

Southington Public Schools
Curriculum Map
Subject: English Language Arts

Grade: 3

UNIT TITLE	Building a Reading Life	Lifting the Level of Thought in Series Book Clubs	Navigating Nonfiction
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers construct a reading life, make wise book choices, and set goals in order to get the new school year off to a good start. • How readers pay attention to how books go to comprehend what they read. • How readers use a variety of strategies to build a deeper understanding of the text. • How readers develop partnerships to allow us to talk about our reading. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers will launch into series book clubs to engage and excite them into reading MORE. • How to lift the level of comprehension by pushing readers to have meaningful conversations around characters, setting, plots and themes with their fellow club members. • How to encourage readers to read second and third books within a series to revise theories, provide relevant textual evidence, and begin moving into interpretation. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers get to know the features on nonfiction and how they help with comprehension. • How readers get to know the structures of nonfiction and how they help with comprehension. • How readers use strategies to dive deeper into nonfiction and become more knowledgeable and passionate about the topics they choose to read about. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings
CT CORE STANDARDS	<p>Reading Standards for Literature 1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p> <p>Reading Standards for Literature 2 – Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Reading Standards for Literature 3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Reading Standards for Literature 7 – Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a</p>	<p>Reading Standards for Literature 1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Reading Standards for Literature 3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Reading Standards for Literature 4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Reading Standards for Literature 5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each</p>	<p>Reading Standards for Information 1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Reading Standards for Information 2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Reading Standards for Information 3 – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Reading Standards for Information 4 – Determine the meaning of general academic and domain-specific words and phrases in a text</p>

	<p>story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>Reading Standards for Literature 10 – By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Speaking and Listening Standards 1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. (a,b,c & d)</p> <p>Speaking and Listening Standards 4 – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Speaking and Listening Standards 6 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language Standards 4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (a)</p> <p>Language Standards 5 – Demonstrate understanding of word relationships and nuances in word meanings. (a,b & c)</p> <p>Language Standards 6 – Acquire and use accurately grade-appropriate conversational, general academic and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>successive part builds on earlier sections.</p> <p>Reading Standards for Literature 7 – Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>Reading Standards for Literature 10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Speaking and Listening Standards 1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. (a, b c, & d)</p> <p>Speaking and Listening Standards 3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Speaking and Listening Standards 4 – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Speaking and Listening Standards 5 – Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>Language Standards 4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (a)</p> <p>Language Standards 5 – Demonstrate understanding of word relationships and nuances in word meanings. (a, b & c)</p> <p>Language Standards 6 – Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>relevant to a Grade 3 topic or subject area.</p> <p>Reading Standards for Information 5 – Use text features and search tools(e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Reading Standards for Information 6 – Distinguish their own point of view from that of author of a text.</p> <p>Reading Standards for Information 7 – Use Information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Reading Standards for Information 8 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>Reading Standards for Information 9 – Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Reading Standards for Information 10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Speaking and Listening Standards 1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. (a,b,c & d)</p> <p>Speaking and Listening Standards 2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Speaking and Listening Standards 3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Speaking and Listening Standards 5 – Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when</p>
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			<p><i>appropriate to emphasize or enhance certain facts or details.</i></p> <p>Speaking and Listening Standards 6 – <i>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</i></p> <p>Language Standards 4 – <i>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading content, choosing flexibility from a range of strategies. (a & d)</i></p> <p>Language Standards 5 – <i>Demonstrate understanding of word relationships and nuances in word meanings. (a & c)</i></p> <p>Language Standards 6 - <i>Acquire and use general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships(e.g., After dinner that night we went looking for them).</i></p>
UNIT TITLE	Walking in a Character’s Shoes	Unlocking the Mystery through Inference	Research through Inquiry to Gather and Evaluate
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers get to know a character. • How readers connect and disconnect with their characters. • How readers recognize that characters are complex and change. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers build knowledge of the mystery genre. • How readers read closely looking for details that could help them solve the mystery. • How readers adapt reading strategies to be flexible readers and strong solvers of mysteries. • How readers apply their knowledge of the mystery genre to read it more effectively. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How readers skim, scan and read a wide range of texts in order to learn about a new topic. • How readers ask questions about the information they’re learning, and begin to make hypotheses/predictions about the answers to those questions based on prior knowledge. • How readers learn about their topics by using everything they remember about strong non-fiction reading. • How readers celebrate their new knowledge by sharing their information with others. <p>Level Specific Vocabulary:</p> <ul style="list-style-type: none"> • Syntax • Learning from bands • Context • Content • Multiple meanings

CT CORE STANDARDS

Reading Standards for Literature 1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading Standards for Literature 2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.

Reading Standards for Literature 3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Reading Standards for Literature 4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal form nonliteral language.

Reading Standards for Literature 6 – Distinguish their own point of view from that of the narrator or those of the characters.

Reading Standards for Literature 7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Reading Standards for Literature 10 – By the end of the year, read and comprehend literature, including stories, dramas, poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Speaking and Listening Standards 1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts building on others' ideas and expressing their own clearly. (a,b,c & d)

Speaking and Listening Standards 3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Speaking and Listening Standards 5 – Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Reading Standards for Literature 1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading Standards for Literature 3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Reading Standards for Literature 4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Reading Standards for Literature 5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Reading Standards for Literature 6 – Distinguish their own point of view from that of the narrator or those of the characters.

Reading Standards for Literature 7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Reading Standards for Literature 9 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Reading Standards for Literature 10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Speaking and Listening Standards 1 – Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (a, b c & d)

Speaking and Listening Standards 3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Speaking and Listening Standards 4 – Report on

Reading Standards for Informational Text 1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Reading Standards for Informational Text 2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.

Reading Standards for Informational Text 3 – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Reading Standards for Informational Text 4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Reading Standards for Informational Text 5 – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Reading Standards for Informational Text 6 – Distinguish their own point of view from that of the author of a text.

Reading Standards for Informational Text 7 – Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Reading Standards for Informational Text 8 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Reading Standards for Informational Text 9 – Compare and contrast the most important points and key details presented in two texts on the same topic.

Reading Standards for Informational Text 10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grades 2-3 text complexity bank independently and proficiently.

Speaking and Listening Standards 1 – Engage

	<p>Speaking and Listening Standards 6 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language Standards 4 – Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies. (a)</p> <p>Language Standards 5 – Demonstrate understanding of work relationships and nuances in word meanings. (a, b & c)</p> <p>Language Standards 6 – Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)</p>	<p>a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Speaking and Listening Standards 5 – Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>Speaking and Listening Standards 6 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language Standards 4 – Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies. (a)</p> <p>Language Standards 5 - Demonstrate understanding of word relationships and nuances in word meanings. (a & b)</p> <p>Language Standards 6 – Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. (a, b c & d)</p> <p>Speaking and Listening Standards 2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Speaking and Listening Standards 4 – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Speaking and Listening Standards 5 – Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>Speaking and Listening Standards 6 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language Standards 4 – Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies. (a & d)</p> <p>Language Standards 5 – Demonstrate understanding of word relationships and nuances in word meanings. (a & c)</p> <p>Language Standards 6 – Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>
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