

The Connected Curriculum

# GRADE 3

## Curriculum Map

*Standards-Based Scope and Sequence for Teaching and Assessment*  
with integrated principles and strategies of special education.

*This guide was prepared by the DePaul Center for Urban Education  
through support from the Polk Bros. Foundation Teacher Leadership Network.*

*Relevant resources for instruction, independent learning, and assessment:  
<http://teacher.depaul.edu>.*

# Third Grade Mid- and End-of Quarter Competencies to Assess First Semester

*This chart provides assessment priorities for every five or four weeks.*

	<b>Week 5</b>	<b>Week 9</b>	<b>Week 14</b>	<b>Week 19</b>
<b>Word Knowledge 1A</b>	Classify words singular, plural; provide examples of nouns, proper nouns, verbs, adjectives. Explain how and why to use dictionary Make own word book/chart	Decode meaning when reading with root, prefix, suffix Explain and give examples of root, prefix, suffix	Identify/ explain prefixes and suffixes	Identify and explain contractions, possessives
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Read new story and list characters, traits, and events. infer traits, motive, sequence, cause-effect with evidence. Illustrate problem-solution.	Identify and infer traits, motive, sequence, cause-effect with evidence Map a story	explain reason for choice of words; locate and classify information Explain how different stories can present same idea	Locate and classify information; explain how to classify. Answer analytic and questions. Tell how to answer them. Write about what you think based on what you read and what you knew.
<b>Fluency ILS1B,4AB</b>	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.
<b>Writing GOALS 3, 4</b>	Write/edit sentences —correct punctuation and word choice. Write own guide to Writing sentences.	Complete paragraph Topic Sentence Body Conclusion	Write/edit paragraph, essay with clear focus, support, introduction, conclusion Write rules for Writing clearly	write essay write guide to Writing an essay
<b>Content</b>	<b>GEOGRAPHY</b> List, illustrate, explain features of a city; diagram relationships; Write own guide to city including map and vocabulary terms.	<b>ECOLOGY</b> List, illustrate, describe features and explain relationships; use terms correctly. Make a chart/ iagram/collage/booklet about an environment.	<b>CULTURE</b> Explain culture with examples from Chicago. Identify ways Chicago has changed. Give examples of values and their importance to Chicago.	<b>PHYSICS/ TECHNOLOGY</b> List, picture key terms/concepts; describe, illustrate and explain how simple machines work as part of your life.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.

# Third Grade Mid- and End-of Quarter Competencies to Assess Second Semester

*This chart provides assessment priorities for every five or four weeks.*

	<b>Week 24</b>	<b>Week 29</b>	<b>Week 34</b>	<b>Weeks 37-8</b>
<b>Word Knowledge</b> <b>1A</b>	paraphrase  Use sight words in sentences.	Explain how to analyze a word—give examples.  Use sight words in sentences.	Make a list of ways to figure out unfamiliar words when reading.	Choose and use favorite words of the year.
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Simulate ISAT  Analyze the questions.  Write guide to reading non-fiction.  Write test-taking guide	Explain how to answer questions: literal, analytic, inferential, evaluative	Next Grade Prep Identify skills needed for next grade.  Choose a topic for next five weeks of reading.	synthesize information --apply to social studies and science—what have I learned— Learning Yearbook  ILS 5A, 1B
<b>Fluency</b> <b>ILS1B,4AB</b>	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.	Students read aloud with increased fluency.
<b>Writing</b> <b>Goals 3, 4</b>	Write guide to Writing essays 3A, B	What did we learn from ISAT?	Make your own Writing yearbook— What I have learned about Writing.	Learning Yearbook: expand it--what have I learned about Writing? ILS 4BC
<b>Content</b>	<b>ECONOMY</b>  How does the Chicago economy work?	<b>SCIENCE SYSTEMS</b>  Write, illustrate, explain science systems.	<b>GOVERNMENT</b>  How does the Chicago government work?	<b>DISCOVERIES</b>  What have I discovered about Chicago this year?
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.	Make a math glossary, guide/booklet. Use math to describe situations and solve problems.

## Third Grade: Weeks 1-5 Curriculum Map

	Week 1	Week 2	Week 3	Week 4	Week 5 assess, clarify, expand
<b>Word Knowledge 1A</b>	Assess student phonics  Set up word wall  Proper nouns	Identify/classify singular and plural nouns	Classify Verbs and verb tense Use dictionary	adjectives Use dictionary and alphabetize to 3 <sup>rd</sup> letter	Classify words singular, plural; provide examples of nouns, proper nouns, verbs, adjectives. Explain how and why to use dictionary Make own word book/chart
<b>Reading Strategies: I CAN . . . with a variety of texts</b>  Goals 1, 2	Read/listen to identify/infer traits of person/character 1B, 2A Follow 1, 2-step directions (4A)	Read/listen to identify/infer sequence, cause-effect with <u>evidence</u> 1B,C, 2A Take reading interest inventory.	Read/listen to identify/infer motive 1B,C, 2A	Describe and illustrate problem, solution—fiction or non-fiction. 1B	Read new story and list characters, traits, and events. infer traits, motive, sequence, cause-effect with evidence. Illustrate problem-solution.
<b>Fluency ILS1B,4AB</b>	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing Goals 3, 4</b>	Write complete sentences: punctuation review	Add details to descriptive sentence; correct punctuation	Write sentences to describe places (relate to geography)	Write sentences to describe places	Write/edit sentences—correct punctuation and word choice. Write own guide to writing sentences.
<b>Content CITY Geography Goal 17 A,B,C Research Goal 5</b>	Location: Where are we? city geography key map school	Place: City places community government map key mayor people	Region: City areas central downtown lake lakeshore location suburb	Movement: City transportation east, north, river south, travel, west	List, illustrate, explain features of a city; diagram relationships; Write own guide to city including map and vocabulary terms.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Third Grade: Weeks 6-9 Curriculum Map

	Week 6	Week 7	Week 8	Week 9 assess, clarify, expand
<b>Word Knowledge 1A</b>	Identify/analyze root words.	Identify use root and prefix.	Identify and use root and suffix	Decode meaning when reading with root, prefix, suffix Explain and give examples of root, prefix, suffix
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Read/listen to identify/infer traits of person, character with evidence  Infer meaning from context CAS 1A	Read/listen to identify/infer sequence, cause-effect <u>with evidence</u> Infer prediction, confirm with evidence  CAS 1A,C	Read/listen to identify/infer motive with evidence  CAS 1A,C	Identify and infer traits, motive, sequence, cause-effect with evidence Map a story Make predictions, confirm with evidence
<b>Fluency</b>  ILS1B,4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.
<b>Writing</b>  Goals 3 and 4	Write paragraph --focus (topic sentence) and detail	Write paragraphs With substantial support/elaboration	Write paragraph with clear organization	Complete paragraph Topic Sentence Body Conclusion
<b>Content Ecology Research Goal 5</b>	Features of Chicago: climate, community desert, environment grassland, lake lakeshore marine life, river 12A Classify (chart)—5A	How plants grow here: fruit, leaf, pollen producer, root seed coat, stem vegetable 12A,B  Compare/ Contrast (Venn)—5A	How animals live here: breathe, earthworm, egg, hatch, hunt rabbit, squirrel community environment food chain  12A,B diagram (5A)	List, illustrate, describe features and explain relationships; use terms correctly. Make a chart/diagram/collage/booklet about Chicago's environment.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>				Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>				Make a Math Glossary

## Third Grade: Weeks 10-14 Curriculum Map

	Week 10	Week 11	Week 12	Week 13	Week 14 assess, clarify, expand
<b>Word Knowledge</b> ILS 1A	Identify, use prefixes	Identify and use suffixes	Identify and use prefixes and suffixes	Identify and construct compound words	Identify, explain how prefixes and suffixes affect word meaning Identify compound words
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Re-read to find information to support an idea  Write about what you read and what you knew. 1B	Re-read to identify main idea or theme  Write about what you read and what you knew. 1B	interpret author's choice of words, relate to purpose  Write about what you read and what you knew. 1B, 2A	Identify examples of same topic or idea in different stories  Write about what you read and what you knew. 1B, 2AB	explain reason for author's choice of words—relate to purpose Locate and classify information Explain how different stories can present same idea Identify and support main idea
<b>Fluency</b> ILS 1B, 4AB	This week's read aloud:	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency. Students explain how to read with expression.
<b>Writing Goals 3, 4</b>	Write paragraph/essay with clear focus 3B	Edit paragraph/essay for focus and support 3B	Organize/Write paragraph /essay with focus, support and clear introduction 3B	Organize/Write paragraph/essay with focus, support, clear introduction and conclusion 3B	Write/edit paragraph, essay with clear focus, support, introduction, conclusion Write rules for Writing clearly
<b>Content:</b> <b>Culture</b>	Read, contrast shelter (homes) people had in Chicago in the past 16A, 5A city, past, shelter	Read, write how people traveled in the past 16A, 5A distance, route transportation trip	Read, infer how and what people communicated in Chicago in the past 16A, 5A communicate history, idea, message	Infer and write about values of Chicago that stayed the same or changed and how that affects us today 18A, 5A	Explain culture with examples from Chicago. Identify ways Chicago has changed. Give examples of values and their importance to Chicago.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Third Grade: Weeks 15-19 Curriculum Map

	Week 15	Week 16	Week 17	Week 18	Week 19 assess, clarify, expand
<b>Word Knowledge</b> ILS 1A	Explain contractions in reading.	Explain contractions in reading.	Explain possessives in reading.	Contrast possessives and contractions	Identify and explain contractions, possessives
<b>Reading Strategies</b> : <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	Locate information in chart, index, reference book; Classify information Ask/answer analytic questions  Write about what you think based on what you read and what you knew. 1B,C, 5A	Identify and organize information in charts  Ask/answer analytic questions Write about what you think based on what you read and what you knew. 1B,C, 5A	Identify and organize information in diagrams  Ask/answer analytic questions Write about what you think based on what you read and what you knew. 1B,C, 5A	evaluate fact/opinion  ask/answer evaluative questions  Write about what you think based on what you read and what you knew. 1B,C; 2A	Locate and classify information; explain how to classify. Answer analytic and questions. Tell how to answer them. Write about what you think based on what you read and what you knew.
<b>Fluency</b>  ILS 1B, 4AB	This week's read aloud:  Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency. Students explain how to adjust rate to maintain fluency and comprehension.
<b>Writing Goals 3, 4</b>	Outline, write essay, emphasis on focus, support 3B,C	Outline, write essay, emphasis on focus, support 3B,C	Outline and Write essay; emphasis on focus and support Transitions 3B,C	Outline, write news report-- emphasis on focus, support, coherence 3B, C	write essay write guide to Writing an essay
<b>Content:</b>  <b>Technology/ Physics</b>	Read/experience/write/illustrate about: Simple machines: effort, fulcrum, gravity, inclined plane, lever, slope 11,12D,5A	Read/experience/write/illustrate about: Simple machines: balance, energy, force, friction, 11, 12D, 5A	Read/experience/write/illustrate about: motion, pulley, wheel and axle 11,12D,5A	Read/experience/write/illustrate about: Simple machines energy, focus, friction, wheel and axle 11,12D,5A	List, picture key terms/concepts; describe, illustrate and explain how simple machines work as part of your life.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Third Grade: Weeks 20-24 Curriculum Map

	Week 20	Week 21	Week 22	Week 23	Week 24 assess, clarify, expand
<b>Word Knowledge ILS 1A</b>	Infer the meaning of a word in a sentence.  Test-Prep words:	Infer the meaning of a word in a paragraph.  Test-Prep words:	Construct/answer vocabulary questions  Test Prep Words	Construct/answer vocabulary questions  Test Prep Words:	<i>Explain how to infer the meaning of a word from context.</i>
<b>Reading Strategies: <i>I CAN . . . with a variety of texts</i></b>  Goals 1, 2	I can identify/make, answer literal and inferential questions fiction and non-fiction Skim to preview 1B, 1C	I can identify main idea, details 1B, 1C Scan to find information Simulate ISAT Discuss challenging items.	I can identify/make, answer analytic questions fiction and nonfiction 1B, 1C	I can identify/make, answer evaluative questions fiction and nonfiction 1B, 1C	<i>Write guide to reading non-fiction.</i>  <i>Make test-taking guide</i>
<b>Fluency ILS 1B, 4AB</b>	This week's read aloud:  Check reading rate and comprehension —set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
<b>Writing</b>	<b>EXTENDED RESPONSE:</b> <i>Write about what you are reading</i> 3B	<b>EXTENDED RESPONSE:</b> <i>Write about what you are reading</i> 3B	<b>EXTENDED RESPONSE:</b> <i>write about what you are reading</i> 3B	<b>EXTENDED RESPONSE:</b> <i>write about what you are reading</i> 3B	Write guide to writing an extended response 3 B
<b>Content Economics ILS 5A plus content goals ILS15ABCD</b>	Collect and use numbers and words to tell about the Chicago economy. ILS15ABCD	Read, illustrate, write about working in Chicago. ILS15ABC	Read, illustrate, write about Chicago businesses. ILS15ABC	Read, illustrate, write about Chicago's economy. ILS15ABCD	Write, draw, explain the Chicago economy.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>	ISAT Prep Priorities:	ISAT Prep Priorities:	ISAT Prep Priorities:	ISAT Prep Priorities:	Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Third Grade: Weeks 25-29 Curriculum Map

	Week 25	Week 26 ISAT	Week 27 ISAT	Week 28	Week 29 assess, clarify, expand
<b>Word Knowledge ILS 1A</b>	Make up vocabulary questions	Word structure: prefixes	Word structure: suffixes	Word structure: compound words	<i>Identify prefixes, suffixes, compound words</i>
<b>Reading Strategies: I CAN . . . with a variety of texts</b>  Goals 1, 2	Make ISAT Reading Guide—How to Think Well on ISAT	Analyze questions 1B	Analyze questions 1B	Ask, identify and respond to relevant questions at all levels <u>with evidence</u> . Paraphrase 1B	<i>Explain how to identify and answer questions: literal, analytic, inferential, evaluative Explain how to paraphrase what you read.</i>
<b>Fluency ILS 1B, 4AB</b>	This week's read aloud:  Check reading rate and comprehension —set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency. Students explain how to adjust rate to maintain fluency and comprehension.</i>
<b>Writing Persuasive 3A,B</b>	Write poem 3B	Write poem or letter 3ABC	Write persuasive paragraphs 3B	Write persuasive paragraphs, essay 3B	Write persuasive writing guide-how to.
<b>Content Systems</b>	Read, illustrate, write about the _____ system	Read, illustrate, write about the _____ system	Read, illustrate, write about the _____ system	Read, illustrate, write about the _____ system	Based on what you knew and what you learned, write and illustrate a guide about systems
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>	Make ISAT Math Test Success Guide—How to Solve Problems Well				Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>	Use test-taking terms as this week's math words				Make a Math Glossary

## Third Grade: Weeks 30-34 Curriculum Map

	Week 30	Week 31	Week 32	Week 33	Week 34 assess, clarify, expand
<b>Word Knowledge</b> <b>ILS 1A</b>	I can infer from context. 1A	I can use root words. 1A	I can figure out unfamiliar words with different strategies. 1A		Make a list of ways to figure out unfamiliar words when reading.
<b>Reading Strategies:</b> <i>I CAN . . . with a variety of texts</i> <b>ILS 1B</b>  Goals 1, 2	I can ask and answer different kinds of questions.  Write a guide to reading a story.  ILS 1B,C	I can ask and answer different kinds of questions.  Write a guide to taking a test.  ILS 1B,C	use full repertoire with <u>a variety of texts</u>	use full repertoire with <u>a variety of texts</u>	Next Grade Prep Identify skills needed for next grade. Choose a topic for next five weeks of reading.
<b>Fluency</b> <b>ILS 1B, 4AB</b>	This week's read aloud:  Check reading rate and comprehension—set target to improve.	This week's read aloud:	This week's read aloud:	This week's read aloud:	Students read aloud with increased fluency.  Students explain how to adjust rate to maintain fluency and comprehension.
<b>Writing emphasis: creative</b>	I can write a letter.  ILS 3A,B,C	I can write a poem.  ILS 3A,B,C	I can write a poem.  ILS 3A,B,C.	I can write a poem or song.  ILS 3A,B,C.	Make your own writing yearbook—What I have learned about writing.
<b>Content: Government</b>	How goes city government work? 14A	How does a city use its resources? 14A	What kinds of jobs does government do in the city? 15B	How does government help people communicate, travel, and learn in the city? 15B	Write about Chicago's government.
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>					Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>					Make a Math Glossary

## Third Grade: Weeks 35-38 Curriculum Map

	Week 35	Week 36	Weeks 37-8
<b>Word Knowledge</b>  <b>ILS 1A</b>	<i>The most important words we've learned this year..</i>	<i>Classify the words of the year.</i>	Celebrate Learning
<i>Reading Strategies:</i> <i>I CAN . . . with a variety of texts</i>  Goals 1, 2	My favorite books—what I read that I like.  ILS 2A,B; 1C	My favorite poem  ILS 1B, 2B	Read Poems   celebrate learning
<b>Fluency</b> <b>ILS 1B, 4AB</b>	This week's read aloud:	This week's read aloud:	<i>Students read aloud with increased fluency.</i>
<b>Writing</b>  <b>emphasis: creative</b>	<i>4<sup>th</sup> grade prep: how do you outline a topic?</i>  <i>ILS 3B</i>	<i>4<sup>th</sup> grade prep: interview 4<sup>th</sup> grader, take notes</i>  <i>ILS 3B</i>	<i>Celebrate learning</i>   <i>ILS 3C</i>
<b>Content: Discoveries</b>	How do people discover?	What have people invented?	What have I discovered about Chicago?
<b>MATH</b> <i>Insert the math skills and strategies from the program you use.</i>			Make a math guide/booklet. Use math to describe situations and solve problems.
<b>Math Words</b> <i>List terms students will use this week.</i>			Make a Math Glossary