

## Amherst Public Schools - Curriculum Map

### English/Language Arts: Language, Reading/Literature

**Grade Level: Three**

ELA STRANDS	TIME FRAME / LENGTH	CONTENT / SKILLS / STRATEGIES	METHODS OF ASSESSMENT	MASSACHUSETTS FRAMEWORKS
<p><b>LANGUAGE</b></p> <p><b>Discussion and Presentation</b></p>	<p>30-45 mins. 4-5x per week/ Ongoing</p> <p>Integrated with studies or projects.</p> <p>Short 3-5 minute presentations</p>	<p><b>Questions, listens, presents and contributes</b> while demonstrating appropriate consideration of content/information and agreed upon discourse expectations/rules for the audience and purpose including self-run small group discussions.</p> <p><b>Questions, listens, presents and contributes</b> knowledge in discussions to develop ideas and critical thinking for a class project or topic including interviewing.</p> <p><b>Gives</b> an organized oral presentation that <b>demonstrates</b> appropriate consideration of audience, purpose, and information: <b>Uses</b> appropriate eye contact, body language, volume, expression, and pronunciation.</p> <p><b>Presents</b> experiences or opinions of literary work, topic, or film. <b>Uses</b> language to persuade, explain or seek information.</p> <p><b>Shares</b> summaries of experiences, literary work, and/or content studies /research.</p>	<p>Teacher developed criteria/rubric for class discussion and literature circles.</p> <p>Teacher observation/ record and developed criteria based assessment/ rubrics for oral presentation.</p>	<p>Discussion &amp; Questioning, Listening, and Contributing 1.2, 2.2</p> <p>Oral Presentation 3, 3.3, 4, 5, 6, 7</p>
<p><b>Vocabulary</b></p>	<p>Ongoing and Integrated with Reading and Writing</p>	<p><b>Recognizes</b> words are constructed of many parts: letters/sounds, syllables, root words, prefixes, and suffixes.</p>	<p>Criteria based benchmarks, quizzes and tests, dictation, Cloze, inventories and/or rubrics of target</p>	<p>Vocabulary and Concept Development 4, 4.9, 10, 13, 14, 15, 11, 12, 16</p>

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<b>Vocabulary</b>		<p><b>Identifies</b> meaning of common Greek or Latin roots such as graph in autograph, photograph, biography to determine meaning of words.</p> <p><b>Strengthens</b> strategies for finding unknown word meaning including words having multiple meanings, using context, association, and meaning of common roots, suffixes and prefixes, such as un, re, dis, graph.</p> <p><b>Recognizes</b> that some words or phrases have literal and non-literal meanings and identifies meaning through context, e.g., take steps.</p> <p><b>Identifies</b> meanings and uses of figurative and playful language (such as puns, riddles and tongue twisters), and idioms (It’s raining cats and dogs.)</p> <p><b>Identifies</b> and <b>applies</b> meaning of the terms antonyms, homophones, synonyms, contractions and compound words.</p> <p><b>Gains</b> word and phrase meanings from reading and listening, and <b>uses</b> them purposefully and effectively in writing and oral communication.</p>	<p>vocabulary concepts and skills</p> <p>Criteria based analyses of written and oral response using rubric, checklist or other measurement tool including stages of functional vocabulary. Spelling inventories such as Kottemyer could be used.</p>	

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<p><b>Structure and Origins of English</b></p>	<p>Daily, 5 x 60 mins/Ongoing</p> <p>On going, integrated, individualized as needed</p>	<p><b>Determines</b> meanings and alternate word choices using dictionary or thesaurus.</p> <p><b>Uses</b> knowledge of letter sounds, word parts, word segmentation, and syllabication to <b>monitor</b> reading and <b>spell</b> correctly.</p> <p><b>Identifies</b> four basic parts of speech: noun, verb, adjective, and adverb.</p> <p><b>Identifies</b> correct punctuation: end marks, comma for series, quotation marks, subject-verb agreement in simple sentences, and subject–predicate sentence structure (eliminates fragments).</p> <p><b>Identifies</b> words or word parts from other languages that have been adopted into the English language.</p> <p><b>Identifies</b> formal, informal and variations and dialects of English text including folktales and advertisements read, heard or seen.</p>	<p>Running Record, QRI, Benchmarks,</p> <p>Recorded Observation.</p>	<p>Standard English Conventions 22</p> <p>Structure/Origins of Modern English 5.6,7,8</p>



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<b>Comprehension</b>		<p><b>Responds</b> and asks clarifying questions to literature read aloud.</p> <p><b>Responds</b> to text <b>in different ways:</b> Aesthetic response reflects personal connection/expression and literary understanding. Written open response fully addresses topic/prompt, reveals understanding and uses details from text to support answer. Different forms of written response serve to extend comprehension.</p>		
<b>Genre</b>	Ongoing, Includes Sub Genre Units 18-24 weeks	<p><b>Identifies, analyzes</b> and <b>applies</b> knowledge of characteristics of genres/sub genres, which support comprehension: imaginative/literary including poetry, fiction, drama, mystery, dramatic, historical fiction, realistic fiction, and informational/expository including traditional/myth/classical, biography/autobiography. <i>See below and ELA Framework glossary.</i></p>		Genre 10.2
<b>Theme</b>	Ongoing, or Integrated Social Studies and Science, 10-18 weeks	<p><b>Identifies, analyzes,</b> and <b>applies</b> knowledge of the theme in a literary work.</p> <p><b>Provides</b> evidence from the text to support understanding.</p>		Theme 11

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<b>Theme</b>		<b>Interprets</b> themes as lessons identified in stories, fables, poems, traditional narrative folktales and common myths including Greek and, Roman, Norse Native American and other cultures.		
<b>Fiction</b>	Unit/ Integrated or Ongoing, 3-4 weeks	<b>Identifies</b> narrative elements of fiction: character/narrator, setting, problem/solution, universal human experiences/emotions, cultural diversity, and theme.	Criteria based analysis of graphic organizers, semantic maps and diagrams including labeling.	Fiction 12, 12.2
<b>Fiction</b>	Unit/ Integrated with Social Studies/ Science 3-6 Weeks	<b>Uses</b> knowledge of fiction from genre study to <b>identify</b> how problem/ solution, character, setting and plot (major events) relate to each other and the solution or main idea of the passage, and tone/mood of work.  <b>Provides</b> evidence from the text to support his or her understandings.	MCAS Spring Release Items with Open Response and quizzes.	Understanding Text 8, 8.11,12, 13, 14
<b>Fiction</b>	Unit or Integrated 2-3 Weeks	<b>Identifies</b> personality traits of characters and how thoughts, words and actions reveal their personalities.	Recorded observation, Rubric for Response Journal, Open Response.	

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<b>Fiction</b>		<b>Identifies</b> and applies foreshadowing clues, sensory/figurative language, narrator and narrator’s views, setting, characters, events/plot, cause and effect, main ideas and supporting details, and draw conclusions and judgments from them as a basis for interpretation.	Analyze compared contrasted variants through charts, diagrams or graphic organizers. Open Response.	
<b>Nonfiction</b>	Ongoing	<p><b>Identifies</b> as characteristics of nonfiction: common organizational features-chronology, cause/effect; common textual features including title, headings, key words, paragraphs, table of contents, glossary, captions, (topic and concluding sentences; and graphic features including charts, graphs, maps, diagrams, illustrations.</p> <p><b>Identifies, analyzes</b> and <b>applies</b> knowledge of the purposes, structure and elements of nonfiction/informational materials.</p> <p><b>Provides</b> evidence from text to support understanding.</p> <p><b>Distinguishes</b> cause from effect and fact from fiction.</p> <p><b>Locates</b> facts that answer the reader’s or given questions.</p> <p><b>Summarizes</b> main ideas and supporting details.</p>	Rubric for Observation of Readers Theater. MCAS Release items.	Nonfiction 13, 13.6, 7, 8  Understanding Text 8, 8.15, 18,16, 17

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<b>Poetry</b>	At least once a year	<p><b>Identifies</b> poetic elements and terminology: rhyme, rhythm, repetition, similes, sensory images, stanza, verse and line as characteristics of poetry.</p> <p><b>Identifies, analyzes and applies</b> knowledge of poetry and theme and provides evidence from the text to support his or her understanding.</p>	Criteria based assessment of written and oral responses: Recorded observations, checklists, Rubrics, Benchmarks, MCAS or teacher developed Open Response.	Poetry 14, 14.2
<b>Myth, Traditional, and Classical</b>		<p><b>Identifies</b> character types- trickster and exploits, phenomena/origin, cultural variants, significant characters and events as elements of mythic/traditional literature.</p> <p><b>Identifies, analyzes and applies</b> knowledge of themes, structure, and elements of myths, and traditional narrative. <b>Provides</b> evidence from the text to support his or her understanding.</p> <p><b>Interprets</b> themes as lessons identified in stories, fables, poems, folktales and common myths including Greek, Roman, Norse and other cultures.</p>		Myth, Traditional Narrative, Classical Literature 16, 16.4, 16.5, 16.6

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<b>Myth, Traditional, and Classical</b>		<p><b>Identifies, analyzes</b> and <b>applies</b> knowledge of themes, structure, and elements of drama.</p> <p><b>Provides</b> evidence from the text to support his or her understanding</p>		
<b>Dramatic</b>		<p><b>Identifies</b> similarities and differences between the characters or events in a literary work and the actual experiences in the author’s life /historical context.</p> <p><b>Extends</b> to personal connections.</p> <p><b>Locates</b> facts that answer questions and checks for accuracy, relevance and source.</p>	See Performing Arts Standards for teacher developed rubric	Dramatic Literature 17, 17.2
<b>Making Connections</b>		<p><b>Identifies, analyzes</b> and <b>applies</b> knowledge of how an author’s words appeal to the senses.</p> <p><b>Compares</b> and <b>interprets</b> literary and spoken language.</p> <p><b>Provides</b> evidence from the text to support understanding.</p>		Making Connections 9, 9.3

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<b>Style and Language</b>		<p><b>Identifies</b> how sensory details/figurative language creates imagery and mood, and sets tone.</p> <p><b>Provides</b> evidence from the text to support his or her understanding.</p>		Style and Language 15, 15.2
<b>Dramatic Reading and Performance</b>		<p><b>Identifies</b> characteristics of dramatic literature: plot and character in the form of dialogue that are read, viewed, written or performed appropriately for audience or purpose in relation to the criteria as a performing art.</p>		Dramatic Reading and Performance 18, 18.2