CACS Curriculum MAP - 3rd Grade - ELA

Modifications/SE/ELL:
● Resource folders consist of: ○ Word walls ○ Thesaurus ○ Anchor charts ○ Mentor text ○ Graphic Organizers ● ESL dictionary/vocabulary cards are available ● Students with IEPs can use speech to text, listening to stories ● Turn and talk. ● Think, pair, share. ● Small skill-specific groups. ● Use anchor charts to assist with breaking down thinking and procedures. ● Labels and pictures when possible.

Month	Content/Standards	Objectives	Areas of Focus/Instruction and Activities	Resources
Timeline of instruction by month.	What will be taught? NJ Student Learning Standards	What will the learners know and be able to do as a result of the instruction?	What will the learners do to achieve the objective?	What materials and resources will be used to achieve the objective?
September (Week 2) - October (Week 1)	**General Module Standards:**	Students will be able to: ● Read grade level text with purpose and understanding. ● Use context clues to	**Daily Routine:** ***Whole Group:*** ● Anchor Text focus ● Introduce or review	● Into Reading Program ● Into Reading MyBooks ● Into Reading Know It,

	  Focus Skills Standards: RL.PP.3.5 L.VI.3.3 RI.TS.3.4 RI.MF.3.6	determine the meaning of unknown words. • Ask and answer questions about the text • Compare and contrast elements of a story. • Describe a character's traits, motivations, and feelings. • Explain how a character's actions and motivations contribute to the plot of a story • Identify open and closed syllables • Identify and use the schwa in written and spoken language	Comprehension Skill/Strategy • Vocabulary Strategy (introduce or review) • Academic Vocabulary (introduce or review) • Foundational Skills (if needed) ***Small Group:*** • Up to 4 Leveled Groups (Min. of 2 groups a day, 15-20 min each) • Guided Reading: • Independent Reading • Technology (IXL, Readworks, AR) • Vocabulary Practice • Comprehension Practice <u>Module 1 - Week 1:</u> • Anchor Text: Marisol McDonald Doesn't Match • Comprehension Skills: Literary Elements, Point	Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists • Into Reading Assessments • IXL • Accelerated Readers • Smartboard

			of View, Theme ● Vocabulary Strategy: Context Clues ● Foundational Skills: Open/Closed Syllables, 3 consonant blends, cursive c/a <u>Module 1 - Week 2:</u> ● Anchor Text: Stink and the Freaky Frog Freakout ● Comprehension Skills: Literary Elements, Figurative Language, Monitor and Clarify ● Vocabulary Strategy: Context Clues ● Foundational Skills: Schwa, contractions have/would.will,	

			cursive d/g <u>Module 1 - Week 3:</u> ● Anchor Text: Scaredy Squirrel ● Comprehension Skills: Theme, Text and Graphic Features, Point of View, Make Inferences ● Vocabulary Strategy: Context Clues ● Foundational Skills: Open/Closed Syllables, 3 consonant blends, cursive q/o	
October (Week 2) - November (Week 1)	**General Module Standards:**	Students will be able to: ● Read grade level text with purpose and understanding. ● Use context clues to determine the	**Daily Routine:** ***Whole Group:*** ● Anchor Text focus ● Introduce or review Comprehension Skill/Strategy ● Vocabulary Strategy	● Into Reading Program ● Into Reading MyBooks ● Into Reading Know It, Show It Books ● Into Reading Read and Respond

	L.KL.3.1 L.RF.1.4.A L.RF.1.4.B L.VL.3.2.A L.VL.3.2.B L.WF.3.2.E L.WF.3.2.F.i L.WF.3.2.F.ii L.WF.3.2.G L.WF.3.3.F RI.CR.3.1 RI.CT.3.8 RL.IT.3.3 RL.PP.3.5 **Focus Skills Standards:** RI.MF.3.6 RL.TS.3.4 L.VI.3.3.	meaning of unknown words. • Use affixes to determine the meaning of unknown words. • Use the text to ask and answer questions about an informational text. • Compare and contrast elements of an informational text. • Describe a character's traits, motivations, and feelings. • Explain how a character's actions and motivations contribute to the plot of a story. • Distinguish their own point of view from the narrator and characters. • Use common spelling patterns to spell unknown words.	(introduce or review) • Academic Vocabulary (introduce or review) • Foundational Skills (if needed) ***Small Group:*** • Up to 4 Leveled Groups (Min. of 2 groups a day, 15-20 min each) • Guided Reading: • Independent Reading • Technology (IXL, Readworks, AR) • Vocabulary Practice • Comprehension Practice <u>Module 2 - Week 1:</u> • Anchor Text: Dear Primo • Comprehension Skills: Literary Elements, Text and Graphic Features, Point of View • Vocabulary Strategy:	Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists • Into Reading Assessments • IXL • Accelerated Readers • Smartboard

			Synonyms/Antonyms ● Foundational Skills: VCe syllables, cursive i/t <u>Module 2 - Week 2:</u> ● Anchor Text: The Upside Down Boy ● Comprehension Skills: Literary Elements, Figurative Language, Text and Graphic Features ● Vocabulary Strategy: Synonyms/Antonyms ● Foundational Skills: Digraphs ch/ph, cursive u/w <u>Module 2 - Week 3:</u> ● Anchor Text: Dear Dragon ● Comprehension Skills: Point of	

			View, Elements of Poetry, Character • Vocabulary Strategy: Context Clues • Foundational Skills: Consonant Doubling with ed/ing/er/est, cursive j/p	
November (Week 2) - December (Week 2)	**General Module Standards:** **Focus Skills**	Students will be able to: • Read grade level text with purpose and understanding. • Use context clues to determine the meaning of unknown words. • Use affixes to determine the meaning of unknown words. • Use the text to ask and answer questions about an informational text. • Compare and	**Daily Routine:** ***Whole Group:*** • Anchor Text focus • Introduce or review Comprehension Skill/Strategy • Vocabulary Strategy (introduce or review) • Academic Vocabulary (introduce or review) • Foundational Skills (if needed) ***Small Group:*** • Up to 4 Leveled Groups (Min. of 2 groups a day, 15-20	• Into Reading Program • Into Reading MyBooks • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists • Into Reading Assessments • IXL

	Standards: RI.CI.3.2. RL.MF.3.6	contrast elements of an informational text. ● Distinguish their own point of view from the narrator and characters. ● Determine the relationship between a series of events, concepts, procedures, cause/effect. ● Identify and explain the central idea of the text. ● Describe how media techniques contribute to the central idea of a text. ● Change the y to an i in words with suffixes ● Spell grade appropriate words correctly with suffixes and endings.	min each) ● Guided Reading: ● Independent Reading ● Technology (IXL, Readworks, AR) ● Vocabulary Practice ● Comprehension Practice <u>Module 3 - Week 1:</u> ● Anchor Text: The U.S. Constitution ● Comprehension Skills: Author's Purpose, Central Idea, Text Structure, Text and Graphic Features ● Vocabulary Strategy: Multiple-Meaning Words ● Foundational Skills: Change Suffix, dropping e, changing y to i, cursive e/l <u>Module 3 - Week 2:</u>	● Accelerated Readers ● Smartboard

			• Anchor Text: The Flag Maker, Why We Celebrate the Fourth of July • Comprehension Skills:Media Techniques, Summarize, Text Structure • Vocabulary Strategy: Multiple-Meaning Words • Foundational Skills: Consonant+le, cursive f/h <u>Module 3 - Week 3:</u> • Anchor Text: Why Is the Statue of Liberty Green? • Comprehension Skills: Author's Purpose, Central Idea, Literary Elements • Vocabulary Strategy:	

			Synonyms/Antonyms ● Foundational Skills: Long A and Long I spellings, cursive b/k	
December (Week 3) - January (Week 4)	**General Module Standards:** L.KL.3.1 L.RF.1.4.A L.RF.1.4.B L.VI.3.3.C L.VL.3.2.A L.WF.3.2.E L.WF.3.2.F.i L.WF.3.2.F.ii L.WF.3.2.G L.WF.3.3.C L.WF.3.3.E L.WF.3.3.F RL.CI.3.2 RL.TS.3.4 **Focus Skills Standards:** RL.IT.3.3	Students will be able to: ● Read grade level text with purpose and understanding. ● Use context clues to determine the meaning of unknown words. ● Distinguish shades of meaning among words. ● Recount key details from the text and explain how they support the theme. ● Utilize text features when discussing a text. ● Describe a character's	**Daily Routine:** ***Whole Group:*** ● Anchor Text focus ● Introduce or review Comprehension Skill/Strategy ● Vocabulary Strategy (introduce or review) ● Academic Vocabulary (introduce or review) ● Foundational Skills (if needed) ***Small Group:*** ● Up to 4 Leveled Groups (Min. of 2 groups a day, 15-20 min each) ● Guided Reading: ● Independent Reading ● Technology (IXL, Readworks, AR)	● Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) ● Into Reading Word Lists ● Into Reading Assessments ● IXL ● Accelerated Readers ● Smartboard

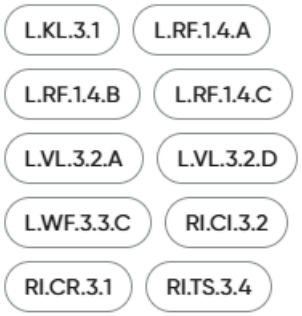
		traits, motivations, and feelings. ● Explain how a character's actions and motivations contribute to the plot of a story. ● Distinguish their own point of view from the narrator and characters. ● Use understanding of vowel sounds and patterns to spell unknown words.	● Vocabulary Practice ● Comprehension Practice <u>Module 4 - Week 1:</u> ● Anchor Text: The Saga of Pecos Bill ● Comprehension Skills:Elements of Drama, Literary Elements, Figurative Language ● Vocabulary Strategy: Shades of Meaning ● Foundational Skills: Long E spellings, cursive r/s <u>Module 4 - Week 2:</u> ● Anchor Text: Gigi and the Wishing Ring ● Comprehension Skills: Retell, Summarize,	

			Elements of Drama, Theme ● Vocabulary Strategy: Shades of Meaning ● Foundational Skills: Long O spellings, Vowel Team oo, Vowel U, cursive m/n <u>Module 4 - Week 3:</u> ● Anchor Text: Two Bear Cubs ● Comprehension Skills: Elements of Drama, Literary Elements, Theme ● Vocabulary Strategy: Multiple-Meaning Words ● Foundational Skills: Long U spellings, cursive v/x	
February (Week 1) -	**General Module**	Students will be able to:	**Daily Routine:**	● Into Reading

March (Week 1)	**Standards:** **Focus Skills Standards:** RL.CI.3.2 RL.PP.3.5	• Read grade level text with purpose and understanding. • Use context clues to determine the meaning of unknown words. • Ask and answer questions about the text • Compare and contrast elements of a story. • Utilize text features and illustrations when discussing a text. • Recount key details from the text and explain how they support the theme. • Distinguish shades of meaning among words. • Distinguish their own point of view from the narrator and characters.	***Whole Group:*** • Anchor Text focus • Introduce or review Comprehension Skill/Strategy • Vocabulary Strategy (introduce or review) • Academic Vocabulary (introduce or review) • Foundational Skills (if needed) ***Small Group:*** • Up to 4 Leveled Groups (Min. of 2 groups a day, 15-20 min each) • Guided Reading: • Independent Reading • Technology (IXL, Readworks, AR) • Vocabulary Practice • Comprehension Practice <u>Module 5 - Week 1:</u> • Anchor Text: Soccer Shootout • Comprehension Skills: Author’s	Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists • Into Reading Assessments • IXL • Accelerated Readers • Smartboard

		• Use understanding of vowel teams and letter sounds to spell unknown words.	Purpose, Literary Elements, Theme, Author's Craft • Vocabulary Strategy: Homographs/Homophones • Foundational Skills: r-Controlled Vowels, cursive y/z <u>Module 5 - Week 2:</u> • Anchor Text: Running Rivals • Comprehension Skills: Media Techniques, Literary Elements, Author's Purpose • Vocabulary Strategy: Homographs/Homophones • Foundational Skills:	

			r-Controlled Vowels, cursive A/C <u>Module 5 - Week 3:</u> ● Anchor Text: Brothers at Bat ● Comprehension Skills: Figurative Language, Make Predictions, Text Structure, Point of View ● Vocabulary Strategy: Shades of Meaning ● Foundational Skills: r-Controlled Vowels, cursive O/U	
March (Week 2) - April (Week 3)	**General Module Standards:**	Students will be able to: ● Read grade level text with purpose and understanding. ● Use context clues to determine the meaning of	**Daily Routine:** ***Whole Group:*** ● Anchor Text focus ● Introduce or review Comprehension Skill/Strategy ● Vocabulary Strategy (introduce or review)	● Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) ● Into Reading Word Lists ● Into Reading

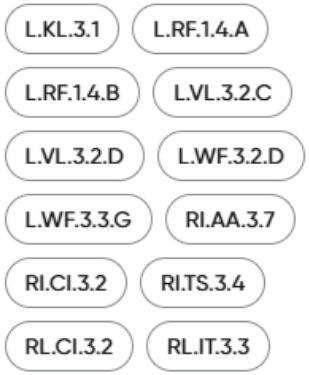
	 **Focus Skills Standards:** RL.CI.3.2 RL.PP.3.5	unknown words. • Recount key details when discussing the main idea of an informational text. • Ask and answer questions to demonstrate an understanding of informational text. • Utilize text and graphic features when discussing and answering questions about an informational text. • Use a thesaurus or dictionary to define the meaning of unknown words • Use understanding of syllables and syllable division to read grade level text. • Use understanding of vowel teams to read and spell unknown words.	• Academic Vocabulary (introduce or review) • Foundational Skills (if needed) ***Small Group:*** • Up to 4 Leveled Groups (Min. of 2 groups a day, 15-20 min each) • Guided Reading: • Independent Reading • Technology (IXL, Readworks, AR) • Vocabulary Practice • Comprehension Practice <u>Module 6 - Week 1:</u> • Anchor Text: This Is Your Life Cycle • Comprehension Skills: Text and Graphic Features, Author's Purpose, Summarize, Author's Craft	Assessments • IXL • Accelerated Readers • Smartboard

			• Vocabulary Strategy: Thesaurus/Dictionary • Foundational Skills: Syllable Division, cursive V/J <u>Module 6 - Week 2:</u> • Anchor Text: Octopus Escapes Again! • Comprehension Skills: Central Idea, Literary Elements, Figurative Language, Text and Graphic Features • Vocabulary Strategy: Thesaurus/Dictionary • Foundational Skills: Vowel Teams au, aw, ough, al, augh, cursive I/D <u>Module 6 - Week 3:</u>	

			• Anchor Text: TJ the Siberian Tiger Cub • Comprehension Skills: Text Structure, Monitor and Clarify, Text and Graphic Feature, Central Idea • Vocabulary Strategy: Homographs/Homophones • Foundational Skills: Vowel Team Diphthongs oi, oy, cursive E/F	
April (Week 4) - May (Week 3)	**General Module Standards:**	Students will be able to: • Read grade level text with purpose and understanding. • Use a thesaurus or dictionary to define the meaning of unknown words. • Distinguish their own point of	**Daily Routine:** ***Whole Group:*** • Anchor Text focus • Introduce or review Comprehension Skill/Strategy • Vocabulary Strategy (introduce or review) • Academic Vocabulary (introduce or review)	• Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists • Into Reading Assessments • IXL • Accelerated Readers

	L.KL.3.1 L.KL.3.1.A L.RF.1.4.A L.RF.1.4.B L.VL.3.2.D L.WF.3.3.C RI.CT.3.8 RI.IT.3.3 RI.PP.3.5	view from the narrator and characters. ● Determine the relationship between a series of events, concepts, procedures, cause/effect. ● Compare and contrast elements of informational text. ● Ask and answer questions about the text. ● Use understanding of syllables and syllable division to read grade level text. ● Use understanding of silent letter teams to read and spell unknown words.	● Foundational Skills (if needed) ***Small Group:*** ● Up to 4 Leveled Groups (Min. of 2 groups a day, 15-20 min each) ● Guided Reading: ● Independent Reading ● Technology (IXL, Readworks, AR) ● Vocabulary Practice ● Comprehension Practice <u>Module 7 - Week 1:</u> ● Anchor Text: Farmer Will Allen and the Growing Table ● Comprehension Skills: Author's Purpose, Make predictions, Text Structure, Point of View ● Vocabulary Strategy: Analogies	● Smartboard

			• Foundational Skills: Syllable Division, cursive S/G <u>Module 7 - Week 2:</u> • Anchor Text: One Plastic Bag, Energy Island • Comprehension Skills: Make Inferences, Text Structure, Text and Graphic Features, Point of View • Vocabulary Strategy: Analogies • Foundational Skills: Silent letter combinations kn, gn, mb, lm, wr, gh, cursive H/K/L <u>Module 7 - Week 3:</u> • Anchor Text: The Storyteller's Candle • Comprehension	

			Skills: Literary Elements, Text and Graphic Features, Figurative Language • Foundational Skills: Syllable Division, cursive T/M/N	
May (Week 3) - June (Week 3)	**General Module Standards:**  **Focus Skills Standards:** L.VL.3.2	Students will be able to: • Read grade level text with purpose and understanding. • Use a thesaurus or dictionary to define the meaning of unknown words. • Use context clues to determine the meaning of unknown words. • Determine the connections between sentences and paragraphs (compare/contrast, cause/effect,etc.	**Daily Routine:** ***Whole Group:*** • Anchor Text focus • Introduce or review Comprehension Skill/Strategy • Vocabulary Strategy (introduce or review) • Academic Vocabulary (introduce or review) • Foundational Skills (if needed) ***Small Group:*** • Up to 4 Leveled Groups (Min. of 2 groups a day, 15-20 min each) • Guided Reading:	• Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists • Into Reading Assessments • IXL • Accelerated Readers • Smartboard

		) • Recount key details when discussing the main idea and theme of a text. • Ask and answer questions to demonstrate an understanding of informational text. • Utilize text and graphic features when discussing and answering questions about an informational text. • Describe a character's traits, motivations, and feelings. • Explain how a character's actions and motivations contribute to the plot of a story • Use prefixes to determine the meaning of unknown words.	• Independent Reading • Technology (IXL, Readworks, AR) • Vocabulary Practice • Comprehension Practice <u>Module 8 - Week 1:</u> • Anchor Text: Timeless Thomas: How Thomas Edison Changed Our Lives • Comprehension Skills: Text and Graphic Features, Make Inferences, Text Structure, Central Idea • Vocabulary Strategy: Dictionary/Glossary • Foundational Skills: Prefixes un, re, pre, in, dis, mis, cursive W/R/B	

			<u>Module 8 - Week 2:</u> ● Anchor Text: A Bumpy ride, Rosie Revere Engineer ● Comprehension Skills: Make predictions, Author's Purpose, Literary Elements, Figurative Language ● Vocabulary Strategy: Dictionary/Glossary ● Foundational Skills: prefixes fore, pro, cursive X/Y/Q/Z <u>Module 8 - Week 3:</u> ● Anchor Text: Edison's Best invention ● Comprehension Skills: Summarize, Text and Graphic	

			Features, Literary Elements ● Vocabulary Strategy: Analogies ● Foundational Skills: prefixes intro, inter, trans, cursive C/c/A/a	