeks for CCSS Unit and 3 Weeks for other selections</p> <p style="text-align: center;">End- October To End Winter Break</p>	<ol style="list-style-type: none"> <li>1. Students will research Orange County wildlife in collaborative groups and create a public service announcement to inform the public about the animal.</li> <li>2. Students will write an informative essay based on a news article about bears in an urban area and an informational text about bears.</li> </ol>	Changes Affect Living Things	<ol style="list-style-type: none"> <li>1. How do changes in the environment affect living things?</li> <li>2. How do humans impact the habitats of living things?</li> <li>3. What do humans do to protect living things?</li> <li>4. How do we use ideas presented in the text to support informative/explanatory writing?</li> </ol>	<ul style="list-style-type: none"> <li>• <i>City Critters</i> (Standard)</li> <li>• <i>Make Way for Ducklings</i> (Standard)</li> <li>• <i>Can We Save the Peregrine Falcon</i> (science textbook)</li> <li>• <i>Urban Roosts</i> (anchor)</li> <li>• <i>Two Days in May</i> (Standard)</li> <li>• <i>Secret Place</i> (standard)</li> </ul>

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<p><b>Unit 3:</b></p> <p><b>Imagination</b></p> <p><b>Common Core Unit</b></p>	<p>4 Weeks</p> <p>Mid-January to Mid-February</p>	<ul style="list-style-type: none"> <li>Students will read two articles and answer questions to demonstrate comprehension of the text (include a Thinking Map).</li> <li>Students will then write an informational/explanatory essay to demonstrate your understanding of the role imagination played in scientists'/ inventors' lives.</li> </ul>	<p>Imagination can be the start of something new.</p>	<ul style="list-style-type: none"> <li>How does imagination enrich our lives?</li> <li>Does imagination ever play a harmful or negative role?</li> <li>How can imagination help you accomplish great things?</li> <li>How is imagination powerful?</li> </ul>	<ul style="list-style-type: none"> <li><i>Through Grandpa's Eyes</i> (Standard)</li> <li><i>The Cat Who Became a Poet</i> (Optional)</li> <li><i>A Cloak for a Dreamer</i> (Read Aloud)</li> <li><i>Picasso</i> (<b>Anchor</b>)</li> <li>Article: "George Washington Carver"</li> <li>Article: Leonardo da Vinci</li> <li><i>The Emperor's New Clothes</i> (Read Aloud)</li> <li><i>Roxaboxen</i> (Optional)</li> </ul>
<p><b>Unit 4:</b></p> <p><b>Money</b></p>	<p>5 Weeks</p> <p>Mid-February to End-March</p>	<ul style="list-style-type: none"> <li>Students will do a close read of "Meet Jason Upshaw", "Meet Madam C. J. Walker" and "Meet S. Truett Cathy (Social Studies TE p.130) highlighting and taking notes in the margin focusing on how money and resources impacted their lives.</li> <li>Choose appropriate Thinking Maps to demonstrate your thinking. Choose two people to write about. You will explain how each person used their money and/or resources to impact lives. Write a 4-paragraph essay with an introduction, two body paragraphs, and a conclusion.</li> </ul>	<p>Money and resources can impact your life.</p>	<ol style="list-style-type: none"> <li>How can money cause problems?</li> <li>What are the challenges of saving and managing money and/or resources?</li> <li>How can money be used to accomplish your dreams and/or goals?</li> <li>What is the difference between a want and a need?</li> </ol>	<ul style="list-style-type: none"> <li>Social Studies Unit 5 Lesson 1</li> <li><i>A New Coat for Anna</i> (<b>Anchor</b> using Social Studies Unit 5 Lesson 2)</li> <li>Social Studies Unit 5 Lesson 3 with <i>Alexander, Who Used to Be Rich</i> (Read Aloud)</li> <li><i>The Go-Around Dollar</i> (Standard)</li> <li><i>Kids Did It! In Business</i> (Optional)</li> <li><i>The Cobbler's Song</i> (Read Aloud)</li> <li><i>Four Dollars and Fifty Cents</i> (Read Aloud)</li> <li><i>Uncle Jed's Barbershop</i> (Standard w/ Social Studies Unit 5 Lesson 4)</li> </ul>

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<p><b>Unit 5:</b></p> <p><b>Storytelling</b></p>	<p>6-7 Weeks</p> <p>Early-April to End May</p>	<ul style="list-style-type: none"> <li>• Students will create five interview questions to use when interviewing a family member about a story in the family’s history.</li> <li>• Students will create a symbolic representation to use in retelling this family story to the class and teacher.</li> </ul>	<p>Stories form an integral part of our daily lives.</p>	<ol style="list-style-type: none"> <li>1. Why do we tell stories?</li> <li>2. How do people of different cultures pass down stories?</li> <li>3. How has storytelling changed over time?</li> <li>4. What can we learn about each other from storytelling?</li> </ol>	<ul style="list-style-type: none"> <li>• <i>A Story, A Story</i> (Standard)</li> <li>• <i>Storm in the Night</i> (Optional)</li> <li>• <i>Carving the Pole</i> (Standard)</li> <li>• <i>The Keeping Quilt</i> (<b>Anchor</b>)</li> <li>• <i>Johnny Appleseed</i> (Read Aloud)</li> <li>• <i>Aunt Flossie’s Hat</i> (Standard)</li> <li>• <i>Oral History</i> (Standard)</li> </ul>
<p>Unit 6:</p> <p><b>Common Core Unit</b></p>	<p>3 Weeks</p> <p>End-May To Mid June</p>	<ol style="list-style-type: none"> <li>1. Collaborative groups analyze a photograph and collectively write a realistic fictional narrative based on evidence from expository texts and video.</li> <li>2. Independently, students will write their own realistic fiction narrative based on an assigned photo and gathering evidence from multiple sources.</li> </ol>	<p>Hardships can build strength of character</p>	<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does an individual’s reaction to hardships affect how they deal with a situation?</li> <li>2. What does a person’s reaction to hardship say about them?</li> <li>3. How can hardships make you stronger? Can they make you weaker?</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Leah’s Pony</i></li> <li>• <i>Searching For a Better Life</i> (SS Grade 4, U4, L5)</li> <li>• Video “Surviving the Dust Bowl”</li> </ul>

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## Narrative Overview

<p>Grade: Unit 1</p>	<p><b>3</b></p> <p><b>Friendship:</b> In this Open Court Reading unit, students explore relationships outside of the family. They will learn about the joys and pitfalls of friendship, characteristics of a good friend, who can be friends and how to make friends. From a basic understanding they will deepen their knowledge of this new relationship. Through this unit, students will explore the Big Idea “Friendship consists of joys and challenges” while also considering the essential questions, 1. How do trust and loyalty relate to friendship? 2. What are the characteristics of a true friend? 3. How does friendship require risk-taking and courage?</p> <p><b>Key Standards:</b> <b>RL. 3.1, RL. 3.2, RL. 3.3, RL. 3.4 RL, RL.3.5, RL. 3.7, RL. 3.10; RI. 3.1, RI. 3.2, RI. 3.7, RI. 3.8, RI. 3.10, RF 3.3, RF 3.4; W.3.2, W. 3.3, W. 3.4; W. 3.8, W. 3.10, SL. 3.1, SL. 3.2, SL. 3.4, SL.3.6; L.3.1a – 3.1f, L. 3.2a, 3.2e -g , L.3.4a</b></p> <p><b>Builds on Prior Knowledge:</b> The students at the Third Grade level have experiential knowledge of friendship and relationships with their peers and they will build upon that knowledge through reading narrative and expository text. Also, the stories in this unit will connect to their understanding of the Kindness from Grade Two.</p> <p><b>Anchor Texts:</b> <i>Teammates</i></p>
<p>Unit 2</p>	<p><b>City Wildlife CCSS- Habitats:</b> In this unit, students will explore city wildlife. They will read about animals that make their homes in the city. They will learn about how animals survive in urban environments and how they adapt to survive life in urban habitats. They will read both fiction and expository text. Throughout this unit, students will explore the Big Idea “Changes Affect Living Things” while considering the following essential questions: 1. How do changes in the environment affect living things? 2. How do humans impact the habitats of living things? 3. What do humans do to protect living things? 4. How do we use ideas presented in the text to support informative/explanatory writing?</p> <p><b>Key Standards:</b> <b>RL. 3.1, RL. 3.2, RL. 3.3, RL. 3.4 RL, RL. 3.7, RL. 3.10; RI. 3.1, RI. 3.2, RI. 3.4, RI. 3.8, RI. 3.10, RF 3.3, RF 3.4; W.3.2, W. 3.4 W. 3.5, W. 3.8, W. 3.10; SL. 3.1, SL. 3.2, SL. 3.4, SL.3.6; L.3.1a, L. 3.1h, L. 3.2a-f, L. 3.4a</b></p> <p><b>Builds on Prior Knowledge:</b> Students learned in second grade about animal homes. Most students at the Third Grade level understand that wild animals live in natural settings. This unit will serve to help students build on that knowledge and to understand that wild animals can be found in urban settings.</p> <p><b>Anchor Texts:</b> <i>Urban Roost</i></p>

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<p>Unit 3</p>	<p><b>Imagination:</b> Through the Open Court Unit “Imagination”, students explore and expand their knowledge and appreciation for their own and other’s imaginations. They will discover that besides pretending, there are other aspects to imagination which can lead to new avenues. Students will realize that divergent and creative thinking through the use of imagination can not only be enjoyable, but also practical and beneficial. In this unit of study, students will explore the big idea “Imagination can be the start of something new” while also considering the essential questions: 1. How does imagination enrich our lives? 2. Does imagination ever play a harmful or negative role? 3. How can imagination help you accomplish great things? 4. How is imagination powerful?</p> <p><b>Key Standards:</b> <b>RL. 3.1, RL.3.2, RL.3.3, RL.3.4, RL. 3.10, RI. 3.1, RI. 3.2, RI. 3.4, RI. 3.5, RI. 3.6, RI. 3.7, RI. 3.10; RF.3.3, RF.3.4; W. 3.1, W. 3.2, W.3.4, W. 3.5, W. 3.8, W. 3.10; SL. 3.1, SL. 3.2, SL. 3.3, SL. 3.4, SL. 3.6; L. 3.1a, d-g, SL. 3.2e-g, SL. 3.3a, SL. 3.4b</b></p> <p><b>Builds on Prior Knowledge:</b> Students will build upon their knowledge of imagination to understand that imagination can be more than pretending or make believe. Students will understand that people use their imagination in art, writing, and science. Students will learn about people who used their imagination to discover something new.</p> <p><b>Anchor Texts:</b> <i>Picasso</i></p>
<p>Unit 4</p>	<p><b>Money:</b> In this Open Court Reading unit, students will explore various ways money is used as a measure of value and a means of exchange. They will ponder different forms of money, how money works, and the role of money in people’s lives and businesses. They will also learn how money choices can change their lives. They will transfer this knowledge to the use, overuse, or abuse of resources. They will determine what constitutes wants or needs, and their role as a contributor to their future.</p> <p><b>Key Standards:</b> <b>RL. 3.1, RL.3.2, RL.3.3, RL.3.4, RL. 3.6, RL. 3.7, RL.3.10; RI.3.1, RI.3.2, RI.3.4, RI. 3.5, RI.3.7, RI.3.8, RI. 3.10; RF.3.3, RF.3.4; W.3.2, W.3.4, W.3.5, W. 3.6, W. 3.7, W. 3.8; SL.3.1, SL. 3.5, SL.3.6; L.3.1h, L.3.1i, L.3.1k, L. 3.2e-f, L. 3.3a, L.3.4a, L. 3.4c</b></p> <p><b>Builds on Prior Knowledge:</b> Students will build upon their knowledge of currency and money as they learn about the forms, origins, and purposes of money in people’s lives.</p> <p><b>Anchor Texts:</b> <i>A New Coat for Anna</i></p>
<p>Unit 5</p>	<p><b>Story Telling:</b> In this Open Court Reading unit, Students will learn about cultures and traditions in which oral storytelling plays an important role. Students will gain an appreciation of how storytelling has always been and will continue to be, an important aspect of their lives. Students will experience how other children have learned to appreciate the stories that have been handed down through generations. Students will also learn how to be storytellers and the rewards that come with it. Students will participate in the storytelling process.</p>

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	<p><b>Key Standards:</b> RL. 3.1, RL.3.2, RL.3.3, RL.3.4, RL. 3.5, RL. 3.9, RL3.10; RI.3.1, RI.3.2, RI.3.4, RI. 3.10; RF.3.3, RF.3.4; W.3.2, W. 3.3, W.3.4, W.3.5, W.3.8; SL.3.1,SL.3.3, SL.3.4, SL.3.6; L.3.1h-i, L.3.2a, L. 3.2c, L. 3.2g, L.3.3, L.3.4, L.3.5</p> <p><b>Builds on Prior Knowledge:</b> Students studied the theme “Sharing Stories in Second Grade and this unit will build upon that knowledge. This unit lessons will focus on how and why people tell stories.</p> <p><b>Anchor Texts:</b> <i>The Keeping Quilt</i></p>
Unit 6	<p><b>Country Life: Common Core Unit:</b></p> <p>In this Open Court Reading unit, students will compare country life with city life. They will analyze the character traits of folks living in the country and compare them to their own lifestyle. By comparing these values, students will gain an understanding of the unique challenges facing country dwellers. They will also compare changes over time and how they impacted the development and importance of our nation’s farmland. Students will be exposed to the history of the Dust Bowl, and how it impacted the lives of many people at that time. They will explore the Big Idea that hardship can build strength of character as they work to understand</p> <p><b>Key Standards:</b> RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7; RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7, RI. 3.9; W.3.1, W.3.2, W.3.4, W.3.5, W.3.8, W. 3.10; SL.3.1, SL.3.2, SL. 3.3, SL.3.6; L.3.4, L.3.5, L.3.6</p> <p><b>Builds on Prior Knowledge:</b> Students learned about the role of money and resources in people’s lives in Unit 4. The stories in this unit will build upon that knowledge to help students understand the causes and effects of financial hardship during the Dust Bowl.</p> <p><b>Anchor Texts:</b> <i>Leah’s Pony</i></p>

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## First Trimester

	UNIT 1 Friendship 6-7 Weeks Beginning September to End-October	UNIT 2 City Wildlife and CCSS Unit 4 Weeks End-October To Winter Break
District Assessments	<b>Renaissance Learning 9/16 – 9/27</b>	<b>Writing Proficiency #1 (11/4 – 11/8) ELA and Math Benchmark #1 (11/13-11/20)</b>
TITLE	<b>Friendship</b>	<b>Habitats, City Wildlife CCSS-</b>
END OF UNIT PERFORMANCE TASK	<ol style="list-style-type: none"> <li>Students will watch a video titled, “Friends Sharing the Secret of Friendship” (<b>United Streaming <a href="http://app.discoveryeducation.com/search?Ntt=friendship">http://app.discoveryeducation.com/search?Ntt=friendship</a></b>) and take notes from the video.</li> <li>Using information from the video and your OCR stories, create a “Friend Wanted Poster” that shows the characteristics that you value in a true friend. Prepare a short speech to “pitch” your poster to your classmate.</li> </ol>	<ol style="list-style-type: none"> <li>Students will research Orange County wildlife in collaborative groups and create a public service announcement to inform the public about the animal.</li> <li>Students will write an informative essay based on a news article about bears in an urban area and an informational text about bears</li> </ol>
BIG IDEAS AND ESSENTIAL QUESTION	<p><b>Big Idea:</b> Friendship consists of joys and challenges.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>How do trust and loyalty relate to friendship?</li> <li>What are the characteristics of a true friend?</li> <li>How does friendship require risk-taking and courage?</li> </ol>	<p><b>Big Idea:</b> Changes affect living things</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>How do changes in the environment affect living things?</li> <li>How do animals adapt to changes in their environment?</li> <li>How do humans impact the habitats of living things?</li> <li>What do humans do to protect living things?</li> <li>How do we use ideas presented in the text to support informative and explanatory writing?</li> </ol>
COMPLEX TEXTS	<ul style="list-style-type: none"> <li><i>Gloria Who Might Be My Best Friend (Standard)</i></li> <li><i>Angel Child, Dragon Child (Standard)</i></li> <li><i>The Tree House (Optional)</i></li> <li><i>Rugby and Rosie (Standard)</i></li> <li><b><i>Teammates (anchor)</i></b></li> <li><i>The Legend of Damon and Pythias (Standard)</i></li> <li><b><i>Unit Poetry (optional/read aloud)</i></b></li> </ul>	<ul style="list-style-type: none"> <li><i>Can We Save the Peregrine Falcon (from science textbook)</i></li> <li><i>Urban Roosts</i></li> <li><i>Two Days in May</i></li> </ul>
CONTENT STANDARDS	<b>Social Studies 3.4.6</b> Describe the lives of American heroes who took risks to secure our freedoms.	<b>Science 3.3c</b> Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. <b>Science 3.3d.</b> Students know when the environment changes, some plants

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	UNIT 1 Friendship 6-7 Weeks Beginning September to End-October	UNIT 2 City Wildlife and CCSS Unit 4 Weeks End-October To Winter Break
		and animals survive and reproduce; others die or move to new locations.
READING STANDARDS ACROSS UNITS	Citing Evidence and Analyzing Content: <b>RL. 3.1 &amp; RI. 3.1.</b> (ask/answer questions), <b>RL. 3.2 &amp; RI. 3.2</b> (main idea) Studying and applying vocabulary: <b>RL. 3.4 &amp; RI. 3.4</b> (academic and domain-specific vocabulary) Reading grade-appropriate literature and informational text: <b>RL. 3.10 &amp; RI. 3.10</b> (complex text)	
READING STANDARDS CENTRAL TO THIS UNIT	<b>RL. 3.1</b> Ask and answer questions. <b>RL. 3.4</b> Determine meaning of literal and nonliteral language. <b>RL. 3.3</b> Describe the character’s actions and their contribution to the text. <b>RL. 3.5</b> Describe how each part of a text builds on earlier events. <b>RL. 3.7</b> Explain how illustrations and words convey mood, setting and character. <b>RI. 3.1</b> Ask and answer questions. <b>RI. 3.7</b> Use illustrations and words to comprehend text. <b>RI. 3.8</b> Describe logical connection between parts of a text.	<b>RL. 3.3</b> Describe the character’s actions and their contribution to the text. <b>RL. 3.7</b> Explain how illustrations and words convey mood, setting and character. <b>RI. 3.1</b> Ask and answer questions. <b>RI. 3.4</b> Academic and content specific words <b>RI. 3.8</b> Describe logical connection between parts of a text.
READING FOUNDATIONAL STANDARDS IN EACH UNIT	<b>RF. 3.3</b> (phonics/decoding, multisyllabic words), <b>RF3.4</b> (fluency)	
WRITING STANDARDS ACROSS UNITS	Writing Process and Routine Writing: <b>W. 3.4</b> (development and organization), <b>W. 3.5</b> (plan, revise, edit), <b>W. 3.10</b> (routine writing) <b>W. 3.8</b> Gather info, take notes, sort evidence	
WRITING STANDARDS CENTRAL TO THIS UNIT	<b>W. 3.2</b> Write to inform or explain. <b>W. 3.3</b> Write narrative pieces. <b>W. 3.8</b> Gather information, take notes, sort evidence.	<b>W. 3.2</b> Write to inform or explain. <b>W. 3.7</b> Conduct research to investigate different aspects of topic.
SPEAKING and LISTENING STANDARDS ACROSS UNITS	Conducting Discussions: <b>SL. 3.1</b> (engage collaboratively) Report Findings: <b>SL. 3.6</b> (use formal English when appropriate)	

## SAUSD Common Core Aligned Curriculum Map: Third Grade ELA

	UNIT 1 Friendship 6-7 Weeks Beginning September to End-October	UNIT 2 City Wildlife and CCSS Unit 4 Weeks End-October To Winter Break
<b>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</b>	<b>SL. 3.1</b> Engage in collaborative discussions. <b>SL. 3.2</b> Determine the main idea and details of text presented in various formats. <b>SL. 3.4</b> Report on a topic or experience.	<b>SL. 3.1</b> Engage in collaborative discussions. <b>SL. 3.2</b> Determine the main idea and details of text presented in various formats. <b>SL. 3.4</b> Report on a topic or experience.
<b>LANGUAGE STANDARDS IN EACH UNIT</b>	Study and apply grammar: <b>L. 3.1</b> (grammar and usage), <b>L. 3.2</b> (conventions), <b>L. 3.3</b> (spoken vs. written) Study and apply vocabulary: <b>L. 3.4</b> (word meaning), <b>L. 3.6</b> (academic & domain-specific vocabulary)	
<b>LANGUAGE STANDARDS CENTRAL TO THIS UNIT</b>	<b>L. 3.1a – f</b> Parts of speech, nouns, and verbs <b>L. 3.2a</b> Capitalization rules <b>L. 3.2e</b> Spelling high frequency words & suffixes <b>L. 3.2f</b> Use spelling patterns to spell. <b>L. 3.2g</b> Consult reference materials. <b>L. 3.4a</b> Context clues	<b>L. 3.1a</b> parts of speech, nouns, and verbs <b>L. 3.1h</b> Use coordinating and subordinating conjunctions. <b>L. 3.2a</b> Capitalization rules <b>L. 3.2b</b> Use commas in addresses. <b>L. 3.2c</b> Commas and quotation marks <b>L. 3.2e</b> Spelling high frequency words & suffixes <b>L. 3.2f</b> Use spelling patterns and generalizations. <b>L. 3.4a</b> Meaning from affix
<b>ELD STANDARDS CENTRAL TO THIS UNIT</b>	<b>Part 1.A1</b> Collaborative discussions <b>Part 1B5</b> Listen actively. <b>Part 1 B6</b> Describe ideas, phenomena and text elements using key details. <b>Part 1B7</b> Describe language writers use to support an idea. <b>Part 1 C9</b> Plan and deliver oral presentations. <b>Part 1 C10b</b> Paraphrase texts with complete sentences and key words from notes. <b>Part 2 B3-4</b> Use noun phrases and verbs.	<b>Part 1A1</b> Collaborative discussions <b>Part 1A2</b> Collaborative writing <b>Part 1B5</b> Listen actively. <b>Part 1 B6</b> Describe ideas, phenomena and text elements using key details. <b>Part 1C9</b> Plan and deliver oral presentations. <b>Part 1 C10</b> Write longer informational texts. <b>Part 1 C11</b> Support with evidence from the text. <b>Part 2 C6</b> Combine clauses to join ideas.
<b>CROSS-CONTENT/ REAL WORLD CONNECTIONS</b>	This unit integrates Social Studies and literacy standards as the students read, write, and speak about the concept of friendship. Listening and Speaking skills are embedded throughout the unit and the theme. Discussions in this unit will help to establish effective collaborative group work routines and initiate discussions of friendship and peer relationships.	This unit integrates Science and literacy as students read, write, and speak about animal adaptations and changing habitats. Students will focus on Orange County animals in the culminating project.

# SAUSD Common Core Aligned Curriculum Map: Third Grade ELA

## Second Trimester

	UNIT 3 4 Weeks Mid-January to Mid-February	Unit 4 5 Weeks Mid-February to End-March
<b>District Assessments</b>	<b>Renaissance Learning (1/27-2/7)</b>	<b>Writing Proficiency #2 (2/24-2/28), ADEPT (3/3-3/12), ELA &amp; Math Benchmark #2 (3/13-3/20)</b>
<b>TITLE</b>	<b>Imagination</b>	<b>Money</b>
<b>END OF UNIT PERFORMANCE TASK</b>	1. Students will read two articles, take notes, and answer questions to demonstrate comprehension of the text. 2. Students will write an informational/explanatory essay to demonstrate their understanding of the role imagination played in scientists'/ inventors' lives.	1. Students will do a close read of "Meet Jason Upshaw", "Meet Madam C. J. Walker" and "Meet S. Truett Cathy (Social Studies TE p.130) highlighting and taking notes in the margin focusing on how money and resources impacted their lives. 2. Choose appropriate Thinking Maps to demonstrate your thinking. Choose two people to write about. You will explain how each person used their money and/or resources to impact lives. Write a 4-paragraph essay with an introduction, two body paragraphs, and a conclusion.
<b>BIG IDEAS AND ESSENTIAL QUESTION</b>	<p><b>Big Idea:</b> Imagination can be the start of something new.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does imagination enrich our lives?</li> <li>• Does imagination ever play a harmful or negative role?</li> <li>• How can imagination help you accomplish great things?</li> <li>• How is imagination powerful?</li> </ul>	<p><b>Big Idea:</b> Money and resources can impact your life.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do money and resources cause problems?</li> <li>• What are the challenges of saving and managing money and/or resources?</li> <li>• How can money and resources be used to accomplish your dreams and/or goals?</li> <li>• What is the difference between a want and a need?</li> </ul>
<b>COMPLEX TEXTS</b>	<ul style="list-style-type: none"> <li>• <i>Through Grandpa's Eyes</i> (Standard)</li> <li>• <i>Picasso</i> (Anchor)</li> <li>• Article: "George Washington Carver"</li> <li>• Article: Leonardo da Vinci</li> <li>• The Cat Who Became a Poet (Optional)</li> <li>• A Cloak for a Dreamer (Read Aloud)</li> <li>• The Emperor's New Clothes (Read Aloud)</li> <li>• Roxaboxen (Optional)</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies Unit 5 Lesson 1</li> <li>• <i>A New Coat for Anna</i> (<b>Anchor</b> using Social Studies Unit 5 Lesson 2)</li> <li>• Social Studies Unit 5 Lesson 3 with <i>Alexander, Who Used to Be Rich</i> (Read Aloud)</li> <li>• <i>The Go-Around Dollar</i> (Standard)</li> <li>• <i>Kids Did It! In Business</i> (Optional)</li> <li>• <i>The Cobbler's Song</i> (Read Aloud)</li> <li>• <i>Four Dollars and Fifty Cents</i> (Read Aloud)</li> <li>• <i>Uncle Jed's Barbershop</i> (Standard w/ Social Studies Unit 5 Lesson 4)</li> </ul>

## SAUSD Common Core Aligned Curriculum Map: Third Grade ELA

<b>CONTENT STANDARDS</b>	<p><b>Physical Science 2.c.</b> Students know the color of light striking an object affects the way the object is seen.</p> <p><b>Physical Science 2.d.</b> Students know an object is seen when light traveling from the object enters the eye.</p>	<p><b>Social Studies 3.5 1.</b> Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.</p> <p><b>Social Studies 3.5 3.</b> Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.</p>
<b>READING STANDARDS ACROSS UNITS</b>	<p>Citing Evidence and Analyzing Content: <b>RL. 3.1.</b> (ask/answer questions), <b>RL.3.2 &amp; RI.3.2</b> (main idea)            Studying and applying vocabulary: <b>RL. 3.4 &amp; RI. 3.4</b> (academic and domain-specific vocabulary)            Reading grade-appropriate literature and informational text: <b>RL.3.10 &amp; RI. 3.10</b> (complex text)</p>	
<b>READING STANDARDS CENTRAL TO THIS UNIT</b>	<p><b>RL. 3.1 &amp; RI. 3.1</b> Ask and answer questions about the text.  <b>RL. 3.3</b> Describe the character’s actions and their contribution to the text.  <b>RL. 3.4</b> Determine meaning literal and nonliteral language.  <b>RI. 3.4</b> Determine meaning of academic and content specific words.  <b>RI. 3.5</b> Text features  <b>RI. 3.7</b> Use illustrations and words to comprehend text.  <b>RI. 3.6</b> Own point of view vs. author’s point of view</p>	<p><b>RL. 3.1 &amp; RI. 3.1</b> Ask and answer questions about the text.  <b>RL 3.3</b> Describe the character’s actions and their contribution to the text.  <b>RL 3.6</b> Own point of view vs. the author  <b>RI. 3.4</b> Determine meaning of academic and content specific words.  <b>RI. 3.5</b> Text features  <b>RI. 3.7</b> Use illustrations and words.  <b>RI. 3.8</b> Describe logical connection between parts of a text.  <b>RI. 3.9</b> Compare/contrast two texts on same topic.</p>
<b>READING FOUNDATIONAL STANDARDS IN EACH UNIT</b>	<p><b>RF. 3.3</b> (phonics/decoding, multisyllabic words), <b>RF. 3.4</b> (fluency)</p>	
<b>WRITING STANDARDS ACROSS UNITS</b>	<p>Writing Process and Routine Writing: <b>W. 3.4</b> (development and organization), <b>W. 3.5</b> (plan, revise, edit), <b>W. 3.10</b> (routine writing)</p>	
<b>WRITING STANDARDS CENTRAL TO THIS UNIT</b>	<p><b>W. 3.1</b> Write opinion pieces.  <b>W. 3.2</b> Write informative/explanatory text.  <b>W. 3.8</b> Gather information/take notes.</p>	<p><b>W. 3.2</b> Write informative/ explanatory text.  <b>W. 3.6.</b> Use technology to produce and publish.  <b>W. 3.7</b> Conduct research to investigate different aspects of topic.  <b>W. 3.8.</b> Gather info, take notes, sort evidence.</p>
<b>SPEAKING and LISTENING STANDARDS ACROSS UNITS</b>	<p>Collaborative discussions: <b>SL. 3.1</b> (engage collaboratively)            Report findings: <b>SL. 3.6</b> (use formal English when appropriate)</p>	

## SAUSD Common Core Aligned Curriculum Map: Third Grade ELA

<b>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</b>	<p><b>SL. 3.1</b> Engage in collaborative discussions.</p> <p><b>SL. 3.2</b> Determine the main idea and supporting details of a text presented in various formats.</p> <p><b>SL. 3.3</b> Ask and answer questions from a speaker.</p> <p><b>SL. 3.4</b> Report on a topic/experience.</p>	<p><b>SL. 3.1</b> Engage in collaborative discussions.</p> <p><b>SL. 3.5</b> Create audio recordings of fluid reading.</p>
<b>LANGUAGE STANDARDS IN EACH UNIT</b>	<p>Study and apply grammar: <b>L. 3.1</b> (grammar and usage), <b>L. 3.2</b> (conventions), <b>L. 3.3</b> (spoken vs. written)</p> <p>Study and apply vocabulary: <b>L. 3.4</b> (word meaning), <b>L. 3.6</b> (academic &amp; domain-specific vocabulary)</p>	
<b>LANGUAGE STANDARDS CENTRAL TO THIS UNIT</b>	<p><b>L. 3.1a</b> Parts of speech</p> <p><b>L.3.1d.</b> irregular verbs</p> <p><b>L. 3.1e.</b> Form/use verb tense</p> <p><b>L.3.1f</b> Subject verb agreement</p> <p><b>L. 3.1g.</b> Comparative/ superlative adjectives and adverbs</p> <p><b>L. 3.2e</b> Spelling for high-frequency and suffixes</p> <p><b>L. 3.2f</b> Use spelling patterns and generalizations.</p> <p><b>L. 3.2 g</b> Use reference materials.</p> <p><b>L. 3.3a</b> Choose words for effect.</p> <p><b>L. 3.4b</b> Meaning from affix</p>	<p><b>L.3.1h.</b> Coordinating/ subordinating conjunctions</p> <p><b>L.3.1i.</b> Simple, compound, complex sentences</p> <p><b>L.3.1k.</b> Reciprocal pronouns</p> <p><b>L. 3.2e</b> Spelling for high-frequency and suffixes</p> <p><b>L. 3.2f</b> Use spelling patterns and generalizations.</p> <p><b>L. 3.3a</b> Choose words for effectiveness.</p> <p><b>L. 3.4c</b> Use root words to determine meaning.</p>
<b>ELD STANDARDS CENTRAL TO THIS UNIT</b>	<p><b>Part 1.A1</b> Collaborative discussions</p> <p><b>Part 1B5</b> Listen actively.</p> <p><b>Part 1 B6</b> Describe ideas, phenomena and text elements using key details.</p> <p><b>Part 1 C9</b> Plan and deliver oral presentations.</p> <p><b>Part 1 C10a</b> Write literary and informational texts.</p> <p><b>Part 1 C11</b> Support opinions with evidence.</p> <p><b>Part 2 A1</b> Text types and features</p> <p><b>Part 2 B5</b> Expand sentences with adverbials.</p>	<p><b>Part 1.A1</b> Collaborative discussions.</p> <p><b>Part 1B5</b> Listen actively.</p> <p><b>Part 1 B6</b> Describe ideas, phenomena and text elements using key details.</p> <p><b>Part 1 C10a</b> Write literary and informational texts.</p> <p><b>Part 1 C11</b> Support opinions with evidence.</p> <p><b>Part 2 A1</b> Text types and features</p> <p><b>Part 2 C7</b> Condense clauses to create precise sentences.</p>
<b>CROSS-CONTENT/ REAL WORLD CONNECTIONS</b>	<p>Art and Science lessons are integrated into the theme of Imagination. Students will read about famous artists, create a Picasso inspired piece of art, and research a famous artist/inventor. In Science, students will learn about how the human eye sees light.</p>	<p>Social Studies lessons are integrated into the unit as students read, write, and discuss the topic of money. Students will develop and practice research skills as they research, plan and write their essays for the final project. Students will read informational articles to learn about real people who earned, saved, and used their resources to produce goods and services.</p>

# SAUSD Common Core Aligned Curriculum Map: Third Grade ELA

## Third Trimester

	UNIT 5 6-7 Weeks Early-April to End-May	UNIT 6 3 Weeks End-May To Mid June
District Assessments	<b>Renaissance Learning (5/22 – 5/30)</b>	<b>Writing Proficiency #3 (6/2-6/5), ADEPT (6/5-6/13)</b>
TITLE	<b>Story Telling</b>	<b>CCSS Unit</b>
END OF UNIT PERFORMANCE TASK	<ol style="list-style-type: none"> <li>Students will create five interview questions to use when interviewing a family member about a story in the family’s history.</li> <li>Students will create a symbolic representation to use in retelling this family story to the class and teacher.</li> </ol>	<ol style="list-style-type: none"> <li>Collaborative groups analyze a photograph and collectively write a realistic fictional narrative based on evidence from expository texts and video.</li> <li>Independently, students will write their own realistic fiction narrative based on an assigned photo and gathering evidence from multiple sources.</li> </ol>
BIG IDEAS AND ESSENTIAL QUESTION	<p><b>Big Idea:</b> Stories form an integral part of our daily lives.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>Why do we tell stories?</li> <li>How do people of different cultures pass down stories?</li> <li>How has storytelling changed over time?</li> <li>What can we learn about each other from storytelling?</li> </ol>	<p><b>Big Idea:</b> <b>Hardships can build strength of character</b></p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>How does an individual’s reaction to hardships affect how they deal with a situation?</li> <li>What does a person’s reaction to hardship say about them?</li> <li>How can hardships make you stronger? Can they make you weaker?</li> </ol>
COMPLEX TEXTS	<ul style="list-style-type: none"> <li><i>A Story, A Story</i> (Standard)</li> <li><i>Storm in the Night</i> (Optional)</li> <li><i>Carving the Pole</i> (Standard)</li> <li><i>The Keeping Quilt</i> (<b>Anchor</b>)</li> <li><i>Johnny Appleseed</i> (Read Aloud)</li> <li><i>Aunt Flossie’s Hat</i> (Standard)</li> <li><i>Oral History</i> (Standard)</li> </ul>	<ul style="list-style-type: none"> <li><i>Leah’s Pony</i></li> <li><i>Searching For a Better Life</i> (SS Grade 4, U4, L5)</li> <li>Video “Surviving the Dust Bowl”</li> </ul>
CONTENT STANDARDS	<b>Not applicable</b>	<p><b>Social Studies 3.3</b> Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.</p> <ol style="list-style-type: none"> <li>Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.</li> </ol>

## SAUSD Common Core Aligned Curriculum Map: Third Grade ELA

		<b>H-SS 4.4</b> Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850's. 5. Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
<b>READING STANDARDS ACROSS UNITS</b>	Citing Evidence and Analyzing Content: <b>RL 3.1 &amp; RI 3.1</b> (ask/answer questions), <b>RL 3.2 &amp; RI 3.2</b> (main idea) Studying and applying vocabulary: <b>RI 3.4</b> (academic and domain-specific vocabulary) Reading grade-appropriate literature and informational text: <b>RL 3.10 &amp; RI 3.10</b> (complex text)	
<b>READING STANDARDS CENTRAL TO THIS UNIT</b>	<b>RL 3.1 &amp; RI 3.1</b> Ask and answer questions about the text. <b>RL 3.3</b> Character's actions <b>RL 3.5</b> Describe how each part of a text builds on earlier events. <b>RL 3.9</b> Compare/contrast stories by the same author.	<b>RL 3.1 &amp; RI 3.1</b> Ask and answer questions about the text. <b>RL 3.7</b> Explain how illustrations and words convey mood, setting and character. <b>RI 3.3</b> Describe events, procedures, ideas or concepts over time in text. <b>RI 3.7</b> Use illustrations and words to comprehend text. <b>RI 3.9</b> Compare /contrast two texts on the same topic.
<b>READING FOUNDATIONAL STANDARDS IN EACH UNIT</b>	<b>RF 3.3</b> (phonics/decoding, multisyllabic words), <b>RF.4</b> (fluency)	
<b>WRITING STANDARDS ACROSS UNITS</b>	Writing Process and Routine Writing: <b>W. 3.4</b> (development and organization), <b>W. 3.5</b> (plan, revise, edit), <b>W. 3.10</b> (routine writing)	
<b>WRITING STANDARDS CENTRAL TO THIS UNIT</b>	<b>W. 3.2</b> Write to inform/explain. <b>W. 3.3</b> Write a narrative. <b>W. 3.8</b> Gather info, take notes, and sort evidence.	<b>W. 3.1</b> Write opinion pieces. <b>W. 3.2</b> Write to inform/explain. <b>W. 3.3</b> Write a narrative. <b>W. 3.8</b> Gather information, take notes, and sort evidence.
<b>SPEAKING and LISTENING STANDARDS ACROSS UNITS</b>	Conduction Discussions: <b>SL 3.1</b> (engage collaboratively) Report Findings: <b>SL 3.6</b> (use formal English when appropriate)	
<b>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</b>	<b>SL 3.1</b> Engage in collaborative discussions. <b>SL 3.3</b> Ask questions, link comments during discussions. <b>SL 3.4</b> Report on a topic or experience.	<b>SL 3.1</b> Engage in collaborative discussions. <b>SL 3.2</b> Determine main idea and details of text presented in various formats. <b>SL 3.3</b> Ask questions, link comments during discussions.

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<b>LANGUAGE STANDARDS ACROSS UNITS</b>	Study and apply grammar: <b>L. 3.1</b> (grammar and usage), <b>L. 3.2</b> (conventions), <b>L. 3.3</b> (spoken vs. written) Study and apply vocabulary: <b>L. 3.4</b> (word meaning), <b>L. 3.6</b> (academic & domain-specific vocabulary)	
<b>LANGUAGE STANDARDS CENTRAL TO THIS UNIT</b>	<b>L. 3.1h</b> Coordinating/ subordinating conjunctions <b>L. 3.1i</b> Simple, compound, complex sentences <b>3.2a</b> Capitalization rules <b>3.2c</b> Commas and quotation marks <b>3.2g</b> Consult reference materials. <b>L. 3.3</b> Choose words for effect. <b>L. 3.5</b> Understanding of word relationships/nuances.	<b>L. 3.4</b> Clarify meaning of unknown/multi-meaning words. <b>L. 3.5</b> Understand word relationships/nuances. <b>L. 3.6</b> Accurate use of grade-level words
<b>ELD STANDARDS CENTRAL TO THIS UNIT</b>	<b>Part 1.A1</b> Collaborative discussions <b>Part 1B5</b> Listen actively. <b>Part 1 B6</b> Describe ideas, phenomena and text elements using key details. <b>Part 1 C10</b> Write literary and informational text. <b>Part 2 C12</b> Word choice <b>Part 2 A1</b> Understand text structure. <b>Part 2 A2</b> Understand text cohesion.	<b>Part 1.A1</b> Collaborative discussions <b>Part 1B5</b> Listen actively. <b>Part 1 B6</b> Describe ideas, phenomena and text elements using key details. <b>Part 1 C10</b> Write literary and informational text. <b>Part 2 C12</b> Word choice <b>Part 2 A1</b> Understand text structure. <b>Part 2 A2</b> Understand text cohesion. <b>Part 2 C6</b> Combine clauses to connect ideas.
<b>CROSS-CONTENT/ REAL WORLD CONNECTIONS</b>	Students will develop research, listening, and speaking skills as they plan and conduct an interview with a family member.	Students will learn about the effects of the Dust Bowl on California's population.