

**MOHONASEN CENTRAL SCHOOL DISTRICT**  
**Curriculum Map for English Language Arts**  
**Grade 3rd**

MONTH	STANDARDS	ESSENTIAL QUESTIONS	CONCEPTS
<b>SEPTEMBER/OCTOBER</b>	<p style="text-align: center;"><u>Standards 1,2,3,4</u></p> <p><i>Student will read, write, listen and speak for:</i></p> <ul style="list-style-type: none"> <li>-Information and Understanding</li> <li>-Literary response and expression</li> <li>-Critical analysis and evaluation</li> <li>-Social interaction</li> </ul>	<ul style="list-style-type: none"> <li>-What are the various characteristics of the genre I am reading?</li> <li>-How do I choose appropriate books for independent reading?</li> <li>-How can I use literary elements to help me understand fiction?</li> <li>-How can I use text structures to help me gain information in nonfiction?</li> <li>-Can I sequence events in text?</li> <li>-How can sequencing help me process text information?</li> </ul>	<p><u>How to Choose a Just-Right Book:</u></p> <ul style="list-style-type: none"> <li>-Interest</li> <li>-Cover</li> <li>-Author</li> <li>-Recommendation</li> <li>-Jacket notes</li> <li>-Purpose</li> </ul> <p><u>Genre:</u></p> <ul style="list-style-type: none"> <li>-Non-fiction</li> <li>-Fiction</li> <li>-Fantasy</li> </ul>

MONTH	SKILLS		RESOURCES	ASSESSMENTS
SEPTEMBER/OCTOBER (continued)	<p><u>Student will be able to:</u></p> <ul style="list-style-type: none"> <li>-Identify genre</li> <li>-Demonstrate how to choose a book</li> <li>-Respond to literature in writing journal</li> </ul>	<p><u>Students will be able to identify and apply the following Comprehension Skills:</u></p> <ul style="list-style-type: none"> <li>-Predicting</li> <li>-Compare/Contrast</li> <li>-Sequence (beg., middle, end)</li> <li>-Problem-solution</li> </ul>	<p><i>-Literature Works</i></p> <ul style="list-style-type: none"> <li>-Various trade books</li> <li>-<u>Time for Kids</u></li> <li>-Social Studies Text</li> <li>-Science Text</li> <li><u>Intermediate ELA Handbook</u></li> <li>-Trade Books</li> </ul>	<ul style="list-style-type: none"> <li>-Running Records</li> <li>-Student conference</li> <li>-Fact, fiction, fantasy</li> <li>-Reading Logs</li> <li>-Spelling Tests</li> <li>-Writing Rubric</li> <li>-Daily Language Review activities</li> <li>-Teacher - created skills assessments</li> </ul>
	<p><u>Students will be able to identify, use and understand literary elements, including:</u></p> <ul style="list-style-type: none"> <li>-Realistic Fiction</li> <li>-Setting</li> <li>-Characterization</li> <li>-Plot</li> <li>-Character traits</li> </ul>	<p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>-Retell an event</li> <li>-Participate in group discussions</li> <li>-Participate in paired reading</li> <li>-Follow directions</li> </ul>		
	<p><u>Independently write, respond to literature, and interpret various genres using appropriate conventions of written English including:</u></p> <ul style="list-style-type: none"> <li>-Summative-Paragraph</li> <li>-Introductory sentence</li> <li>-Supporting details</li> <li>-Conclusion</li> <li>-Synonyms/Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>-Sentence types</li> <li>-Declarative</li> <li>-Exclamatory</li> <li>-Questions</li> <li>-Combining</li> <li>-Subjects/predicates</li> <li>-Singular/plural nouns</li> <li>-Common/proper nouns</li> </ul>		

**MOHONASEN CENTRAL SCHOOL DISTRICT**  
**Curriculum Map for English Language Arts**  
**Grade 3rd**

MONTH	STANDARDS	ESSENTIAL QUESTIONS	CONCEPTS
<b>Early NOVEMBER/DECEMBER</b>	<p style="text-align: center;"><u>Standards 1,2,3,4</u></p> <p><i>Student will read, write, listen and speak for:</i></p> <ul style="list-style-type: none"> <li>-Information and Understanding</li> <li>-Literary response and expression</li> <li>-Critical analysis and evaluation</li> <li>-Social interaction</li> </ul>	<ul style="list-style-type: none"> <li>-What strategies can I and should I use to help me understand what I'm reading?</li> <li>-What are the literary elements of the given text and how can I use these to help me understand what I am reading?</li> <li>-What word attack strategies can I use to help identify this unknown word?</li> </ul>	<ul style="list-style-type: none"> <li>-Comprehension Strategies</li> <li>-Literary Elements</li> <li>-Word Attack Strategies</li> <li>-Literature Response through reading, writing, listening and speaking.</li> </ul>

MONTH	SKILLS		RESOURCES	ASSESSMENTS
<b>Early NOVEMBER/DECEMBER (continued)</b>	<p><u>Students will be able to identify and apply the following Comprehension Skills:</u></p> <ul style="list-style-type: none"> <li>-Preview &amp; Predict</li> <li>-Main idea &amp; supporting detail</li> <li>-Compare/Contrast</li> <li>-Check Predictions</li> <li>-Make Generalizations</li> <li>-Connections between life and text</li> </ul> <p><u>Students will be able to Identify and apply the Following literary elements:</u></p> <ul style="list-style-type: none"> <li>-Identify elements of character, plot &amp; setting to understand author's message or intent</li> <li>-Identify imagery &amp; sensory words</li> <li>-Identify tone</li> <li>-Identify onomatopoeia</li> </ul> <p><u>Word Attack, Spelling, Vocabulary</u></p> <ul style="list-style-type: none"> <li>-Use decoding/encoding &amp; overall context to determine meaning: <ul style="list-style-type: none"> <li>-vowel diphthongs</li> <li>-generate synonyms</li> </ul> </li> <li>-Define key words in context</li> </ul> <p><u>Independently write, respond to literature, and interpret. Various genres using the appropriate conventions of written English including the writing process to write:</u></p> <ul style="list-style-type: none"> <li>-Descriptive writing</li> <li>-Response to poetry</li> <li>-Paragraph writing with:</li> <li>-Literature response</li> </ul>	<p><u>Students will be able to identify, use &amp; understand a variety of genres:</u></p> <ul style="list-style-type: none"> <li>-Poem</li> <li>-Myth</li> <li>-Non-Fiction</li> <li>-Realistic Fiction</li> <li>-Fantasy/Narrative non-fiction</li> </ul> <p><u>Students will be able to:</u></p> <ul style="list-style-type: none"> <li>-Listen for information</li> <li>-Tell/retell an even</li> <li>-Participate in group discussions</li> <li>-Participate in paired/choral reading</li> <li>-Express ideas, feelings, and opinions</li> <li>-Identify implicit and explicit ideas</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>-Daily language activity</li> <li>-Verbs: action/past/present, main/helping, "to be"</li> <li>-Proper nouns</li> </ul> <p><u>Synonyms</u></p> <ul style="list-style-type: none"> <li>-Sentence type</li> <li>-Subjects/predicates</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Literature Works</i></li> <li>-Various Trade Books</li> <li>-Social Studies Magazine</li> </ul>	<ul style="list-style-type: none"> <li>-Running Records</li> <li>-Student conference</li> <li>-Reading Logs</li> <li>-Spelling Tests</li> <li>-Writing Rubric</li> <li>-Daily Language Review activities</li> <li>-Teacher - created skills assessments</li> </ul>

**MOHONASEN CENTRAL SCHOOL DISTRICT**  
**Curriculum Map for English Language Arts**  
**Grade 3rd**

MONTH	STANDARDS	ESSENTIAL QUESTIONS	CONCEPTS
<b>JANUARY/FEBRUARY</b>	<p style="text-align: center;"><u>Standards 1,2,3,4</u></p> <p><i>Student will read, write, listen and speak for:</i></p> <ul style="list-style-type: none"> <li>-Information and Understanding</li> <li>-Literary response and expression</li> <li>-Critical analysis and evaluation</li> <li>-Social interaction</li> </ul>	<ul style="list-style-type: none"> <li>-Can I recognize, identify &amp; apply comprehension strategies within various texts?</li>   <li>-Can I actively participate in Guided Reading/Literature Groups?</li> </ul>	

MONTH	SKILLS	RESOURCES	ASSESSMENTS
<b>JANUARY/FEBRUARY (continued)</b>	<p><u>Students will be able to recognize, identify, and apply Comprehension strategies:</u>            -Predicting outcomes; Main idea and details; Compare and contrast; Summarize; Inference; Sequence; Make generalizations</p> <p><u>Students will be able to identify, use, understand the differences among genres:</u> autobiography, biography, realistic fiction, plays, poems            -Identify all elements of a story: characters, setting, problem/solution            -Identify figurative language            -Word attack/Vocabulary development            -Generate synonyms and use references such as thesaurus and dictionary</p> <p><u>Write independently, respond to literature, interpret genres using appropriate conventions of written English.</u></p> <p><u>Students will be able to:</u>            -Participate in group discussions about the literature they have read</p>	<p><i>-Literature Works</i></p> <p>-Various Trade books</p> <p>-Social Studies Magazine</p>	<p>-Running Records            -Student conference            -Fact, fiction, fantasy            -Reading Logs            -Spelling Tests            -Writing Rubric            -Daily Language Review activities            -Teacher - created skills assessments</p>

**MOHONASEN CENTRAL SCHOOL DISTRICT**  
**Curriculum Map for English Language Arts**  
**Grade 3rd**

MONTH	STANDARDS	ESSENTIAL QUESTIONS	CONCEPTS
MARCH/APRIL	<p style="text-align: center;"><u>Standards 1,2,3,4</u></p> <p><i>Student will read, write, listen and speak for:</i></p> <ul style="list-style-type: none"> <li>-Information and Understanding</li> <li>-Literary response and expression</li> <li>-Critical analysis and evaluation</li> <li>-Social interaction</li> </ul>	<ul style="list-style-type: none"> <li>-What are the various characteristics of the genre I am reading?</li> <li>-How do I choose appropriate books for independent reading?</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-Comprehension Strategies</li> <li>Schema/making connections</li> <li>Compare/Contrast</li> <li>Making Inferences</li> <li>Drawing Conclusions</li> <li>Summarizing</li> <li>Content Clues</li> </ul>

MONTH	SKILLS	RESOURCES	ASSESSMENTS
MARCH/APRIL (continued)	<p><u>Students will be able to recognize, identify, and apply:</u></p> <ul style="list-style-type: none"> <li>-Word attack skills</li> <li>-Beginning, middle, ending sounds in words</li> <li>-Prefixes, suffixes, root words</li> <li>-Compound words</li> <li>-Words with multiple meanings</li> <li>-Synonyms and antonyms</li> <li>-Testing formats</li> <li>-Correct capitalization and punctuation</li> <li>-Correct vocabulary choices using context</li> <li>-Reread text to locate specific information</li> </ul> <p>Students will be able to sort/reduce information to include only the what, why, when of a summary</p> <p><u>Comprehension skills:</u> draw conclusions, predict outcomes, cause/effect, sequence, make generalizations</p> <p><u>-Literary elements:</u> plot, character, figurative language, sound devices, dialogue, genre (folktale, fable, tall tale)</p> <p><u>-Use encoding/decoding and context to determine meaning including:</u> compound words, contractions, r-controlled vowels, syllabication, stressed/unstressed syllables, vocabulary</p> <p><u>Independently write and respond to literature; interpret Various genres using appropriate conventions of written English, including:</u></p> <p>Creative/critical/personal response, response to poetry, contractions, adverbs, subject-verb agreement, linking verbs, irregular verbs.</p> <p><u>Students will be able to speak and listen in a variety of activities including:</u></p> <ul style="list-style-type: none"> <li>-Personal responses, reader response groups, retelling a story, critical response, listen critically, listen to directions, participate in choral reading</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Literature Works</i></li> <li>-Various Trade Books</li> <li>-Social Studies Magazine</li> </ul>	<ul style="list-style-type: none"> <li>-Running Records</li> <li>-Student conference</li> <li>-Fact, fiction, fantasy</li> <li>-Reading Logs</li> <li>-Spelling Tests</li> <li>-Writing Rubric</li> <li>-Daily Language Review activities</li> <li>-Teacher - created skills assessments</li> </ul>

**MOHONASEN CENTRAL SCHOOL DISTRICT**  
**Curriculum Map for English Language Arts**  
**Grade 3rd**

MONTH	STANDARDS	ESSENTIAL QUESTIONS	CONCEPTS
<b>MAY/JUNE</b>	<p style="text-align: center;"><u>Standards 1,2,3,4</u></p> <p><i>Student will read, write, listen and speak for:</i></p> <ul style="list-style-type: none"> <li>-Information and Understanding</li> <li>-Literary response and expression</li> <li>-Critical analysis and evaluation</li> <li>-Social interaction</li> </ul>	<ul style="list-style-type: none"> <li>-How is inference helpful to deciphering meaning?</li> <li>-What are the important elements of cause/effect?</li> <li>-How does this further develop my comprehension?</li> </ul>	<ul style="list-style-type: none"> <li>-Cause and effect</li> <li>-Inference</li> <li>-Comprehension Strategies</li> <li>-Responding to and analyzing literature</li> </ul>

MONTH	SKILLS	RESOURCES	ASSESSMENTS
<b>MAY/JUNE (continued)</b>	<ul style="list-style-type: none"> <li>-Students will be able to make predictions based on patterns in literature</li> <li>-Students will identify cause and effect in literature</li> <li>-Students will use cause/effect to understand, predict, and remember</li> </ul> <p><u>Terms:</u></p> <ul style="list-style-type: none"> <li>-Patterns</li> <li>-Predictions</li> <li>-Cause/effect</li> </ul>	<ul style="list-style-type: none"> <li>-<i>Literature Works</i></li> <li>-Various Trade Books</li> <li>-Social Studies Magazine</li> </ul>	<ul style="list-style-type: none"> <li>-Cause/effect graphic organizers</li> <li>-Cause/effect sentence completion (Lesson 3,4)</li> </ul>