

**St. Thomas Aquinas School  
Curriculum Map**

**Course: Language Arts**

**Grade Level: 3**

Content	Skills	Suggested Assessments	Connecticut Content Standards
<p><b>1<sup>st</sup> Marking Period</b></p> <p>I. Reading Comprehension            A. Word Work              1. Phonics and Visual Strategies</p> <p>  2. Spelling words</p> <p>B. Strategies-Tools for comprehension              1. Activate Prior Knowledge              2. Make Connections              3. Make Predictions              4. Noticing              5. Wondering              6. Picturing</p> <p>C. Literary Elements              1. Problem and Solution              2. Plot</p>	<p>A. Word Work- students will learn and apply generalizations to help with decoding, fluency, and spelling.</p> <ul style="list-style-type: none"> <li>• Short vowel sounds</li> <li>• Long vowel sounds</li> <li>• Clusters</li> <li>• Blends</li> <li>• Digraphs</li> </ul> <p>• Fluently read grade appropriate words</p> <p>• Spell words with automaticity</p> <p>B. Strategies</p> <ul style="list-style-type: none"> <li>• Activate Prior Knowledge</li> <li>• Make self to text and text to text connections</li> <li>• Make predictions and check for accuracy</li> <li>• Look for details in pictures</li> <li>• Wonder who, what, where, when, why, and how things occur in text</li> <li>• Use senses of smell, taste, touch, hearing, and sight to connect to text</li> <li>• Use technology to view and present texts</li> </ul> <p>C. Literary Elements</p> <ul style="list-style-type: none"> <li>• Explain main problem and</li> </ul>	<ul style="list-style-type: none"> <li>• Cloze Exercises</li> <li>• Daily Writing Assignments</li> </ul> <ul style="list-style-type: none"> <li>• Daily Writing Assignments</li> <li>• Cloze Exercises</li> <li>• Weekly Spelling Test</li> </ul> <ul style="list-style-type: none"> <li>• Reading log including sticky notes using strategies</li> <li>• Facilitate discussion in whole and small group setting</li> </ul> <ul style="list-style-type: none"> <li>• Book Reports</li> <li>• Oral Presentations</li> <li>• Written Responses to Text</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3, 4.2</li> </ul> <ul style="list-style-type: none"> <li>• 1.1, 1.3, 4.2, 4.3</li> </ul> <ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2, 2.2, 2.4, 2.3</li> </ul> <ul style="list-style-type: none"> <li>• 1.1, 1.4</li> </ul> <ul style="list-style-type: none"> <li>• 1.1, 1.2</li> </ul> <ul style="list-style-type: none"> <li>• 1.1</li> </ul> <ul style="list-style-type: none"> <li>• 1.2</li> </ul> <ul style="list-style-type: none"> <li>• 1.1, 1.2, 2.1</li> <li>• 2.1, 3.2</li> </ul>

<p>3. Setting 4. Characterization 5. Drawing Conclusions 6. Realism and Fantasy 7. Fact and Opinion 8. Sequence</p> <p>II. Writing Development</p> <p>A. Conventions of Standard English</p> <p>1. Sentences</p> <p>B. Writing Process</p> <p>C. Writing Genres</p> <p>1. Autobiographical 2. Non-Fiction Personal Narrative 3. Realistic Fiction Narrative</p> <p>D. Penmanship</p>	<p>minor problems and related solutions</p> <ul style="list-style-type: none"> <li>Identify main elements of a story</li> <li>Determine where and when a story takes place</li> <li>Use evidence of character's words and actions to determine traits and character</li> <li>Use textual clues to draw conclusions</li> <li>Determine if aspects of a story are realistic or fantasy</li> <li>Determine if a statement is a fact or an opinion</li> <li>Sequence events through use of sequential words</li> </ul> <p>A. Conventions of Standard English</p> <ul style="list-style-type: none"> <li>Create and correctly end statements, questions, exclamations, and commands.</li> <li>Identify common and proper nouns and capitalize the latter</li> <li>Form singular and plural nouns</li> <li>Form plurals of irregular nouns</li> <li>Form singular and plural possessive nouns</li> </ul> <p>B. Writing Process</p> <ul style="list-style-type: none"> <li>Write paragraph with 3-5 sentences</li> <li>Will publish and share pieces</li> </ul> <p>C. Writing Genres</p> <ul style="list-style-type: none"> <li>Draft an autobiographical piece</li> <li>Write narratives using</li> </ul>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Monitor Small Group Discussions</li> <li>Cloze Exercises</li> <li>Short Answer Responses</li> <li>Comprehension and Vocabulary Assessment</li> </ul> <ul style="list-style-type: none"> <li>Daily Writing Assignments</li> <li>Cloze Exercises</li> </ul> <ul style="list-style-type: none"> <li>Paragraph of 3-5 complete sentences with correct application of skills</li> <li>Baseline Writing Piece done in September</li> </ul> <ul style="list-style-type: none"> <li>Rubric based for particular piece of writing</li> </ul> <ul style="list-style-type: none"> <li>Daily Writing Assignments</li> </ul>	<ul style="list-style-type: none"> <li>2.1</li> <li>2.1</li> <li>1.1, 1.2, 2.1</li> <li>2.1, 3.1</li> <li>1.2, 2.1</li> <li>1.1, 1.2, 1.3</li> </ul> <ul style="list-style-type: none"> <li>1.3</li> <li>4.3</li> </ul> <ul style="list-style-type: none"> <li>3.2, 4.2, 4.3</li> </ul> <ul style="list-style-type: none"> <li>4.1, 4.2, 4.3</li> </ul>
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		<p>sequencing</p> <p>D. Penmanship</p> <ul style="list-style-type: none"> <li>Practice formation of lowercase letters in cursive and connect letters correctly</li> </ul>		
Content		Skills	Suggested Assessments	Connecticut Content Standards
<b>2<sup>nd</sup> Marking Period</b>	<p>I. Reading Comprehension</p> <p>A. Word Work</p> <p>1. Phonics and Visual Strategies</p> <p>2. Spelling Words</p>	<p>A. Word Work</p> <ul style="list-style-type: none"> <li>Phonetic and structural clues to read and understand words</li> <li>Learn compound words</li> <li>Fluently read grade appropriate words</li> <li>Spell words with</li> </ul>	<ul style="list-style-type: none"> <li>Cloze Exercises</li> <li>Daily Writing Assignments</li> <li>Daily Writing Assignments</li> <li>Cloze Exercises</li> <li>Weekly Spelling Test</li> </ul>	<ul style="list-style-type: none"> <li>1.3, 4.3</li> <li>1.1, 1.3, 4.2, 4.3</li> </ul>

	<p>automaticity</p> <p>B. Strategies</p> <ol style="list-style-type: none"> <li>1. Determine Importance</li> <li>2. Develop Questions</li> </ol> <p>C. Literary Elements</p> <ol style="list-style-type: none"> <li>1. Main Idea and Supporting Details</li> <li>2. Point of View</li> <li>3. Compare and Contrast</li> <li>4. Generalizing</li> </ol> <p>II. Writing Development</p> <p>A. Conventions of Standard English</p> <ol style="list-style-type: none"> <li>1. Pronouns</li> <li>2. Adjectives</li> <li>2. Capitalization and Punctuation</li> </ol>	<p>automaticity</p> <p>B. Strategies</p> <ul style="list-style-type: none"> <li>• Analyze text to determine importance</li> <li>• Identify and create In-the-Book questions</li> <li>• Use technology to view and present texts</li> </ul> <p>C. Literary Elements</p> <ul style="list-style-type: none"> <li>• Determine the main idea and supporting details</li> <li>• Determine the point of view and narrator's role in the story</li> <li>• Compare and contrast characters</li> <li>• Make a general statement from many examples</li> </ul> <p>A. Conventions of Standard English</p> <ul style="list-style-type: none"> <li>• Learn that pronouns are substitutes for nouns</li> <li>• Replace nouns with appropriate pronouns</li> <li>• Describe nouns by using adjectives</li> <li>• Place adjectives in correct places</li> <li>• Use adjectives to describe, compare, tell number, point out, and as articles</li> <li>• Learn to use end marks of punctuation correctly</li> <li>• Capitalize the first word of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Reading log including sticky notes using strategies</li> <li>• Facilitate discussion in whole and small group setting</li> <li>• Book Reports</li> <li>• Oral Presentations</li> <li>• Written Responses to Text</li> <li>• Graphic Organizers</li> <li>• Monitor Small Group Discussions</li> <li>• Cloze Exercises</li> <li>• Short Answer Responses</li> <li>• Comprehension and Vocabulary Assessment</li> <li>• Daily Writing Assignments</li> <li>• Cloze Exercises</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1, 1.2, 1.3</li> <li>• 1.2, 2.4</li> <li>• 1.2, 2.1, 3.2</li> <li>• 4.2, 4.3</li> <li>• 4.2, 4.3</li> <li>• 4.2, 4.3</li> </ul>
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	<p>B. Writing Process</p> <p>C. Writing Genres 1. Letters 2. Descriptive</p> <p>D. Penmanship</p>	<ul style="list-style-type: none"> <li>• Learn to capitalize proper nouns and I</li> <li>• Learn common abbreviations and that most begin with a capital letter and end with a period</li> <li>• Write and explain the meaning of common titles and initials</li> <li>• Write titles of books and poems correctly</li> <li>• Use commas to separate nouns in a series</li> </ul> <p>B. Writing Process</p> <ul style="list-style-type: none"> <li>• Collect, develop, draft, revise, edit, and publish their ideas as literary pieces</li> </ul> <p>C. Writing Genres</p> <ul style="list-style-type: none"> <li>• Recall the parts of a friendly letter and format a piece correctly</li> <li>• Write a descriptive paragraph with 3-5 sentences including adjectives</li> </ul> <p>D. Penmanship</p> <ul style="list-style-type: none"> <li>• Practice formation of lowercase and uppercase letters in cursive and connect letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph of 3-5 complete sentences with correct application of skills</li> <li>• Rubric based for particular piece of writing</li> <li>• Daily Writing Assignments</li> </ul>	<ul style="list-style-type: none"> <li>• 3.1, 4.2</li> <li>• 4.2</li> <li>• 3.1</li> <li>• 4.2</li> </ul>
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Content	Skills	Suggested Assessments	Connecticut Content Standards	
<p><b>3rd Marking Period</b></p>	<p>I. Reading Comprehension</p> <p>A. Word Work</p> <ol style="list-style-type: none"> <li>1. Phonics and Visual Strategies</li> <li>2. Spelling Words</li> </ol> <p>B. Strategies-Tools for Comprehension</p> <ol style="list-style-type: none"> <li>1. Develop Deeper Questions</li> <li>2. Visualize</li> <li>3. Wondering</li> </ol> <p>C. Literary Elements</p> <ol style="list-style-type: none"> <li>1. Author's Purpose</li> <li>2. Graphic Sources</li> <li>3. Context Clues</li> <li>4. Summarizing</li> </ol>	<p>A. Word Work</p> <ul style="list-style-type: none"> <li>• Learn and apply generalizations to help with decoding, fluency, and spelling</li> <li>• Schwa /a/</li> <li>• Multi-meaning words and determining correct meaning</li> <li>• Double consonants</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Base words</li> </ul> <ul style="list-style-type: none"> <li>• Fluently read grade appropriate words</li> <li>• Spell words with automaticity</li> </ul> <p>B. Strategies</p> <ul style="list-style-type: none"> <li>• Label types of questions</li> <li>• Wonder who, what, where, when, and why things happen in text</li> <li>• Create a sketch to represent a passage</li> <li>• Infer to deepen their understanding of texts being read</li> <li>• Use technology to view and present texts</li> </ul> <p>C. Literary Elements</p> <ul style="list-style-type: none"> <li>• Determine author's purpose</li> <li>• Use information from a passage and a labeled picture to create a chart</li> <li>• Figure out unfamiliar words by using surrounding text</li> <li>• Use a few sentences to tell about the main idea of a story</li> </ul> <p>Tell what the story is about without using details</p>	<ul style="list-style-type: none"> <li>• Cloze Exercises</li> <li>• Daily Writing Assignments</li> </ul> <ul style="list-style-type: none"> <li>• Daily Writing Assignments</li> <li>• Cloze Exercises</li> <li>• Weekly Spelling Test</li> </ul> <ul style="list-style-type: none"> <li>• Reading log including sticky notes using strategies</li> <li>• Facilitate discussion in whole and small group setting</li> </ul> <ul style="list-style-type: none"> <li>• Book Reports</li> <li>• Oral Presentations</li> <li>• Written Responses to Text</li> <li>• Graphic Organizers</li> <li>• Monitor Small Group Discussions</li> <li>• Cloze Exercises</li> <li>• Short Answer Responses</li> <li>• Comprehension and Vocabulary Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3, 4.2, 4.3</li> <li>• 1.3, 4.2, 4.3</li> <li>• 1.1, 1.2, 1.4</li> <li>• 1.1, 1.2, 2.2</li> <li>• 1.2</li> <li>• 1.2, 1.4, 2.1</li> <li>• 1.2, 3.1, 3.2</li> <li>• 1.1, 1.2</li> <li>• 1.1</li> </ul>



Content	Skills	Suggested Assessments	Connecticut Content Standards
<p><b>4th Marking Period</b></p> <p>I. Reading Comprehension</p> <p>A. Word Work</p> <p>1. Phonics and Visual Strategies</p> <p>2. Spelling Words</p> <p>B. Strategies</p> <p>1. Infer</p> <p>C. Literary Elements</p> <p>1. Make Judgments</p> <p>2. Cause and Effect</p> <p>3. Reference Sources</p> <p>II. Writing Development</p> <p>A. Conventions of Standard English</p> <p>1. Reference Skills</p> <p>B. Writing Process</p>	<p>A. Word Work</p> <ul style="list-style-type: none"> <li>• Word endings</li> <li>• Medial consonants</li> <li>• Compound words</li> <li>• Contractions</li> <li>• Fluently read grade appropriate words</li> <li>• Spell words with automaticity</li> </ul> <p>B. Strategies</p> <ul style="list-style-type: none"> <li>• Make and justify inferences from explicit or implicit information</li> <li>• Use technology to view and present texts</li> </ul> <p>C. Literary Elements</p> <ul style="list-style-type: none"> <li>• Make judgments about characters using personal knowledge and text support</li> <li>• Explain cause and effect relationships in the text</li> </ul> <p>Use reference sources to locate and gather information</p> <p>A. Conventions of Standard English</p> <ul style="list-style-type: none"> <li>• Be able to alphabetize words</li> <li>• Identify and use guide words</li> <li>• Know parts of a book</li> <li>• Choose appropriate reference material for a given task</li> </ul> <p>B. Writing Process</p> <ul style="list-style-type: none"> <li>• Collect, choose, develop, draft, revise, edit, and publish their ideas as literary</li> </ul>	<ul style="list-style-type: none"> <li>• Cloze Exercises</li> <li>• Daily Writing Assignments</li> <li>• Daily Writing Assignments</li> <li>• Cloze Exercises</li> <li>• Weekly Spelling Test</li> <li>• Reading log including sticky notes using strategies</li> <li>• Facilitate discussion in whole and small group setting</li> <li>• Book Reports</li> <li>• Oral Presentations</li> <li>• Written Responses to Text</li> <li>• Graphic Organizers</li> <li>• Monitor Small Group Discussions</li> <li>• Cloze Exercises</li> <li>• Short Answer Responses</li> </ul> <p>Comprehension and Vocabulary Assessment</p> <ul style="list-style-type: none"> <li>• Daily Writing Assignments</li> <li>• Cloze Exercises</li> <li>• Alphabetize content words (math, science, social studies)</li> <li>• Dictionary Work</li> <li>• Use various reference skills and materials for research</li> <li>• Paragraph of 5-7 complete sentences with correct application of skills</li> <li>• Baseline Writing Piece for</li> </ul>	<ul style="list-style-type: none"> <li>• 1.3, 4.2</li> <li>• 1.1, 1.3, 4.2, 4.3</li> <li>• 1.2</li> <li>• 1.1, 1.2</li> <li>• 1.1, 1.2, 2.1</li> <li>• 3.2</li> <li>• 4.3, 3.2</li> <li>• 3.1, 4.2</li> <li>• 3.1</li> </ul>

	<p>C. Writing Genres 1. Poetry</p> <p>2. Biography</p> <p>D. Penmanship</p>	<p>pieces</p> <p>C. Writing Genres</p> <ul style="list-style-type: none"> <li>• Write poetry using various poetic forms</li> <li>• Publish and illustrate the book</li> </ul> <p>D. Penmanship Refine formation of uppercase and lowercase letters in cursive</p>	<p>next year done in June</p> <ul style="list-style-type: none"> <li>• Rubric based for particular piece of writing</li> <li>• Daily Writing Assignments</li> </ul>	<p>4.2</p>
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