

**Portales Municipal Schools**  
**CURRICULUM MAP**

<b>Subject:</b>	Language Arts	<b>May 2009</b>		<b>Grade Level:</b>	Third Grade
<b>Nine Weeks</b>	<b>Strand/Standard/Benchmark</b>	<b>Performance Standard</b>	<b>Concepts/Skills</b>	<b>Suggested Student Activities/Assessments</b>	<b>Resources/Materials</b>

**Essential Questions:** *Why is it important to read? What is the connection between reading, writing, and listening? How do we integrate reading into other subject areas?*

<b>1st</b>	<p><b>I. Reading and Listening for Comprehension</b></p> <p><b>1. Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b></p> <p><b>1-A: Listen to, read, react to and retell information.</b></p>	<p>3.1. Interact with text before, during and after reading, listening , or viewing by:</p> <ul style="list-style-type: none"> <li>• Setting a purpose</li> <li>• Previewing the text</li> <li>• Making predictions</li> <li>• Asking questions</li> <li>• Locating information for a specific purpose</li> <li>• Making connection</li> <li>• Using the story structure and text organization to comprehend</li> </ul> <p>3.2. Summarize main idea(s) from a written text succinctly.</p> <p>3.3. Employ active listening skills.</p> <p>3.4. Increase vocabulary through reading, listening, and interacting.</p>	<p><u>Comprehension:</u></p> <ul style="list-style-type: none"> <li>• Story Elements</li> <li>• Make Predictions</li> <li>• Steps in a Process</li> <li>• Problem and Solution</li> <li>• Summarize</li> <li>• Make Inferences</li> <li>• Main Idea</li> <li>• Context Clues</li> <li>• Draw Conclusions</li> <li>• Sequence of Events</li> <li>• Character Analysis</li> <li>• Setting</li> <li>• Cause and Effect</li> <li>• <b>Understand Parts of a Book</b> <ol style="list-style-type: none"> <li>1. cover</li> <li>2. table of contents</li> <li>3. glossary</li> <li>4. index</li> </ol> </li> </ul> <p><b>Teacher Read-Alouds, Oral Reading, Listen to Audio Story (CD), Partner Reading</b></p> <p><b>Compound words</b> <b>Prefixes/Suffixes</b> <b>Inflectional endings</b> <b>Synonyms/Antonyms</b></p>	<p>The following activities are located under Florida Center for Reading Research <u>2-3 Student Center Activities – Comprehension and Vocabulary</u></p> <ol style="list-style-type: none"> <li>1. C.001 analyze characters by using graphic organizer</li> <li>2. C.005 identify story elements by sorting into appropriate categories</li> <li>3. C.011 identify parts of a book by completing an activity sheet</li> <li>4. C.013 identify main idea and supporting details</li> <li>5. C.020 identify relationship between cause and effect</li> <li>6. C.021 identify similarities and differences between topics</li> </ol> <ol style="list-style-type: none"> <li>1. V.009 identify meaning of compound words</li> <li>2. V.004 identify synonyms and antonyms</li> </ol>	<p><b>Blue: Introduce at grade level</b> <b>Red: Review and extend at grade level</b> <b>Green: Master at grade level</b></p> <p>Florida Center for Reading Research: <a href="http://www/fcrr.org">http://www/fcrr.org</a></p> <p>Third Grade Skills- interactive student sites: <a href="http://www.internet4classrooms.com/skills_3rd_lang.htm">http://www.internet4classrooms.com/skills_3rd_lang.htm</a></p> <p>Book list for introducing summarizing: <a href="http://reading.ecb.org/teacher/summarizing/summarize_books.html">http://reading.ecb.org/teacher/summarizing/summarize_books.html</a></p> <p>Graphic Organizers <a href="http://www.eduplace.com/graphicorganizer/">http://www.eduplace.com/graphicorganizer/</a> <a href="http://www.greece.k12.ny.us/instruction/ela/6-12/tools/index.htm">http://www.greece.k12.ny.us/instruction/ela/6-12/tools/index.htm</a></p>
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<b>1st</b>	<b>1-D Acquire reading strategies</b>	3.1 Apply phonics and structural analysis to decode words (e.g. less common vowel patterns, syllable breaks) 3.2 Apply context clues to decode unknown words. 3.3 Use reference materials (e.g. glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, and discover and extend meaning of words. 3.4 Use a variety of strategies to comprehend text (e.g. re-read, read ahead, ask for help, adjust reading speed, question, paraphrase , retell).	<p>Short Vowels            Long a,e,i,o,            Words with /ū/ /ü/            Compound words            Consonant Clusters</p> <p><b>Focus: Fluency/Oral Language Development</b>            Read texts accurately and fluently:</p> <ul style="list-style-type: none"> <li>• Recognize words with automaticity</li> <li>• Group words into meaningful chunks</li> <li>• Connect ideas in print to prior knowledge</li> <li>• Draw meaning from print</li> <li>• Read with little effort</li> <li>• Read fluently and with expression</li> </ul>	<p>The following activities are located under Florida Center for Reading Research <u>2-3 Student Center Activities – Phonics</u></p> <p>P.015 Short and Long Vowels</p> <p>P.037 Compound Words</p> <p>Students work with a partner to identify two smaller words that make up compound words in a text  <b>Assessment:</b> Teacher Observation and Word List</p> <p>Students participate in the following reading strategies:</p> <ol style="list-style-type: none"> <li>1. Readers’ Theatre Scripts</li> <li>2. Fluency Practice Sheets</li> <li>3. Choral Reading</li> <li>4. Echo Reading</li> <li>5. Cloze Reading</li> <li>6. Partner Reading</li> <li>7. Student-Adult Reading</li> <li>8. Audio-Assisted Reading</li> <li>9. Poetry</li> </ol>	<p>Florida Center for Reading Research</p> <p><a href="http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_3.pdf">http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_3.pdf</a></p> <p><a href="http://www.storiestogrowby.com/script.html">http://www.storiestogrowby.com/script.html</a></p> <p><a href="http://www.cdli.ca/CITE/reading_passages.htm">http://www.cdli.ca/CITE/reading_passages.htm</a></p> <p>Weekly Mc.Millan McGraw-Hill Fluency Practice Papers</p>	

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**Essential Questions:** *Why is it important to speak and write effectively? How does using correct grammar and spelling help us to communicate effectively? How do I use writing to express what I mean?*

<p><b>II. Writing and Speaking for Expression:</b></p> <p><b>2. Students will communicate effectively through speaking and writing.</b></p> <p><b>II-A Demonstrate competence in speaking to convey information.</b></p>	<p>3.1 Present information in a logical manner with a clear main point.</p> <p>3.2 Sustain conversation on a topic.</p> <p>3.3 Answer open-ended questions.</p> <p>3.4 Explain your own learning.</p> <p>3.5 Read aloud with fluency and comprehension text using grade-level text.</p>	<p>Summarize main idea Identify Steps in a Process Identify Sequence of Events</p> <p>Oral and Written Responses to literature</p> <p>Oral practice reading a selected text for one minute to increase fluency rate</p>	<p>Students participate in oral group discussions by contributing to main idea information, asking and answering questions, summarizing what was learned and stating conclusions reached through discussions.</p> <p><b>Assessment:</b></p> <p>Students listen and respond orally and in writing to familiar stories and poems by summarizing and paraphrasing to confirm comprehension, recount personal experiences, and imagine beyond the literary form.</p> <p><b>Assessment:</b> Teacher Observation</p> <p>Given a weekly Fluency selection, students will orally practice timed reading of the text for 3 times per day.</p> <p><b>Assessment: Weekly Fluency test based on wpm target determined by teacher/semester goals.</b></p>	<p>Reading First Activities and Grade 3 Basal Reading Series</p> <p>McMillan/McGraw-Hill Fluency Practice Book Teacher information on reading fluency: <a href="http://reading.uoregon.edu/flu/flu_skills_orf.php">http://reading.uoregon.edu/flu/flu_skills_orf.php</a> Reading First Activities: DIBELS progress monitoring</p>
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<p><b>II-B: Apply grammatical and language conventions to communicate.</b></p>	<p>3.1. Use correct subject/verb agreement.</p> <p>3.2. Use correct capitalization and punctuation.</p> <p>3.3. Use a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.</p> <p>3.4. Compose two or more paragraphs with:</p> <ul style="list-style-type: none"> <li>• topic sentences</li> <li>• supporting details</li> <li>• appropriate, logical sequence</li> <li>• sufficient elaboration</li> </ul> <p>3.5. Use strategies for spelling (e.g., sound patterns, visual patterns, silent letters).</p>	<p>Subjects/Predicates Common/Proper Nouns Singular/Plural Nouns Irregular Plural Nouns</p> <p>Identify and apply conventions of capitalization</p> <p style="color: red;">Recognize that sentences express a complete thought, idea, feeling, or question.</p>	<p>Students will participate in shared writing activities with teacher to compose a variety of sentences <b>Assessment: Teacher Observation</b> Students listen to educational song “<i>Capitals Are a Strange Thing</i>” and create a card game that will teach the rules for the use of capital letters. <b>Assessment: Completed Card Game Activity</b></p> <p>Students will use evaluation skills to develop correct sentences when answering open-ended questions posed by teacher in all subject areas:</p> <ul style="list-style-type: none"> <li>• Do you agree..?</li> <li>• What do you think about...?</li> <li>• What is the most important...?</li> <li>• How would you decide about...?</li> </ul> <p><b>Assessment: Teacher Observation</b></p> <p>Students will practice and apply specific weekly concepts to complete weekly spelling tests and dictation sentences <b>Assessment: Weekly Spelling and Dictation Tests</b></p>	<p>Schaffer Scope and Sequence for 1<sup>st</sup> Nine Weeks</p> <p><a href="http://www.kidsknowit.com/educational-songs/play-educational-song.php?song=Capitals">http://www.kidsknowit.com/educational-songs/play-educational-song.php?song=Capitals</a></p> <p>Teacher Guide: <a href="http://www.joecrone.com/text/teacher%27s_guide_for_geo_park.doc">http://www.joecrone.com/text/teacher%27s_guide_for_geo_park.doc</a></p> <p>Schaffer Scope and Sequence 1<sup>st</sup> Nine Weeks</p> <p>Schaffer Website: <a href="http://everything2.com/index.pl?node_id=1530903">http://everything2.com/index.pl?node_id=1530903</a></p> <p>Weekly Spelling lists Spelling activities from Spelling series Basal Reading series Reading First Activities for Vocabulary</p>
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<b>1st</b>		3.6. Proofread own writing for spelling and edit (with assistance) for language conventions and format.	Teacher modeling through shared and guided writing strategies	Students will complete Daily Language activities and use the knowledge learned to remember, recognize, and recall language conventions. <b>Assessment: Completed Friday Daily Language assigned paper</b>	Evan-Moor Daily Language Review Book – Grade 3  Editing Strategies game: <a href="http://teacher.scholastic.com/activities/adventure/grammar2.htm#">http://teacher.scholastic.com/activities/adventure/grammar2.htm#</a>
		3.7. Create readable documents with legible handwriting.	Teacher models appropriate writing techniques, including legibility and uniformity in all written work	Students will demonstrate proper manuscript formation and produce a document evidencing correct writing techniques <b>Assessment: Teacher Observation of posture/paper placement/pencil grip/letter formation/letter size/spacing</b>	Overhead and Transparencies to model appropriate writing techniques <a href="http://www.handwritingforkids.com/handwrite/manuscript/alphabets/index.htm">http://www.handwritingforkids.com/handwrite/manuscript/alphabets/index.htm</a>
		3.8. Write compositions that have few significant errors in: use of pronouns; adjectives; adverbial form; coordinating conjunctions	Teacher models shared and guided writing using Anne Archer method of I Do, We Do, You Do	Students will learn, practice, and apply skills for grammar usage in written documents across the curriculum <b>Assessment: Teacher Observation</b>	Graphic organizers: <a href="http://www.greece.k12.ny.us/instruction/ela/6-12/tools/discussionnotes.pdf">http://www.greece.k12.ny.us/instruction/ela/6-12/tools/discussionnotes.pdf</a>
		3.9. Create and deliver recitations and presentations about familiar experiences or interests that are organized around a coherent statement.	Oral Language practice Daily Language review Partner Reading Teacher modeling and guidance	Students use a graphic organizer with prompting questions in the margin to help them prepare for a discussion about a text and guide their thinking	
		3.10. Demonstrate a command of standard English when speaking.		Students will increase their command of standard English through oral speaking activities. <b>Assessment: Teacher Observation</b>	

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<b>1st</b>	<b>II-C: Demonstrate competence in the skills and strategies of the writing process</b>	<p>3.1. Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.</p> <p>3.2. Compose a variety of fiction, non-fiction, poetry, and drama selections using self-selected topics and multimedia forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).</p> <p>3.3. Suggest and implement reflection and revision (with assistance) on target elements by:</p> <ul style="list-style-type: none"> <li>• clarifying ideas</li> <li>• adding descriptive words and phrases</li> <li>• sequencing events and ideas</li> <li>• combining short, related sentences</li> <li>• strengthening word choice</li> </ul> <p>3.4. Begin to incorporate literary words and language patterns in writing (e.g., elaborate descriptions, use figurative wording).</p>	<p><b>Teacher models how to complete the TAPP writing graphic organizer.</b> <b>Teacher and Students complete TAPP together</b> <b>Students complete TAPP independently</b> <b>Review Jane Schaffer Writing terminology:</b></p> <ul style="list-style-type: none"> <li>• Concrete details</li> <li>• Commentaries</li> <li>• Topic sentence</li> <li>• Conclusion sentence</li> <li>• One-Chunk paragraph</li> <li>• Planning organizers</li> <li>• Prompt</li> <li>• Color Codes</li> <li>• Writing ratios</li> </ul> <p>Teacher Introduces adjectives and word choice</p> <p>Combining sentences, run-on's, fragments.</p> <p>Literature response to weekly reading selection prompt – writing ratio 2:1</p> <p>Schaffer Writing Scope and Sequence</p>	<p>Students will compose a draft using a pre-determined writing prompt and the TAPP graphic organizer <b>Assessment:</b> Completed TAPP with topic, audience, purpose, plan, and 3-4 concrete details that support the writing prompt</p> <p>Students compose a correctly written paragraph which includes a beginning, middle, end, topic sentence, and supporting details. <b>Assessment:</b> Completed paragraph summary of a text selection</p> <p>Given a selection of cards with nouns and adjectives, students will recognize that an adjective describes a noun and combine the cards to write sentences that tell <i>what kind, how many, or which one</i> <b>Assessment:</b> Student-created sentence strips with the noun and adjective identified.</p> <p>Students will participate in responding to weekly literature prompts with a ratio of 2:1 ensuring to include adjectives. <b>Assessment:</b> Teacher Observation</p>	<p>TAPP Graphic Organizer – National Literacy Collaborative resource: <b>T: Topic</b> <b>A: Audience</b> <b>P: Purpose</b> <b>P: Plan</b></p> <p>Teacher Resource: <a href="http://www.chompchomp.com/terms/adjective.htm">http://www.chompchomp.com/terms/adjective.htm</a></p> <p>Adjective Word List <a href="http://www.abcteach.com/abclists/adjectives.htm">http://www.abcteach.com/abclists/adjectives.htm</a></p> <p>Blank sentence strips/cards</p>
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**Essential Questions:** *How does literature and media help us develop an understanding of ourselves? When reading a specific type of literature, how do we determine its purpose? How does reading affect what and how I think about myself?*

<b>1st</b>	<p><b>III: Literature and Media: Students will use literature and media to develop an understanding of people, society and the self.</b></p> <p><b>III-A Use language, literature, and media to gain and demonstrate awareness of cultures around the world.</b></p>	<p>3.5. Combine information from multiple sources, using technology as a tool, in writing reports and stories.</p> <p>3.6. Write stories and essays that show an awareness of an intended audience and purpose.</p> <p>3.1 Use language and media to make connections between own experiences and the experiences of others (e.g., local stories, stories about local culture and history).</p> <p>3.2. Create and participate in responses to variety of literature and media (e.g., dramatizations, presentations fantasy plays).</p>	<p>Select a variety of sources to gather information (informational texts, newspapers, dictionaries, thesauruses, electronic resources)</p> <p>Compose a written composition in a variety of forms and genres for different audiences</p> <p><b>Read and listen to a variety of genres</b></p>	<p>Students will participate in research about birds found in city gardens. They will then create a unique, original product (visual or verbal) to represent their research. <b>Assessment:</b> Student-created product with 3 or more documented sources of information</p> <p>Students participate in group guided writing activities.</p> <p>After reading and/or listening to a literature selection, students participate in group discussions to compare self to text in making connections between characters or simple events in literature to people and events in their own lives. <b>Assessment:</b> Teacher Observation</p> <p>Students will record their responses to text as they read by completing double-entry journals <b>Assessment:</b> Teacher Observation</p>	<p>Literature selection: <i>City Green</i> Student Search Engines: <a href="http://animal.discovery.com">http://animal.discovery.com</a> <a href="http://www.super-kids.com/">http://www.super-kids.com/</a> <a href="http://kids.yahoo.com">http://kids.yahoo.com</a> <a href="http://www.sciencenewsforkids.org/articles/20030723/Note3.asp">http://www.sciencenewsforkids.org/articles/20030723/Note3.asp</a> <a href="http://www.ypte.org.uk/docs/factsheets/env_facts/birds_in_city.html">http://www.ypte.org.uk/docs/factsheets/env_facts/birds_in_city.html</a></p> <p>Basal Literature selections: <i>Grandfather's Journey</i> <i>Phoebe and the spelling Bee</i> <i>Max Malone</i> Teacher Resource template: <a href="http://www.readinglady.com/mosaic/tools/Summary-Response%20sheet%20by%20Tandy.doc">http://www.readinglady.com/mosaic/tools/Summary-Response%20sheet%20by%20Tandy.doc</a></p> <p>Double Entry Journal <a href="http://www.sdcoe.k12.ca.us/SCORE/actbank/tdensity.htm">http://www.sdcoe.k12.ca.us/SCORE/actbank/tdensity.htm</a>  <a href="http://www.teachervision.fen.com/graphic-organizers/printable/48390.html">http://www.teachervision.fen.com/graphic-organizers/printable/48390.html</a></p>
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<b>1st</b>	<b>III-B Identify and use the types of literature according to their purpose and function.</b>	<p>3.3. Identify and discuss similarities and differences in events and characters across examples of literature and media.</p> <p>3.4. Make informed judgments about the purpose of media productions.</p> <p>3.1. Read and create a variety of text, including: (Genre used to select text types)</p> <ul style="list-style-type: none"> <li>• fiction (short stories, novels, fantasies, fairy tales, and fables)</li> <li>• non-fiction (biographies, letters, articles, essays)</li> <li>• poetry</li> <li>• drama (skits and plays)</li> </ul>	<p><b><u>Focus: Critical Thinking</u></b></p> <ul style="list-style-type: none"> <li>• similarities and differences</li> <li>• Prediction</li> <li>• Cause and Effect</li> </ul> <p><u>Focus: Comprehension</u> Purpose of Literature Genre: Fiction</p>	<p>After listening to the literature selection students will use the look-back strategy to identify cultural differences between American and Japan. <b>Assessment:</b> Completed T-Chart listing similarities and differences</p> <p>Students will discuss:</p> <ul style="list-style-type: none"> <li>• Why was the selection written?</li> <li>• How does it help us to understand different cultures?</li> <li>• Why do we need to know about other cultures?</li> </ul> <p><b>Assessment:</b> Teacher Observation</p> <p>Students will listen to a literature selection, determine the purpose of the story, and give examples of the author's point of view <b>Assessment:</b> Completed graphic organizer comparing and contrasting Miss Nelson and Miss Viola Swamp</p>	<p>Basal Reading Series <i>Grandfather's Journey</i></p> <p>Literature Selection <i>Miss Nelson is Missing</i> Assorted selection of graphic organizers: <a href="http://www.balancedreading.com/graphorg.pdf">http://www.balancedreading.com/graphorg.pdf</a></p>
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<b>1st</b>		<p>3.2. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> <li>• considering the differences among genres</li> <li>• relating plots, settings, and characters to own experiences and ideas</li> <li>• considering main character's point of view</li> <li>• participating in creative interpretations</li> <li>• making inferences and drawing conclusions about characters and events</li> </ul>	<p>Story Elements Steps in a process Make predictions Problem and solution Identify Genre:</p> <ul style="list-style-type: none"> <li>• Biographical</li> <li>• Realistic Fiction</li> <li>• Fantasy</li> <li>• Magazine Articles</li> <li>• Informational Story</li> <li>• Folk Tale</li> <li>• Historical Fiction</li> <li>• Multicultural</li> </ul> <p>Cause and Effect Draw conclusions Sequence of Events</p> <p>Practice making inferences based on clues in text</p>	<p>Students learn how to complete a variety of graphic organizers that use different formats for identifying causes and effects <b>Assessment:</b> Completed graphic organizer</p> <p>Students select an inferring card and explains how the text gives clues so that they could make an inference as to what the card is describing</p> <p>Students use a circular graphic organizer for literal information in the inside wedges of the circle and inferences in the outer wedges of the circle <b>Assessment:</b> Completed activity</p>	<p>Basal Reading Series Literature Selections</p> <p><a href="http://www.greece.k12.ny.us/instruction/ela/6-12/tools/cause%20and%20effect.pdf">http://www.greece.k12.ny.us/instruction/ela/6-12/tools/cause%20and%20effect.pdf</a></p> <p>Inferring cards <a href="http://reading.ecb.org/downloads/in_lp_inferringcards.pdf">http://reading.ecb.org/downloads/in_lp_inferringcards.pdf</a></p> <p>Blank inferring cards <a href="http://reading.ecb.org/downloads/in_lp_blankinferringcards.pdf">http://reading.ecb.org/downloads/in_lp_blankinferringcards.pdf</a></p> <p><a href="http://www.greece.k12.ny.us/instruction/ela/6-12/tools/inferencenotes.pdf">http://www.greece.k12.ny.us/instruction/ela/6-12/tools/inferencenotes.pdf</a></p>	

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<b>Resources/Materials</b>				

**Essential Questions:** *Why is it important to read with comprehension? How does reading, writing, and listening help our understanding of the selection? How does reading with comprehension help us to expand our knowledge in other subject areas?*

2nd	<p><b>I. Reading and Listening for Comprehension</b></p> <p><b>1. Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b></p> <p><b>1-A: Listen to, read, react to and retell information</b></p>	<p>3.1. Interact with text before, during and after reading, listening, or viewing by:</p> <ul style="list-style-type: none"> <li>• Setting a purpose</li> <li>• Previewing the text</li> <li>• Making predictions</li> <li>• Asking questions</li> <li>• Locating information for a specific purpose</li> <li>• Making connection</li> <li>• Using the story structure and text organization to comprehend</li> </ul> <p>3.2. Summarize main idea(s) from a written text succinctly.</p> <p>3.3. Employ active listening skills.</p> <p>3.4. Increase vocabulary through reading, listening, and interacting.</p>	<p><u>Focus: Comprehension</u></p> <ul style="list-style-type: none"> <li>• Fact/Non Fact</li> <li>• Following Directions</li> <li>• Drawing Conclusions</li> <li>• Story Structure</li> <li>• Comprehension</li> </ul> <p>Strategies:</p> <ul style="list-style-type: none"> <li>- predict/infer</li> <li>- summarize</li> <li>- monitor/clarify</li> <li>- question</li> <li>- evaluate</li> </ul>	<p>Students distinguish between fact and non fact by comparing two stories, using a graphic organizer</p> <p><b>Assessment: Completed Graphic Organizer</b></p> <p>Students draw conclusions about their reading by discussing predictions and completing a graphic organizer, modifying predictions after each page or every few pages depending on the text or illustrations.</p> <p><b>Assessment: Teacher Observation and completed graphic organizer</b></p> <p>Students will identify story structure including setting, characters, problem, solution, events, story ending using a Story Map, or other graphic organizer to categorize information.</p> <p><b>Assessment: Completed C.005 activity</b></p> <p>Students answer teacher questions for predictions, clarity of meaning, and evaluation of text.</p> <p><b>Assessment: Teacher Observation</b></p> <p>Students will identify details and main idea and supporting details in text</p> <p><b>Assessment: Completed C.013 activity</b></p>	<p>Graphic Organizers <a href="http://www.edhelper.com">http://www.edhelper.com</a></p> <p>Basal Reading Series Teacher Read-Aloud Fiction and Non-Fiction Selections</p> <p>Florida Center for Reading Research - Activities located under 2-3 Student Center activities for Comprehension <a href="http://www.fcrr.org">http://www.fcrr.org</a> Activity C.005 Comprehension Sorting story elements into appropriate categories</p> <p><a href="http://www.fcrr.org">http://www.fcrr.org</a> Activity C.027 Comprehension activity to answer questions to comprehend text</p> <p><a href="http://www.fcrr.org">http://www.fcrr.org</a> Activity C.013 Comprehension activity to Identify main idea/details</p>
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**CURRICULUM MAP**

<b>Subject:</b>	Language Arts		<b>May 2009</b>		<b>Grade Level:</b>	Third Grade
<b>Nine Weeks</b>	<b>Strand/Standard/Benchmark</b>	<b>Performance Standard</b>	<b>Concepts/Skills</b>	<b>Suggested Student Activities/Assessments</b>	<b>Resources/Materials</b>	
2nd	<p><b>1-B: Locate and use a variety of resources to acquire information across the curriculum.</b></p> <p><b>1-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information.</b></p> <p>1-D. Acquire reading strategies</p>	<p>3.1. Use reference materials to confirm decoding skills, verify spelling, and extend meaning of words.</p> <p>3.2. Use encyclopedia, dictionaries, and electronic resources to gather information.</p> <p>3.1 Draw conclusions, make generalizations, gather support by referencing the text.</p> <p>3.2. Explain choice of reading materials congruent with purpose (e.g., solving problems, making decisions)</p> <p>3.1. Apply phonics and structural analysis to decode words (e.g. less common vowel patterns, and syllable breaks).</p> <p>3.2. Apply context clues to decode unknown words.</p>	<p><b>Know how to decipher unfamiliar words using such strategies as context clues, word structure analysis, letter-sound relationships, and word histories.</b></p> <p>Use ideas from journals, class discussion to write a response that expresses a personal opinion and uses specific evidence from the text to support the opinion</p> <p>Choose appropriate reading material for purpose and explain choice</p> <p><b>Focus: Phonics and Fluency</b> Consonant Clusters Double Consonants /ou//oi/ Consonant Clusters Adding <i>-ed</i> and <i>-ing</i> Multiple Meaning Words</p>	<p>Students use reference materials such as glossaries, dictionaries, thesauruses to confirm decoding, check spelling, or learn meaning</p> <p>Students use resources to identify information about a topic <b>Assessment: Completed C.017 activity</b></p> <p>Students draw conclusions and generalizations with support from the text. <b>Assessment: Students complete a web to show facts or details to support their conclusions.</b></p> <p>Students answer questions to predict, clarify meaning and evaluate text. <b>Assessment:</b> Teacher Observation</p> <p>Students apply phonics and morphemic analysis to decode words (syllabication and vowel patterns) <b>Assessment:</b> Completed spelling workpages</p> <p>Students identify unfamiliar words from text and use context to clarify meaning by rereading. <b>Assessment: Teacher Observation</b></p>	<p><a href="http://www.worldbook.com/wb/Kids?id=main">http://www.worldbook.com/wb/Kids?id=main</a></p> <p><a href="http://www.fcrr.org">http://www.fcrr.org</a> Activity C.017 Reading the Research activity</p> <p>Conclusion Worksheet: <a href="http://teacher.scholastic.com/lessonrepro/reproducibles/litplace/r980313e.htm">http://teacher.scholastic.com/lessonrepro/reproducibles/litplace/r980313e.htm</a></p> <p><a href="http://www.teachervision.fen.com/tv/resources/PDF/GOOD_TV_3_6_pdf_s/62177_InRCd_30.pdf">http://www.teachervision.fen.com/tv/resources/PDF/GOOD_TV_3_6_pdf_s/62177_InRCd_30.pdf</a></p> <p>Strategy definitions: <a href="http://www.smasd.org/mu/strategydefinitions1.htm">http://www.smasd.org/mu/strategydefinitions1.htm</a></p> <p>Consonant Clusters (Blends) <a href="http://www.firstschoolyears.com/literacy/word/phonics/clusters/clusters.htm">http://www.firstschoolyears.com/literacy/word/phonics/clusters/clusters.htm</a></p> <p>Context Clues: <a href="http://www.manatee.k12.fl.us/sites/elementary/samoset/ccdirect.htm">http://www.manatee.k12.fl.us/sites/elementary/samoset/ccdirect.htm</a></p> <p><a href="http://www.manatee.k12.fl.us/sites/elementary/samoset/ccdirectsuch.htm">http://www.manatee.k12.fl.us/sites/elementary/samoset/ccdirectsuch.htm</a></p> <p>Free PowerPoint Presentations: <a href="http://languagearts.pppst.com/multiplemeaning.html">http://languagearts.pppst.com/multiplemeaning.html</a></p>	

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2nd		<p>3.3. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, and discover and extend meaning of words.</p> <p>3.4. Use a variety of strategies to comprehend text (e.g., re-read, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).</p> <p>3.5. Read aloud with comprehension grade-level text.</p> <p>3.6. Increase vocabulary through reading, listening and interacting.</p>	<p><b>Practice how to decipher unfamiliar words using such strategies as context clues, word structure analysis, letter-sound relationships</b></p> <p><u>Focus: Fluency, Oral language Development, Comprehension</u></p> <p><b>Story Elements</b> <b>Context Clues</b> <b>Summarize</b> <b>Graphic Aids:</b></p> <ul style="list-style-type: none"> <li>• Use a diagram</li> <li>• Read a map</li> </ul> <p>Reading text and leveled readers Fluency Practice</p> <p><b>Suffixes</b> <b>Inflectional Endings</b> <b>Synonyms</b> <b>Antonyms</b> <b>Multiple Meaning Words</b></p>	<p>Students will use various reference materials to aid in editing, spelling, and understanding words. Have students locate the pronunciation key in a dictionary to understand pronunciation of words. <b>Assessment: Teacher Observation</b></p> <p>Students will develop processes for understanding and remembering information (re-read, read ahead, adjust rate, paraphrase, etc.) <b>Assessment: Teacher Observation</b></p> <p>Students interpret texts by reading orally with appropriate expression: Tell or retell reading passages, stories, folk tales, or narratives for a listening audience. <b>Assessment: Weekly Fluency Test, Dibels Progress Monitoring</b></p> <p>Students participate in formal and informal activities with teachers, peers, and other groups to identify suffixes, inflectional endings, synonyms, antonyms, and multiple meaning words. <b>Assessment: Teacher observation</b></p>	<p>Dictionaries, thesauruses, word wall resources, frequently used word lists</p> <p>Sound It Out! Worksheet <a href="http://www.educationworld.com/a_lesson/TM/WS_lp2187_dic2.shtml">http://www.educationworld.com/a_lesson/TM/WS_lp2187_dic2.shtml</a> Sample Dictionary Page <a href="http://www.education-world.com/a_lesson/TM/WS_lp206_dictionary.shtml">http://www.education-world.com/a_lesson/TM/WS_lp206_dictionary.shtml</a></p> <p>Weekly Fluency Practice Papers Basal selections Fiction and Non-fiction selections</p> <p>Reading First Activities: Daily Lesson Templates</p> <p>Homonym Concentration game: <a href="http://www.sadlier-oxford.com/phonics/homonym/homonyms.htm">http://www.sadlier-oxford.com/phonics/homonym/homonyms.htm</a></p>	

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**Essential Questions:** *Why is it important to speak and write effectively in all subject areas? How does using correct grammar and spelling help us to communicate effectively in all subject areas? How do I use writing to express what I mean in all subject areas?*

2nd	<p><b>II. Writing and Speaking for Expression:</b></p> <p><b>2. Students will communicate effectively through speaking and writing.</b></p> <p><b>II-A Demonstrate competence in speaking to convey information.</b></p>	<p>3.1 Present information in a logical manner with a clear main point.</p> <p>3.2 Sustain conversation on a topic.</p> <p>3.3 Answer open-ended questions.</p> <p>4 Explain your own learning.</p> <p>3.5 Read aloud with fluency and comprehension text using grade-level text.</p>	<ul style="list-style-type: none"> <li>• <b>Oral Language Development</b></li> <li>• <b>Use a variety of resources to acquire, interpret, and present information.</b></li> <li>• <b>Demonstrate correct grammar, spelling, punctuation, and capitalization.</b></li> <li>• <b>Use the writing process to compose responses.</b></li> </ul> <p><b>Carry on a conversation or participate in discussions utilizing appropriate vocabulary.</b></p> <p><b>Construct a sentence that communicates an idea demonstrating correct grammar, spelling, punctuation, capitalization, and expression.</b></p> <p><b>Choral Reading</b> <b>Close Reading</b> <b>Echo Reading</b> <b>Partner Reading</b> <b>Student-Adult Reading</b> <b>Tape (or CD) Assisted Reading</b></p>	<p>Students will prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience, <b>Assessment:</b> Oral-Speaking Rubric</p> <p>Students discuss essential information, recall facts and details, ask questions on a topic, and use language to clarify information. Student makes informed judgments about topics under discussion such as current events, literature, movies, or plays. <b>Assessment:</b> Teacher Observation Student responds orally, or in writing to explain their understanding of a subject, topic, or individual learning. <b>Assessment:</b> Student Goal Setting Charts Oral summaries of stories, folk tales, or narratives for a listening audience. <b>Assessment:</b> Teacher Observation</p>	<p>Student-prepared reports Readers Theatre Scripts <a href="http://www.timelessteacherstuff.com/">http://www.timelessteacherstuff.com/</a> Poetry <a href="http://www.fizzyfunnyfuzzy.com/">http://www.fizzyfunnyfuzzy.com/</a></p> <p>Oral Speech Rubric <a href="http://www.rubistar.com">http://www.rubistar.com</a></p> <p>Oral Presentation Rubric <a href="http://www.readwritethink.org/lessons/images/lesson416/OralRubric.pdf">http://www.readwritethink.org/lessons/images/lesson416/OralRubric.pdf</a></p> <p>Student Data Folders Goal Setting Sheets</p>
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2nd	<b>II-B: Apply grammatical and language conventions to communicate.</b>	3.1. Use correct subject/verb agreement. 3.2. Use correct capitalization and punctuation.	Apply in writing and oral speaking the rules and conventions of grammar usage, punctuation, paragraphing, and spelling, avoiding run-on sentences, and fragments,	Students will participate in guided and shared writing activities to identify and produce grammatically correct sentences in speaking and writing. <b>Assessment:</b> Teacher observation	<a href="http://www.bbc.co.uk/skillswise/worlds/grammar/sentencebasics/verbsubjectagreement/">http://www.bbc.co.uk/skillswise/worlds/grammar/sentencebasics/verbsubjectagreement/</a>  <a href="http://www.kimskorner4teachertalk.com/writing/sixtrait/conventions/capitalization.html">http://www.kimskorner4teachertalk.com/writing/sixtrait/conventions/capitalization.html</a>  <a href="http://www.harcourtschool.com/activity/clubhouse/index_pre.html">http://www.harcourtschool.com/activity/clubhouse/index_pre.html</a>  Teacher modeling of Schaffer writing process using Scope and Sequence.  Basal Reading Series – Spelling component Reading First Activities: Vocabulary strategies <a href="http://www.quia.com/pop/112210.html">http://www.quia.com/pop/112210.html</a> Online Spelling Program: <a href="http://www.spellingcity.com/">http://www.spellingcity.com/</a> Online Learning Vocabulary Fun <a href="http://www.vocabulary.co.il/index_main.php">http://www.vocabulary.co.il/index_main.php</a>	
		3.3. Use a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.	Controlling Language usage in writing	Students participate in Daily Language Review activities <b>Assessment:</b> Weekly DLR Assessment		
		3.4. Compose two or more paragraphs with: <ul style="list-style-type: none"> <li>• topic sentences</li> <li>• supporting details</li> <li>• appropriate, logical sequence</li> <li>• sufficient elaboration</li> </ul>	Use the writing process to compose compositions.	Students participate in drafting two paragraphs that engage an audience and is concise, clear, well-organized, accurate, and informative using the Schaffer Writing process. <b>Assessment:</b> Teacher Observation		
		3.5. Use strategies for spelling (e.g., sound patterns, visual patterns, silent letters).	Inflectional endings Consonant Clusters Double Consonants Words with /ou//oi/ Adding <i>-ed</i> and <i>ing</i>	Students complete weekly spelling activities <b>Assessment:</b> Completion of student worksheets with 80% accuracy		

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2nd		<p>3.6. Proofread own writing for spelling and edit (with assistance) for language conventions and format.</p> <p>3.7. Create readable documents with legible handwriting.</p> <p>3.8. Write compositions that have few significant errors in:</p> <ul style="list-style-type: none"> <li>• use of pronouns</li> <li>• adjectives</li> <li>• adverbial forms</li> <li>• coordinating conjunctions</li> </ul> <p>3.9. Create and deliver recitations and presentations about familiar experiences or interests that are organized around a coherent statement.</p> <p>3.10. Demonstrate a command of standard English when speaking.</p>	<p><b>Proofread and correct own work checking for statements and questions, commands and exclamations</b></p> <p><b>Compose a written document</b></p> <p><b>Use the writing process (Schaffer Scope and Sequence)</b></p> <p><b>Create and deliver organized presentations.</b></p> <p><b>Students use standard English appropriately and apply the rules of appropriate diction, grammar, and usage in formal speaking situations.</b></p>	<p>Students use proofreading checklist to check their work <b>Assessment: Teacher Observation</b></p> <p>Using Sentence Dictation students will demonstrate proper manuscript writing techniques (posture, paper placement, pencil grip, letter formation, slant, letter size, spacing, rhythm, alignment) <b>Assessment: Handwriting samples</b> Students will respond to literature, using:</p> <ul style="list-style-type: none"> <li>• Planning Organizer</li> <li>• Compose one chunk paragraph</li> <li>• Apply color codes</li> </ul> <p>Students practice performances by using Poetry, Readers Theatre, and Role playing <b>Assessment: Oral Presentation Rubric</b></p> <p>Students will respond to familiar stories and poems (e.g. summarize and paraphrase to confirm comprehension, recount personal experience, and imagine beyond the literary form). <b>Assessment: Teacher Observation</b></p>	<p>Proofreading list: <a href="http://teachers.net/gazette/JUL03/images/proofreading.pdf">http://teachers.net/gazette/JUL03/images/proofreading.pdf</a></p> <p>Weekly Dictation Sentences.</p> <p>Schaffer Scope and Sequence Color Pens (Red, blue, green, black)</p> <p>Literature Selection: <i>Pecos Bill</i> Poetry <a href="http://www.gigglepoetry.com/">http://www.gigglepoetry.com/</a> Readers Theatre Script <a href="http://www.aaronshp.com/rt/RTE.html">http://www.aaronshp.com/rt/RTE.html</a> Oral Presentation Rubric <a href="http://www.readwritethink.org/lessons/images/lesson416/OralRubric.pdf">http://www.readwritethink.org/lessons/images/lesson416/OralRubric.pdf</a></p>
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2nd	<b>II-C: Demonstrate competence in the skills and strategies of the writing process</b>	<p>3.1. Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.</p> <p>3.2. Compose a variety of fiction, non-fiction, poetry, and drama selections using self-selected topics and multimedia forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).</p> <p>3.3. Suggest and implement reflection and revision (with assistance) on target elements by:</p> <ul style="list-style-type: none"> <li>• clarifying ideas</li> <li>• adding descriptive words and phrases</li> <li>• sequencing events and ideas</li> <li>• combining short, related sentences</li> <li>• strengthening word choice</li> </ul>	<p style="color: red;">Plan and write a draft that has a main idea and maintains focus.</p> <p style="color: red;">Demonstrate ability to select appropriate media for presenting information to others.</p> <p style="color: red;">Use editing and revising skills to improve effectiveness and accuracy.</p> <ul style="list-style-type: none"> <li>• Planning Organizer</li> <li>• Model descriptive writing</li> <li>• Model Narrative</li> </ul>	<p>Students participate in Schaffer Scope and Sequence writing process activities</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Give oral or written directions that are clear and are understood by another person.</li> <li>• Use writing as a way of expressing personal creativity.</li> <li>• Use writing as a tool for learning in formats such as learning logs, reports, note-taking, journals, and portfolios.</li> </ul> <p><b>Assessment:</b> Teacher Observation</p>	<p><a href="http://www.nudgingtheimagination.com/classroomworkshops.html">http://www.nudgingtheimagination.com/classroomworkshops.html</a></p>	

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**Essential Questions:** *How does literature and media help us develop an understanding of ourselves and others around the world? When reading a specific type of literature, how do we determine its purpose and function? How does reading affect what and how I think about myself and other cultures?*

2nd	<b>III-B Identify and use the types of literature according to their purpose and function.</b>	<p>3.3. Identify and discuss similarities and differences in events and characters across examples of literature and media.</p> <p>3.4. Make informed judgments about the purpose of media productions.</p> <p>3.1. Read and create a variety of text, including: (Genre used to select text types)</p> <ul style="list-style-type: none"> <li>• fiction (short stories, novels, fantasies, fairy tales, and fables)</li> <li>• non-fiction (biographies, letters, articles, essays)</li> <li>• poetry</li> <li>• drama (skits and plays)</li> </ul>	<p><b>Listen, comprehend, and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates.</b></p> <p>Analyze and evaluate ideas and information transmitted by non-print media and visual aids.</p> <p>Understand and produce a variety of informative formats such as friendly letters, reports, news articles, brochures, and critiques.</p>	<p>Students will identify key elements in a literature selection and condense important information into their own words during and after reading to summarize.</p> <p><b>Assessment:</b> Completed Story Wheel</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Write a friendly letter using the 5 parts of a friendly letter format.</li> <li>• Retell in writing a real-life experience in sequential order.</li> <li>• Write an autobiographical composition.</li> </ul> <p><b>Assessment:</b> Completed student workpages</p>	<p>Summarizing Activity: Story Wheel <a href="http://reading.ecb.org/downloads/sun_lp_StoryWheel.pdf">http://reading.ecb.org/downloads/sun_lp_StoryWheel.pdf</a></p> <p>Friendly Letter PowerPoint <a href="http://edujourney.net/Classroom/PowerPoint/FriendlyLetter.ppt">http://edujourney.net/Classroom/PowerPoint/FriendlyLetter.ppt</a> Sequencing: <a href="http://www.funbrain.com/order/index.html">http://www.funbrain.com/order/index.html</a> How to write an Autobiography <a href="http://www.sarasota.k12.fl.us/bhs/bryan/bryan_auto.html">http://www.sarasota.k12.fl.us/bhs/bryan/bryan_auto.html</a></p>
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<b>Nine Weeks</b>	<b>Strand/Standard/Benchmark</b>	<b>Performance Standard</b>	<b>Concepts/Skills</b>	<b>Suggested Student Activities/Assessments</b>	<b>Resources/Materials</b>
2nd		3.2. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> <li>• considering the differences among genres</li> <li>• relating plots, settings, and characters to own experiences and ideas</li> <li>• considering main character’s point of view</li> <li>• participating in creative interpretations</li> <li>• making inferences and drawing conclusions about characters and events</li> </ul>	<p style="color: red;">Apply, extend, and expand on information while reading.</p> <p style="color: red;">Relate situations, events, and characters in a reading selection to personal experience.</p>	<p>Students respond to a variety of genres by participating in group discussions, contributing to topic information, asking questions, and summarizing what was learned and conclusions reached in the discussions.</p> <p>Students participate in oral presentations through the use of: -Biography -Readers’ Theatre -Poetry</p> <p>Students apply the following reading strategies in order to demonstrate understanding of the text:</p> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Predict/Infer</li> <li>• Summarize</li> <li>• Monitor/Clarify</li> <li>• Question</li> <li>• Evaluate</li> </ul> <p>Story Elements</p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• Problem/Plot</li> <li>• Solution</li> <li>• Ending</li> </ul> <p>Author’s Viewpoint</p> <ul style="list-style-type: none"> <li>• Thoughts and feelings</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Oral summaries of text</li> <li>• Teacher observations</li> <li>• Students “think-alouds”</li> <li>• Teacher/student conference</li> </ul>	<p>Basal Reading series Variety of genre Children’s Poetry: <a href="http://www.poetry4kids.com/">http://www.poetry4kids.com/</a></p> <p>Biographies for Kids <a href="http://gardenofpraise.com/leaders.htm">http://gardenofpraise.com/leaders.htm</a></p> <p>Reader’s Theatre Scripts and Plays <a href="http://www.teachingheart.net/readrsthater.htm">http://www.teachingheart.net/readrsthater.htm</a></p> <p>Evaluation Posters <a href="http://reading.ecb.org/downloads/evaluation/EvaluationPosters.pdf">http://reading.ecb.org/downloads/evaluation/EvaluationPosters.pdf</a></p> <p>Teaching Story Elements <a href="http://www.geocities.com/Heartland/Fields/7444/story_elements.htm">http://www.geocities.com/Heartland/Fields/7444/story_elements.htm</a></p>

**Portales Municipal Schools**  
**CURRICULUM MAP**

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