**Reading Focus:** Literature  
**Writing Focus:** Opinion

<table>
<thead>
<tr>
<th>Reading Focus: Literature</th>
<th>Unifying Concept: Everyone Has a Story to Tell</th>
<th>Quarter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Standards</strong> are emphasized during the quarter and used in a formal assessment to evaluate student mastery.</td>
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</tbody>
</table>

**Highly-Leveraged** are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).

3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.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.

3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

3.RF.3a-d Know and apply grade level phonics and word analysis skills in decoding words.
   a. Identify and know the meaning of the most common prefixes and derivational suffixes.
   b. Decode words with common Latin suffixes.
   c. Decode multisyllabic words.
   d. Read grade-level appropriate irregularly spelled words.

3.W.1a-d Write opinion pieces in topics or texts, supporting a point of view with reasons.
   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   b. Provide reasons that support the opinion.
   c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons.
   d. Provide a concluding statement or section.

**Supporting** are related standards that support the highly leveraged standards in and across grade levels.

3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing from literal and nonliteral language.

3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

3.RL.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).

3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

3.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
   b. Form and use regular and irregular plural nouns.
   c. Use abstract nouns (e.g., childhood).
   d. Form and use regular and irregular verbs.
   e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
   f. Ensure subject-verb and pronoun-antecedent agreement.
   g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   h. Use coordinating and subordinating conjunctions.
   i. Produce simple, complex, and compound sentences.
   j. Write multiple sentences in an order that supports a main idea or story.

3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize appropriate words in titles.
   b. Use commas in addresses.
   c. Use commas and quotation marks in dialogue.
   d. Form and use possessives.
   e. Use conventional spelling for high-frequency words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
   f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
   g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
## ELA Curriculum Map Grade 3

### AZCCRS

<table>
<thead>
<tr>
<th>Student Standards</th>
<th>Selected Readings of Complex Text</th>
<th>Big Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identity 1</strong> - Students will develop positive social identities based on their membership in multiple groups in society.</td>
<td><strong>Adopted Anthology:</strong> <em>Harcourt Trophies</em></td>
<td><strong>Enduring Understandings:</strong> The more we learn about ourselves the better we can understand and appreciate differences in others.</td>
</tr>
<tr>
<td><strong>Identity 2</strong> – Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</td>
<td><strong>Recommended Extended Texts:</strong> Choose 1-2 <em>Lon Po Po, Ed Young</em>&lt;br&gt;<em>Papa Tells Chita a Story, Elizabeth Fitzgerald Howard</em>&lt;br&gt;<em>Stories That Julian Tells, The, Ann Cameron</em>&lt;br&gt;<em>Why Mosquitoes Buzz in People’s Ears, Verma Aardema</em></td>
<td><strong>Exploring intercultural literature, with a focus on critical thinking, helps to foster awareness of self, others, and the world.</strong></td>
</tr>
<tr>
<td><strong>Diversity 6</strong> – Students will express comfort with people who are both similar to and different from themselves and engage respectfully with all people.</td>
<td><strong>Recommended Short Texts:</strong> Choose 3-5 <em>El Cucuy!: A Bogeyman Cuento in English and Spanish, Joe Hayes</em>&lt;br&gt;<em>Friendship Trip, Wolfgang Slawski, TE p. 282G</em>&lt;br&gt;<em>Meet the Author p. 30 &amp; p. 298</em>&lt;br&gt;<em>People Could Fly: American Black Folktales, The, Virginia Hamilton</em>&lt;br&gt;<em>Spanish-American War, The TE p. 14G</em>&lt;br&gt;<em>Tales Our Abuelitas Told: A Hispanic Folktale Collection, Alma Flor Ada</em>&lt;br&gt;<em>True Story of the Three Little Pigs, The, Jon Scieszka</em></td>
<td><strong>Essential Questions:</strong> 1. How can we better understand others, the world, and ourselves?</td>
</tr>
<tr>
<td><strong>Justice 11</strong> – Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.</td>
<td><strong>Multicultural Adoptions:</strong> <em>Big Moon Tortilla, Joy Cowley</em>&lt;br&gt;<em>Chachaji’s Cup, Uma Krishnaswami</em>&lt;br&gt;<em>Her Stories: African American Folktales, Fairytales, and True Tales, Virginia Hamilton</em>&lt;br&gt;<em>Show Way, Jaqueline Woodson</em>&lt;br&gt;<em>Songs From the Loom: A Navajo Girl Learns to Weave, Monty Rossel</em>&lt;br&gt;<em>This is a Rope: A Story from the Great Migration, Jaqueline Woodson</em></td>
<td>2. How can self-reflection lead to self-awareness?</td>
</tr>
<tr>
<td><strong>Action 16</strong> – Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</td>
<td><strong>Anti-Bias Framework</strong> <a href="http://perspectives.tolerance.org/?qnode/49">http://perspectives.tolerance.org/?qnode/49</a></td>
<td>3. How can analyzing literature help foster awareness of self, others, and the world?</td>
</tr>
</tbody>
</table>

### Scholastic Leveled Bookroom Adoptions:

<table>
<thead>
<tr>
<th>Level M:</th>
<th>Level N:</th>
<th>Level P:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Chair for My Mother, A, Vera B. Williams</em>&lt;br&gt;<em>Flat Stanley, Jeff Brown</em>&lt;br&gt;<em>Miss Smith’s Incredible Storybook, Michael Garland</em>&lt;br&gt;<em>New Coat for Anna, A, Harriet Ziefert</em>&lt;br&gt;<em>Throw Your Tooth on the Roof, Selbey Beeler</em></td>
<td><em>Donovan’s Word Jar, Monalisa DeGross</em>&lt;br&gt;<em>Fables, Arnold Lobel</em>&lt;br&gt;<em>I Lost My Tooth in Africa, Penda Diakite</em>&lt;br&gt;<em>Why Mosquitos Buzz in People’s Ears, Verma Aardema</em>&lt;br&gt;<em>Zen Shorts, John J. Muth</em></td>
<td><em>Girl Wonder, Deborah Hopkinson</em>&lt;br&gt;<em>Grandma’s Gift, Eric Velasquez</em>&lt;br&gt;<em>La Mariposa, Francisco Jimenez</em>&lt;br&gt;<em>My First Book of Biographies, Jean Marzollo</em>&lt;br&gt;<em>Boy Who Harnessed the Wind, The, William Kamkwamba</em></td>
</tr>
<tr>
<td><em>Shark Lady: The True Adventures of Eugenie Clark, Ann McGovern</em>&lt;br&gt;<em>Sonia Sotomayor, Jonah Winter</em></td>
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</tr>
</tbody>
</table>

**ELA Office of Curriculum Development edition 3.0©**
## ELA Curriculum Map Grade 3

<table>
<thead>
<tr>
<th>Research Component</th>
<th>Narrative Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the unit, students will conduct generational history projects and presentations.</td>
<td>Students will write and illustrate personal narratives of their life stories.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional and Assessment Guides</th>
<th>Additional Instructional Resources</th>
</tr>
</thead>
</table>
| Writing Sample  
http://www.azed.gov/assessment/files/2016/02/writing_samples_g4_rg_02012016.pdf | Electronic Resources and Alternative Media: |
| Writing Guide  
*Coyote Places the Stars by Harriet Peck Taylor*  
*The Stories That Julian Tells by Ann Cameron* |
| Writing Rubric  
| DOK Levels  
| DOK Stems  
| Hess’s Matrix  
| Performance Level Descriptors  

1 This definition for highly-leveraged standards was adapted from the “power standard” definition on the website of Millis Public Schools, K-12, in Massachusetts, USA.  
### Target Standards

*Highly-Leveraged* standards are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).  

- **3.RI.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
- **3.RI.2** Determine the main idea of a text: recount the key details and explain how they support the main idea.  
- **3.RI.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).  
- **3.W.2a-d** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
  - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  
  - b. Develop the topic with facts, definitions, and details.  
  - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  
  - d. Provide a concluding statement or section.

### Supporting Standards

*Supporting* are related standards that support the highly leveraged standards in and across grade levels.  

- **3.RI.8** Describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/ effect, first/second/third in a sequence).  
- **3.SL.2** Demonstrate the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  
- **3.SL.3** Ask and answer information from a speaker, offering appropriate elaboration and detail.

<table>
<thead>
<tr>
<th>AZCCRS</th>
<th>Student Standards</th>
<th>Selected Readings of Complex Text</th>
<th>Big Ideas</th>
</tr>
</thead>
</table>
| **Constant Standards** are addressed routinely every quarter.  
3.RL.1,2,3,4,10  
3.RI.3,4,5,6,9,10,10a  
3.RF.3a-d,4a-c  
3.W.1a-d, 3a-d,4a,5,  
6,7,8,10  
3.SL.1a-d,4,5,6  
3.L.1a-j,2a-g,3a-b,4a-d,  
5a-c,6 | **Identity 1** - Students will develop positive social identities based on their membership in multiple groups in society.  
**Identity 2** – Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.  
**Diversity 7** – Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity group. | **Adopted Anthology:** *Harcourt Trophies*  
**Recommended Extended Texts:** Choose 1-2  
FOSS Science Stories Water  
FOSS Science Stories Earth Materials  
Investigating Ecosystems  
Third Grade Social Studies Tests: Communities  
- *A Community in Mexico* p.24  
- *A Fishing Community in Peru* p.52  
- *A Capital in Senegal* p.178  
- *A Tunnel in Europe* p.256  
- *Life in Japan* p.292  
- *Partners in Trade* p.320 | **Enduring Understandings:**  
Human, animal and environmental interactions are interdependent.  
People of different regions develop unique civilizations and cultural identities determined by increased interaction, societal complexity and competition. |
Justice 11 – Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Justice 12 – Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systematic level (e.g., discrimination).

Action 16 – Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

Anti-Bias Framework
http://perspectives.tolerance.org/?qnode/494

Recommended Short Texts: Choose 3-5
- My Dolphin Encounter, Joan Borque, TE p. 206G
- Nine Gold Medals, David Roth, TE p. 130
- Sending a Message p. 201
- Sue, the Tyrannosaurus Rex, Andrew Keown p. 246
- Swimmer, The, Constance Levy p. 148

Essential Questions:
1. How do people interact with each other, animals and the environment in their communities?
2. How are living and nonliving things interdependent?
3. How are local and international cultures interdependent?
4. How does water impact communities and/or ecosystems?

Multicultural Adoptions:
- Cat’s in Krasinski Square, The, Karen Hesse
- Going Home, Eve Bunting
- If The World Were a Village: A Book about the World’s People, David J. Smith
- One Hen, Katie Smith Milway
- Our World of Water, Beatrice Hollegen
- Planting the Trees of Kenya, Claire A. Nivola
- Tree Lady, The, Joseph Hopkins
- What Can You do with a Paleta, Carmen Tafolla
- Zinnia: How the Corn Was Saved, Patricia Powell

Scholastic Leveled Bookroom Adoptions:

**Level J:**
- Earthworm’s Life, An, John Himmelman
- Log Hotel, Anne Schreiber
- Safety in Numbers, Lynette Evans

**Level M:**
- From Seed to Plant, Gail Gibbons
- Martin Luther King, Jr. and the March on Washington, Frances E. Ruffin
- New Coat for Anna, A, Harriet Ziefert
- Two Bobby’s: A True Story of Hurricane Katrina, Kirby Larson & Mary Nethery

**Level N:**
- My Light, Molly Bang
- Odd Animal Helpers, Gabrielle Reyes
- Pet Heroes, Nicole Corse

**Level O:**
- Garden With Dr. Carver, In the, Susan Grigsby
- Plant Life, Peter Riley
- What’s the Big Idea Ben Franklin?, Jean Fritz
- Wiggling Worms at Work, Wendy Pfeffer
- Young Fredrick Douglas, Andrew Woods

**Level P:**
- Boy Who Harnessed the Wind, The, William Kamkwamba & Bryan Mealer
- So You Want to Be an Inventor, Judith St. George
- Where Have All the Panda’s Gone? Questions and Answers About Endangered Species, Melvin and Gilda Berger

**Level Q:**
- Buzz on Bees, The, Shelley Rotner & Anne Woodhull
- Magic School Bus, Food Chain Frenzy, The, Anne Capeci

**Research Component**
Using the above resources, students will focus on a particular culture/community and investigate how the people interact with each other, animals and/or their environment.

**Narrative Component**
Students will write and present a 3-minute news story based on one of the above resources that includes where, when, why, and how key events occurred.
## ELA Curriculum Map Grade 3

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<td><strong>Electronic Resources and Alternative Media:</strong>&lt;br&gt;Discovering Culture&lt;br&gt;The Role of Freshwater Around the World</td>
</tr>
</tbody>
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1This definition for highly-leveraged standards was adapted from the “power standard” definition on the website of Millis Public Schools, K-12, in Massachusetts, USA. [http://www.millis.k12.ma.us/services/curriculum_assessment/brochures](http://www.millis.k12.ma.us/services/curriculum_assessment/brochures).
## Reading Focus: Literature

## Writing Focus: Informative/Explanatory

### Unifying Concept: Building Communities

### Quarter 3

**Target Standards** are emphasized during the quarter and used in a formal assessment to evaluate student mastery.

**Highly-Leveraged** are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).

- **3.RL.4** Determine the meaning of words and phrases as they are used in a text, distinguishing from literal and non-literal language.
- **3.RL.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using such terms as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **3.RL.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).
- **3.RL.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).

**Supporting** are related standards that support the highly leveraged standards in and across grade levels.

- **3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **3.RL.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.
- **3.RL.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **3.RL.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using such terms as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **3.RL.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

- **3.W.2a-d** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, and details.
  - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  - d. Provide a concluding statement or section.

- **3.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level 3 reading and content, choosing flexibility from a range of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word part.
  - b. Determine the meaning of the new word formed when a known affix is added to known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- **3.L.5** Demonstrate understanding of word relationships and nuances in word meanings.
  - a. Distinguish literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - b. Identify real life connections between words and their use (e.g., describe people who are friendly or helpful).
  - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
## ELA Curriculum Map Grade 3

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<td><strong>Adopted Anthology:</strong> Harcourt Trophies</td>
<td><strong>Enduring Understandings:</strong> Artists use different techniques to communicate, inspire, inform, explain, persuade and narrate.</td>
</tr>
<tr>
<td>3.RL.1,2,6,10</td>
<td><strong>Identity 1</strong> – Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.</td>
<td><strong>Recommended Extended Texts:</strong> Choose 1-2</td>
<td>Through understanding an artist’s purpose, we can better understand the artist’s experiences and culture.</td>
</tr>
<tr>
<td>3.RI.1,2,3,4,5,6,7,10,10a</td>
<td><strong>Identity 2</strong> – Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity group.</td>
<td><em>Fireflies In the Dark: The Story of Friedl Dicker-Brandeis and the Children of Terezin,</em> Susan Goldman Rubin</td>
<td>Art can reflect cultural ideas and values as well as universal experiences.</td>
</tr>
<tr>
<td>3.RF.3a-d,4a-c</td>
<td><strong>Diversity 7</strong> – Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity group.</td>
<td><em>Frida Kahlo: The Artist who Painted Herself (Smart About Art),</em> Margaret Fry</td>
<td><strong>Essential Questions:</strong></td>
</tr>
<tr>
<td>3.W.1a-d,3a-4,4a,5,6,7,8,10</td>
<td><strong>Diversity 8</strong> – Students will effectively express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</td>
<td><em>I’m in Charge of Celebrations,</em> Byrd Baylor</td>
<td>1. How are artists’ techniques similar and different?</td>
</tr>
<tr>
<td>3.SL.4,5,6</td>
<td><strong>Justice 11</strong> – Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.</td>
<td><em>Native Artists of Africa,</em> Reavis Moore</td>
<td>2. How are cultural perspectives expressed through the arts?</td>
</tr>
<tr>
<td>3.L.1a-j,2a-g,3a-b,6</td>
<td><strong>Justice 12</strong> – Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systematic level (e.g., discrimination).</td>
<td><em>Yellow House: Vincent Van Gogh and Paul Gauguin Side by Side,</em> The, Susan Goldman Rubin</td>
<td>3. How are art and culture interrelated?</td>
</tr>
<tr>
<td>3.RL.1,2,6,10</td>
<td><strong>Action 16</strong> – Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</td>
<td><em>Wake Up Our Souls: A Celebration of Black American Artists,</em> Tonya Bolden</td>
<td>4. How are universal experiences expressed through the arts?</td>
</tr>
<tr>
<td>3.RI.1,2,3,4,5,6,7,10,10a</td>
<td><strong>Action 17</strong> – Students will recognize their own responsibility to stand up to exclusion, prejudice, and in justice.</td>
<td><strong>Recommended Short Texts:</strong> Choose 3-5</td>
<td></td>
</tr>
<tr>
<td>3.RF.3a-d,4a-c</td>
<td>Anti-Bias Framework</td>
<td><em>I Am Flying,</em> by Jack Prelutsky, TE p. 370G</td>
<td></td>
</tr>
<tr>
<td>3.W.1a-d,3a-4,4a,5,6,7,8,10</td>
<td><strong>Enduring Understandings:</strong> Artists use different techniques to communicate, inspire, inform, explain, persuade and narrate.</td>
<td><em>This Land is Your Land,</em> Woody Guthrie p.188</td>
<td></td>
</tr>
<tr>
<td>3.SL.4,5,6</td>
<td><strong>Recommended Short Texts:</strong> Choose 3-5</td>
<td><em>Meet the Author Byrd Baylor</em> p. 318 &amp; <em>Meet the Illustrator Peter Parnall</em> p. 319</td>
<td></td>
</tr>
<tr>
<td>3.L.1a-j,2a-g,3a-b,6</td>
<td><strong>Essential Questions:</strong></td>
<td><em>Outside/Inside Poem,</em> The, Sarah Chan</td>
<td></td>
</tr>
<tr>
<td>3.RL.1,2,6,10</td>
<td>1. How are artists’ techniques similar and different?</td>
<td><em>Weather,</em> Author Unknown, TE p. 222G</td>
<td></td>
</tr>
<tr>
<td>3.RI.1,2,3,4,5,6,7,10,10a</td>
<td>2. How are cultural perspectives expressed through the arts?</td>
<td><em>Work Song,</em> Gary Paulsen p.256</td>
<td></td>
</tr>
<tr>
<td>3.RF.3a-d,4a-c</td>
<td>3. How are art and culture interrelated?</td>
<td><em>What is Science,</em> Rebecca Kai Dotlich, TE p. 348G</td>
<td></td>
</tr>
<tr>
<td>3.W.1a-d,3a-4,4a,5,6,7,8,10</td>
<td>4. How are universal experiences expressed through the arts?</td>
<td><em>Harcourt Books for All Learners</em></td>
<td></td>
</tr>
<tr>
<td>3.SL.4,5,6</td>
<td><strong>Recommended Short Texts:</strong> Choose 3-5</td>
<td><em>Music Makes Joy</em></td>
<td></td>
</tr>
<tr>
<td>3.L.1a-j,2a-g,3a-b,6</td>
<td><strong>Enduring Understandings:</strong> Artists use different techniques to communicate, inspire, inform, explain, persuade and narrate.</td>
<td><em>City Celebrations</em></td>
<td></td>
</tr>
<tr>
<td>3.RL.1,2,6,10</td>
<td><strong>Recommended Short Texts:</strong> Choose 3-5</td>
<td><em>WPA Art</em></td>
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<td>3.RI.1,2,3,4,5,6,7,10,10a</td>
<td><strong>Enduring Understandings:</strong> Artists use different techniques to communicate, inspire, inform, explain, persuade and narrate.</td>
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<td>3.RF.3a-d,4a-c</td>
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<td>3.W.1a-d,3a-4,4a,5,6,7,8,10</td>
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[http://perspectives.tolerance.org/?qnode/494]
### Multicultural Adoptions:
- *Emma’s Rug*, Allen Say Morris
- *Frida Kahlo: The Artist who Painted Herself* (Smart About Art), Margaret Fry
- *Micklewhite and the Tangerine Dress*, Christine Reavis
- *Native Artists of Africa*, Reavis Moore
- *Whispering Cloth*, Pegi Deitz Shea

### Scholastic Leveled Bookroom Adoptions:
- **Level M:**
  - *Eye for Color*, An, Natasha Wing
  - *Frida*, Jonah Winter
- **Level P:**
  - *Copper*, Kazu Kibuishi
  - *Happy Burger*, Chuck Ranberg and Patrick Daley
  - *Krooks in the Cafeteria (Comic Guy)*, Timothy Roland
  - *Tar Beach*, Faith Ringgold

### Research Component
Using the above resources, students will focus on a particular culture/community and investigate how people express themselves through the Arts.

### Narrative Component
Students will create either a poem or song along with an accompanying piece of art expressing their uniqueness.

### Instructional and Assessment Guides
- **Writing Sample**
- **Writing Guide**
- **Writing Rubric**
- **DOK Levels**
- **DOK Stems**
- **Hess’s Matrix**
- **Performance Level Descriptors**

### Additional Instructional Resources
- **Electronic Resources and Alternative Media:**
  - *Art and Artists - Goya, Oh Bova!*
  - *Art and Artists - Leonardo da Vinci*
  - *Art and Artists - What is an Artist?*
  - *Famous African Americans - Duke Ellington*
  - *Famous African Americans - Marian Anderson Passage & Question Set*
  - *Famous African Americans - Maya Angelou*
  - *Portrait of an Artist*
  - *U of A Poetry Center Lesson Plans*
# ELA Curriculum Map Grade 3

## Reading Focus: Informational Writing Focus: Opinion

### Target Standards

- Highly-Leveraged standards are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).

- **3.RL.6** Distinguish their own point of view from that of the narrator or those of the characters.

- **3.RL.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).

- **3.RL.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, cause/effect.

- **3.RL.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- **3.RL.6** Distinguish their own point of view from that of the author of a text.

- **3.W.1a-d** Write opinion pieces in topics or texts, supporting a point of view with reasons.
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons.
  - d. Provide a concluding statement or section.

### AZCCRS

<table>
<thead>
<tr>
<th>Student Standards</th>
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<tr>
<td><strong>Identity 3</strong> - Students will recognize that people’s multiple identities interact and create unique and complex individuals.</td>
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<td><strong>Identity 4</strong> – Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</td>
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<tr>
<td><strong>Diversity 8</strong> – Students will effectively express curiosity about the history, lived experiences of others, and will exchange ideas and beliefs in an open-minded way.</td>
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### Selected Readings of Complex Text

- **Adopted Anthology:** *Harcourt Trophies*

- **Recommended Extended Texts:** Choose 1-2
  - *Alejandro’s Gift*, Richard E. Albert
  - *Armadillo From Amarillo, The*, Lynne Cherry
  - *Journey Home*, Lawrence McKay Jr.
  - *Journey: Stories of Migration, The*, Cynthia Rylant
  - *Leah’s Pony*, Elizabeth Friedrich
  - *One Tiny Turtle*, Nicola Davies
  - *Rocking and Rolling*, Philip Steele
  - *Sacajawea: Her True Story*, Joyce Milton
  - *Visitors From Space*, Jeanne Bendick
  - *Ziba Came on a Boat*, Robert Ingpen

### Supporting

- **3.RL.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

- **3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- **3.RL.2** Determine the main idea of a text: recount the key details and explain how they support the main idea.

- **3.RL.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.

- **3.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, and details.
  - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
  - d. Provide a concluding statement or section.

- **3.W.7** Conduct short research projects that build knowledge about a topic.

- **3.SL.2** Demonstrate the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- **3.SL.3** Ask and answer information from a speaker, offering appropriate elaboration and detail.

### Big Ideas

- **Enduring Understandings:**
  - Understanding the causes and effects of voluntary and involuntary journeys leads to personal and cultural insights.
Diversity 9 – Students will respond to diversity by building empathy, respect, understanding and connection.

Justice 11 – Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Justice 12 – Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systematic level (e.g., discrimination).

Action 16 – Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.

Action 17 – Students will recognize their own responsibility to stand up to exclusion, prejudice, and in justice.

Action 18 – Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.

Anti-Bias Framework
http://perspectives.tolerance.org/?qnode/494

Recommended Short Texts: Choose 3-5
Follow the Dream: the Story of Christopher Columbus, Peter Sis
Great Migrations: Amazing Animal Journeys, Laura Marsh
Mission to Mars, from U.S. Kids, TE p. 400G
Underground: Finding the Light to Freedom, Shane W. Evans
Harcourt Books for All Learners:
-Pecos Bill (On)
-This Land (ELL)

Multicultural Adoptions:
Four Feet, Two Sandals, Karen Lynn Williams & Khadra Mohammel
Henry’s Freedom Box, Ellen Levine
Migrant, Maxine Trotter
My Freedom Trip, Francis Park

Essential Questions:
1. What is a journey and/or exploration?
2. Why do people explore?
3. What are the impacts of exploration?
4. How do journeys/exploration help people understand the world?
5. How are voluntary and involuntary journeys similar and different?
6. What are causes and effects of voluntary and involuntary journeys?
7. How do journeys shape people, communities and cultures?

Scholastic Leveled Bookroom Adoptions:
Level L:
Subway Mouse, The, Barbara Reid
Level M:
Flat Stanley, Jeff Brown
Level N:
Sacajawea: Her True Story, Joyce Milton
Level O:
Apples to Oregon, Deborah Hopkinson
Coming to America: The Story of Immigration, Betsy Maestro
Level P:
Tar Beach, Faith Ringgold
Level Q:
Away West, Patricia McKissick
Camping Trip That Changed America, The, Barb Rosenstock
Finding the Titanic, Robert D. Ballard
LaRue Across America: Postcards From the Vacation, Mark Teague
Level R:
Freedom Crossing, Margaret Goff Clark
Miracles on Maple Hill, Virginia Sorensen
Trail of Tears, The, Joseph Bruchac
Level S:
From the Mixed-Up Files of Mrs. Basil E. Frankweiler, E.L. Konigsburg
### Research Component

Using the above resources, students will write an opinion piece on the impact of a journey on the main character, identifying their point of view vs. that of the author. Writing should include a clear beginning introducing the topic they are writing about, state both opinions with evidence and provide a concluding statement.

### Narrative Component

Students will write a memoir, biography or realistic fiction describing a journey based on information from the unit. Writing establishes a situation, introduces narrator/characters; organizes events, uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

### Instructional and Assessment Guides

|----------------|--------------------------------------------------------------------------------|

### Additional Instructional Resources

### Electronic Resources and Alternative Media:

- **Animals Get Ready**
  - More sea turtles build nests in Florida and scientists want to know why.
- **John Wesley Powell Maps the Grand Canyon Passage & Question Set**

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1 This definition for highly-leveraged standards was adapted from the “power standard” definition on the website of Millis Public Schools, K-12, in Massachusetts, USA. [http://www.millis.k12.ma.us/services/curriculum_assessment/brochures](http://www.millis.k12.ma.us/services/curriculum_assessment/brochures).