

Sanborn Regional School District
Grade 3 Language Arts, Social Studies and Science Curriculum Map

	Themes & Essential Questions	Standards-based Essential Skills/Concepts to be Targeted & Instructional Strategies		Formative/Summative Assessments (Writing Assignments, Projects, Performances)	Multi-genre Thematic Texts (Novels, drama, short fiction, poetry, nonfiction)
Trimester III	Quality Paragraph	<p>Reading</p> <p><u>Word Identification Skills and Strategies</u></p> <ul style="list-style-type: none"> Identifying multi syllabic words <p><u>Vocabulary Strategies and Breadth of Vocabulary</u></p> <ul style="list-style-type: none"> Using strategies to unlock meaning Knowledge of word structure Identifying synonyms, antonyms or homonyms or categorizing words. <p>Selecting appropriate words to use in context.</p> <p><u>Initial Understanding of Literary Texts</u></p> <p>Identifying or describing characters, setting, problem/solution, major events, or plot, as appropriate to text.</p> <ul style="list-style-type: none"> Paraphrase or summarize key ideas/plot with events sequenced as appropriate to text <p><u>Analysis and Interpretation of Literary Texts/Citing Evidence</u></p> <p>Making logical predictions providing examples of thoughts, words or actions that reveal characters' personality traits</p> <ul style="list-style-type: none"> Making basic inferences about problem, conflict, or solution <p><u>Initial Understanding of Informational Text</u></p> <ul style="list-style-type: none"> Obtaining information from text features; (table of contents, glossary, basic transition words) <p>Using information from text to answer questions (main idea/central ideas)</p> <ul style="list-style-type: none"> Organize information to show understanding. (provide examples) <p><u>Analysis and Interpretation of Informational Texts/Citing Evidence</u></p> <ul style="list-style-type: none"> Connection information within text. Combining, comparing Recognizing generalizations Making basic inferences, drawing conclusions, forming judgements and opinions. <p>Distinguishing facts from opinion.</p> <ul style="list-style-type: none"> Cause and effect. 	<p>Writing</p> <p><u>Applying Sentences/Paragraph Punctuation (!, ?, .)</u></p> <ul style="list-style-type: none"> Simple/Compound sentence <p><u>Showing Understanding of Ideas</u></p> <ul style="list-style-type: none"> Select appropriate information to set context and background (author, title, brief summary) Connecting what has been read (plots, ideas, concepts) to prior knowledge <p><u>Analyze</u></p> <p>Stating and maintaining when responding to a given question</p> <p>Making inferences about content, events, characters, and setting.</p> <ul style="list-style-type: none"> Use details or reference to text Organize ideas using basic transition words (first, next, then, finally) and having a conclusion statement. <p><u>Narrative</u></p> <ul style="list-style-type: none"> Beginning, Middle, End Using details Identifying characters <p><u>Writing Reports</u></p> <p>Grouping ideas with a beginning, middle, and end</p> <ul style="list-style-type: none"> Using basic transitions Establish a topic Stating a focus/controlling idea about a topic <p><u>Elaboration</u></p> <p>Include details relating to topic</p> <p>Include details/information relevant to focus</p> <ul style="list-style-type: none"> Include details for appropriate depth of information: naming, describing, explaining, comparing, use of visual images <p><u>Mechanics</u></p> <p>Using capital letters for the beginning of sentences and names</p> <p>Use end punctuation correctly in simple sentences</p> <ul style="list-style-type: none"> Correctly spelling high frequency words and using with-in word patterns to correct spelling. 	<p>Writing</p>	
				<p>Grammar</p>	
				<p>Reading</p>	
				<p>Social Studies</p>	
				<p>Science</p>	