

Mercer County Schools



**PRIORITIZED
CURRICULUM**

Reading/English Language Arts
Content Maps
Third Grade

Mercer County Schools



PRIORITIZED CURRICULUM

The Mercer County Schools *Prioritized Curriculum* is composed of West Virginia Content Standards and Objectives that have been identified as "Essential, Important, and Nice to Know." The Essential and Important objectives, which are aligned to the WESTEST, must be learned by the student in order to ensure his/her success. Therefore, the majority of instructional time (90% - 95%) must be devoted to the mastery of these objectives. To assist you with your instructional planning, the *Prioritized Curriculum* is divided into learning units (Content Maps) creating an instructional sequence and estimated time for delivering the intended/learned curriculum.

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Main Idea / Details

Sequencing

Inferences

Author's Purpose

Genre

Estimated days to complete - 10 Days
(Ongoing Process)

Topic:
Comprehension Strategies
CSO' 3.1.3 (E) 3.1.4 (E)

Enduring Understanding:

Literature can be better understood through a understanding of the main idea, the order of the story, the authors' purpose, and the different types of genre.

Essential Question(s):

What is the author saying?
What is the main idea?
What is the point?
What is the story's beginning, middle and end?
Why should we read different types of literature?

Examples:

Guided Reading

Graphic Organizer

Story Framing

**Pair
Share
Reading**

Key Vocabulary:

Main Idea

Sequence / Order

Infer

Purpose

Author

Genre

Entertainment

Information

Poem

Fictional Story

Nonfiction Story

Tall Tale

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Setting

Plot

Characterization

Problem

Solution

Estimated days to complete - 3 Days
Ongoing Process

Topic:
Story Elements
CSO's 3.1.4 (E)

Enduring Understanding:

All fiction has identifiable common elements.

Essential Question(s):

How do authors use different story elements, e.g., setting, language, images, and symbols to establish mood?

How do authors create characters to serve a purpose?

How was the problem solved?

How does the author develop the plot?

Examples:

**Story Map
Graphic Organizers**

Diarama

Sentence Strips

**Listening
(Tapes)**

Key Vocabulary:

Setting

Plot / Theme

Characters

Problem / Conflict

Solution / Solve

Mood

Resolution

Ending

Conclusion

READING/LANGUAGE ARTS CONCEPT MAP THIRD GRADE

Key Concepts:

Estimated days to complete - 5 Days
(Ongoing Process)

Key Vocabulary:

Sight Words

Topic:
Vocabulary Development/Building
CSO's 3.1.1; (E) 3.1.2 (I)

Synonyms

Content Vocabulary

Antonyms

Homonyms/Homophones

Enduring Understanding:

Words have meaning – they represent objects, ideas, situations and feelings.

Multi-Meaning

**Level Appropriate
Words**

Essential Question(s):

What if we couldn't read and understand words?
What if a word could mean anything?
How do you know what a word means?
Why do we have to know words with no meaning? (with, or)
How do certain words help my understanding of what I read?

Prefixes

Suffixes

Specialized Vocabulary

High Frequency

Examples:

**Word of Day
Context Usage**

**Student Discussion
Prior Knowledge**

Contractions

Root Words

**Word Wall / Chains
Making Connections**

**Word Jar
Dictionary Usage**

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Estimated days to complete - 5 Days
Ongoing Process

Key Vocabulary:

Compare / Contrast

Topic:
Literary Techniques
CSO's 3.1.4 (E)

Reality / Fantasy

Cause / Effect

Likenesses / Differences

Reasons

Fact / Opinion

Enduring Understanding:

Effective readers use specific strategies to help them understand what they read.

Because / So

Result

Compare / Contrast

Summarize

Essential Question(s):

What helps me make sense of what I read?
How do I know I understand what I read?
How can I restate the meaning of the text?
What does the author mean?
How does identifying cause/effect help me to understand the story?

Cause / Effect

Fact / Opinion

Predict

Examples:

Graphic Organizers

Sentence Strips

True / Proven

Belief

Predict

**Open Ended Statements
(Finish Statements)**

Color Code in Text

Retell / Summary

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Topic

Detail Sentences

Main Theme

Paragraph Form

Inference

Estimated days to complete - 10 Days
(Ongoing Process)

Topic:
Main Idea
CSO's 3.1.4 (E)

Enduring Understanding:

The goal of reading is to make meaning from text.

Essential Question(s):

How can we read between the lines?
What is the most important idea in the text?
How do the details help me understand the text?

Examples:

Graphic Organizer

Color Code Main Idea

Group Discussion

**Recognize Paragraph
Form**

Key Vocabulary:

Key (Big) Idea

Whole

Detail

Main Idea

More About

Infer

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Graphs

Diagrams

Story Map

**Graphic Organizer
Charts**

**Timeline
Visual Techniques**

**Estimated days to complete - 15 Days
(Ongoing Process)**

Topic:
Interpreting Information
CSO's 3.1.6 (E)

Enduring Understanding:

How can I show information in a visual form?

Essential Question(s):

How do you "read" a graph?
How does the (map, graph) help me understand the story?

Examples:

Graphic Organizers

Model

Charts

Design Your Own

Key Vocabulary:

Pictograph

Line

Order

Analyze

Relationship

Chart

Graph

Diagrams

Graphic Organizers

Timelines

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Different Types Fiction

Non-Fiction

Poetry

Biographies

Chapter Book

**Estimated days to complete - 10 Days
(Ongoing Process)**

Topic:
Literary Elements
CSO's 3.1.3 (E)

Enduring Understanding:
Different types of texts have different structures; characteristics.

Essential Question(s):
How do texts differ? What is the purpose of the text?
How should I read different types of text?
Why should we read different types of literature?

Examples:

Textbooks

**Media/Magazines,
etc.**

**Provide Variety of
Reading Materials**

Guided Reading

Key Vocabulary:

Fairy Tales

Folk Tales

Myths

**Poems/Rhyming/Non-
Rhyming**

Fables

Fantasy

Autobiography

Historical Fiction

Realistic Fiction

Mysteries

Narrative

Chapter

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Begin / Middle / End

Main Idea / Details

Sentence Variety

Transitional Words

Paragraph Form

**Estimated days to complete - 15 Days
(Ongoing Process)**

Topic:
Writing Compositions
CSO's 3.2.3 (E)

Enduring Understanding:

Writing conveys meaning.

Essential Question(s):

How can you write sentences that make a clear picture for your reader?
How do we use words to say what we mean?
What am I trying to achieve through my writing?

Examples:

Writing Prompts

Story Frame

Story Starters

Graphic Organizer

Key Vocabulary:

Beginning

Middle

Ending

Conclusion

Main Idea

Transition

Variety

Paragraph

Details

Development

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Fragment / Run-on

Subject-Verb Agreement

Sequencing

Combining Sentences

**Spelling
Correct Form of
Grammar**

**Estimated days to complete - 10 Days
(Ongoing Process)**

Topic:
Sentence Structure
CSO's 3.2.10 (E)

Enduring Understanding:

Writing helps us clarify, as well as express our thoughts.

Essential Question(s):

What is a complete thought?

Why does a sentence have a subject and a predicate?

How do I effectively and correctly communicate a complete thought?

Examples:

Student Writing

Modeling

Journals

Sentence Strips

Key Vocabulary:

Fragment

Subject

Verb

Order

Run-on

Sentence

Punctuation

Capitalization

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Estimated days to complete - 15 Days
(Ongoing Process)

Key Vocabulary:

Letter Parts

Topic:
Capitalization
CSO's 3.2.8 (E)

Heading

Proper Nouns

Essential Question(s):
Is capitalization necessary? What if we don't use proper capitalization? When should capitalization be used? How do we know when a sentence begins and ends?

Greeting

Sentence Beginnings

Enduring Understanding:
Capitalization aids comprehension by signaling how to read and Interpret texts.

Body

Closing

Signature

**Important People, Places,
Things**

Examples:

Titles

Journals

Editing

Beginning of a Sentence

First Word in a Quote

Important Words in a Title

Quotations

Student Assignments

Highlighters

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Estimated days to complete - 15 Days
(Ongoing Process)

Key Vocabulary:

Letter Parts

Topic:
Punctuation
CSO's 3.2.9 (E)

Greeting

Sentence

Closing

Quotations

Enduring Understanding:
Punctuation marks are like traffic signs and signals. They keep the Reader on track so they do not get "lost".

Period

Exclamation Point

Use of Commas

Essential Question(s):
Is punctuation necessary?
Is punctuation important to understand the meaning of text?
Do punctuation marks help us be fluent readers?

Question mark

Quotation Marks

Commas

Apostrophes

Examples:
Journals

Independent Reading

Series / Lists

Pause

Singular/Plural Possessives

Oral Reading

Daily Language Skills

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Estimated days to complete - 10 Days
(Ongoing Process)

Key Vocabulary:

Pre Write

Topic:
Writing Process
CSO's 3.2.2 (E)

Correct Sentences

First Draft

Edit

Revise

Revising

Enduring Understanding:

Writing conveys meaning.

Web/Graphic Organizer

Publish

Essential Question(s):

Why write? What if writing didn't exist?
How do we use words to convey what we mean?
How do effective writers hood and hold their readers?

Brainstorm

Correct Paragraph Form

Editing

Transition Word

Examples:

Journals

Color Coding

Final Draft / Publication

**Guided Activity /
Teacher Model**

Peer Collaboration

Organize

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Meaning Cueing

Structure Cueing

Visual Cueing

**Self Monitoring
Self Correcting**

**Procedures for Miscues
Fluency**

**Estimated days to complete - 5 Days
Ongoing Process**

Topic:
Reading Strategies/Cueing Systems
CSO's 3.1.8 (I) 3.1.7 (I)

Enduring Understanding:

Effective readers use specific strategies to help them better understand what they read

Essential Question(s):

What do good readers do?
What if we couldn't read and understand words?
What do I need when I read?
How can you figure it out?

Examples:

Oral Reading

Model

Independent Reading

Guided Reading

Key Vocabulary:

Read On / Reread

Picture Clues

Chunks

Base Word

Questioning

Sense

Go Back

Glossary

Action

Naming

Prompts

Fluency

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Sustained Silent Reading

Partner Reading

Self-Selecting Books

**Recreational Reading
Variety of Reading
Materials/Genres**

Fluency

**Estimated days to complete - 2 Days
(Ongoing Process)**

Topic:
Independent Reading
CSO's 3.1.14 (I)

Enduring Understanding:

Independent reading is an essential lifetime skill.

Essential Question(s):

Why is reading by myself important? What makes a great story?
Should a story teach you something?
How can I choose appropriate reading material?

Examples:

Sustained Silent Reading

Dear

Author Studies

Accelerated Reader

Key Vocabulary:

SSR

Partner Read

Self-Select

Recreational

Genre

Independent

Library

Pleasure

Fluency

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Estimated days to complete - 20 Days

Key Vocabulary:

**Retelling
Summarize**

Topic:
Listening / Responding
CSO's 3.3.1 ; 3.3.2

Listening

Paraphrase

Directions

Viewpoints

Enduring Understanding:
Listening isn't limited to hearing, it involves a response to indicate comprehension.

Retell

Hear

**Written Responses
Directions**

Essential Question(s):
What did I learn from listening to this text or video?
What would happen if there were no directions?
How can I retell what I listened to?

Response

Communicating

Multi-Media

Examples:

Read Aloud	Short Written Response
Journal	Discussion

Poems

Stories

Imagine

READING/LANGUAGE ARTS CONCEPT MAP
THIRD GRADE

Key Concepts:

Dictionary

Encyclopedia

Newspaper

Thesaurus

**Alphabetizing
A Variety of
Informational Books**

**Estimated days to complete - 10 Days
(Ongoing Process)**

Topic:
Sources to Gather Information
CSO's 3.2.5 (I) 3.2.6 (N)

Enduring Understanding:

Using different sources enhances students writing and reading.

Essential Question(s):

How do writers enhance their writing through multiple sources?
Is the pen mightier than the sword? What can we learn from print?
Are you saying what you need to say if the words you write are spelled incorrectly?

Examples:

Media Center

“Drills”

**Writing
Prompts/Journals**

**Word Walls
Classroom Library**

Key Vocabulary:

Guide Words

Pronunciation/Respelling

Parts of Speech

Synonyms/Antonyms

Topic

Headlines

Captions

Use of an Example Sentence