

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

**SUBJECT: ELA**

**GRADE: Third Grade**

**TIMELINE: 1<sup>st</sup> Quarter**

Core Standard	Kid Friendly Learning Objectives	Essential Question	Content/Skills (subject or topic covered in Journeys/GOMath)	Assessment Method	Instructional Strategies/Resources	DOK Level
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<b>READING: INFORMATIONAL TEXT (RI)</b>						
<p>3.RI.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.</p> <p><b>ELL CONNECTION:</b> III-R-4:8 III-R-4:9 III-R-4:10 III-R-4:20 III-R-4:32</p>	I can figure out the meaning of words and phrases in science and social studies text.	<p>How can I learn and use academic vocabulary appropriately?</p> <p>How can I learn and use domain-specific vocabulary appropriately?</p>	<p>Identify general academic words and phrases.</p> <p>Identify domain-specific words and phrases.</p>	<p>Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics</p>	<p>Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA</p>	2
<p>3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>ELL CONNECTION:</b></p>	I can use the parts of a text that stand out to find information quickly.	<p>What are the text features and how do they help me understand the text?</p> <p>How can search tools help me</p>	<p>Determine how readers use search tools.</p> <p>Use various text features to locate key facts or information.</p>	<p>Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics</p>	<p>Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA</p>	2

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

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III-R-4:22 III-R-4:25 III-R-4:26 III-R-4:27 III-R-4:28 III-R-4:29		locate relevant information?	Use search tools to locate key facts or information.		NWEA Class Dojo	
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).	I can show what I have learned from informational text and illustrations by answering questions about where, when, why and how.	How can illustrations help me understand information?	Recognize key events.  Recognize nonfiction text features.  Read graphs, charts, diagram, timelines, etc.  Recognize interactive Web elements.	Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo	2

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

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<p>3.RI.1 Yearly standard</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	I can ask and answer questions to show that I understand the information that I am reading.	<p>How can using questions while I read help me better understand the text? <i>f</i></p> <p>How can using the text to justify my answers help me better understand what the author <i>f</i> is saying</p>	<p>Ask and answer questions to understand text.</p> <p>Formulate questions to demonstrate understanding.</p> <p>Refer explicitly to the text to answer questions.</p>	<p>Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics</p>	<p>Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo</p>	2
<p>3.RI.10 Yearly Standard</p> <p>By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and</p>	I can read and understand 3 <sup>rd</sup> grade informational texts independently.	What strategies am I using to become an independent and proficient reader of informational texts?	<p>Identify/understand key ideas and details of an informational text.</p> <p>Identify/understand craft and structure of an informational text.</p> <p>Identify/understand integration of knowledge of an informational text</p>	<p>Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics</p>	<p>Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo</p>	2

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

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quantitative measures appropriate to grade 3.						
<b>READING: FOUNDATIONAL SKILLS (RF)</b>						
3.RF.3a Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes  <b>ELL CONNECTION:</b> III-R-2:7 III-R-2:10	I can find and tell the meaning of most common prefixes and suffixes.	What is a prefix?  What is a suffix?	Identify and know the meaning of common prefixes.  Identify and know meaning of common suffixes.	Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo	2

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

**SUBJECT: ELA**

**GRADE: Third Grade**

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<p>3.RF.3b Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words.</p> <p>b. Decode words with common Latin suffixes</p> <p><b>ELL CONNECTION:</b> III-R-2:7 III-R-2:10</p>	I can read words with common Latin suffixes.	What are Latin suffixes?	Decode words with common Latin suffixes	Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo	2
<b>READING: LITERARY TEXT (RL)</b>						
3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	I can figure out the meaning of words or groups of words in stories by thinking about how they are used.	<p>How does the author's choice and use of words affect the meaning of the text? <i>f</i></p> <p>How does the author's use of words help me know their meanings?</p>	<p>Identify literal and nonliteral words and phrases.</p> <p>Determine the meaning of literal and nonliteral words and phrases.</p>	Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo	2

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

**SUBJECT: ELA**

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<b>3.RL.1</b> <b>Yearly standard</b>  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can ask and answer questions to show that I can understand the stories that I am reading.	How can using questions while I read help me better understand the text? <i>f</i>  How can using the text to justify my answers help me better understand what the author is saying?	Ask and answer questions to understand text.	Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo	2
<b>3.RL.10</b> <b>Yearly standard</b>  By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3	I can read and understand third grade stories, plays and poems independently.	What strategies am I using to become an independent and proficient reader of literary texts?	Identify/understand key ideas and details.  Identify/understand craft and structure.  Identify/understand integration of knowledge.	Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo	2

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

**SUBJECT: ELA**

**GRADE: Third Grade**

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**READING KEY STRATEGIES**

Reading informational and Literature Text key strategies:

- fiction-nonfiction Pairs
- text-based questions
- Close reading strategies (ie, \*Using anchor Questions with “signposts” for Contrasts & Contradiction; aha moments; tough Questions; Words of the Wiser; again & again; and memory moment)
- Graphic organizers
- discussion and debate
- rereading to clarify information—close reading techniques
- assimilating prior knowledge
- rereading to clarify information
- annotating text
- Seeking meaning of unknown vocabulary
- making and revising predictions

Foundational skills

- Shared reading
- re-reading
- direct instruction of strategies
- modeling, (i.e., read along with recordings, read alouds)
- echo reading
- Paired reading
- reader’s theatre
- Leveled reading sets
- Sight words
- running records

**WRITING : LITERACY (W)**

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

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**CURRICULUM GUIDE**

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**TIMELINE: 1<sup>st</sup> Quarter**

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<p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>I can write to inform and explain ideas to others clearly.</p> <p>I can write and informative text that introduces my topic and then groups related information together.</p> <p>I can write about a topic using facts, definitions and details.</p> <p>I can use linking verbs to connect ideas in my writing.</p> <p>I can write conclusions.</p>	<p>How Can I use information to express an idea?</p> <p>How can I use facts, definitions, and details to improve my writing?</p> <p>What are linking verbs?</p>	<p>Develop a topic that groups related information together.</p> <p>Develop illustrations that will help with comprehension.</p> <p>Identify topic, facts, definitions, and details.</p> <p>Develop a topic with facts, definitions, and details.</p> <p>Identify linking words and phrases to connect ideas within categories of information.</p> <p>Develop linking words and phrases to connect ideas</p>	<p>Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics</p>	<p>Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo</p>	4



**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

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d. Provide a concluding statement or section.  <b>ELL Connection:</b> III-W-1:4 III-W-1:5			within categories of information.  Identify concluding statements or sections.  Develop a concluding statement or section.			
3.W.4 Yearly Standard  With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	I can write for different purposes, audiences, and topics.	Why do I write?	Analyze the reason for writing to decide the task with guidance and support from adults.  Analyze the reason for writing to decide the purpose with guidance and support from adults.  Determine suitable idea development	Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo	

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

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**CURRICULUM GUIDE**

**SUBJECT: ELA**

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			<p>strategies with guidance and support from adults.</p> <p>Determine suitable organization with guidance and support from adults.</p>			
<p>3.W.5 Yearly Standard</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	I can plan, revise and edit my writing with the help of peers and adults.	How does the writing process make me a better writer?	<p>Recognize how to plan with guidance and support from peers and adults.</p> <p>Recognize how to revise with guidance and support from peers and adults.</p> <p>Recognize how to edit for conventions of writing with guidance and support from peers and adults.</p>	<p>Performance task:</p> <p>NWEA</p> <p>Think Central</p> <p>AzM2</p> <p>Portfolios</p> <p>Checklist</p> <p>Project Based</p> <p>Rubrics</p>	<p>Websites:</p> <p><a href="http://www.readworks.org">www.readworks.org</a></p> <p>Khan Academy</p> <p>TpT</p> <p>Think Central</p> <p>Shurley Grammar</p> <p>AzMerit Practice Book</p> <p>Common Core Performance</p> <p>Coach-ELA</p> <p>NWEA</p> <p>Class Dojo</p>	

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

**SUBJECT: ELA**

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**TIMELINE: 1<sup>st</sup> Quarter**

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			<p>Recognize how to rewrite with guidance and support from peers and adults.</p> <p>Recognize how to try a new approach with guidance and support from peers and adults</p>			
<p>3.W.6 Yearly Standard</p> <p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	I can use technology to create and publish my writing.	How can technology be used as a tool to write, publish, and/or collaborate	<p>Use basic computer skills with guidance and support from adults.</p> <p>Know how to use technology to produce writing and to interact with others with guidance and support from adults.</p> <p>Know how to use technology to edit and revise writing</p>	<p>Performance task:</p> <p>NWEA</p> <p>Think Central</p> <p>AzM2</p> <p>Portfolios</p> <p>Checklist</p> <p>Project Based</p> <p>Rubrics</p>	<p>Websites:</p> <p><a href="http://www.readworks.org">www.readworks.org</a></p> <p>Khan Academy</p> <p>TpT</p> <p>Think Central</p> <p>Shurley Grammar</p> <p>AzMerit Practice Book</p> <p>Common Core Performance</p> <p>Coach-ELA</p> <p>NWEA</p> <p>Class Dojo</p>	

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

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			with guidance and support from adults.			
<b>3.W.8</b> <b>Yearly Standard</b>  Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	I can take notes to help me organize the research in my writing.	How can I recall and organize information accurately?	Recognize print and digital sources.  Gather information from print and digital sources.  Provide brief notes from sources.	Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo	
<b>3.W.10</b> <b>Yearly Standard</b>  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	I can write for short time frames or over a longer period of time depending on my purpose, audience and topic.	Why is it important to write regularly?  Why is it important to adopt the routine of research, reflection, and revision?  Why is it important to write for different reasons	Identify the various purposes for writing. Identify and understand the various organizational structures. Identify and understand different genres or purposes for writing	Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo	

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

**SUBJECT: ELA**

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		and different audiences?				
<b>WRITING: LITERACY DOMAIN KEY STRATEGIES (L)</b>						
<ul style="list-style-type: none"> <li>• Question stems</li> <li>• Pattern writing</li> <li>• Expanding sentences</li> <li>• Use written and oral English appropriate for various purposes and audiences.</li> <li>• Produce texts that exhibit the following text features, all of which are consistent with the genre and purpose of the writing: development, organization, style, and word choice.</li> <li>• Development: the topic, theme , stand/perspective, argument or character is fully developed</li> <li>• Organization: the text exhibits a discernible progression of ideas.</li> <li>• Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice.</li> <li>• Word Choice: the words are precise, vivid, and economical.</li> <li>• Produce texts that exhibit the following language conventions at all grade levels: sentence formation, conventions.</li> <li>• Sentence formation: Sentences are complete and varied in length and structure.</li> <li>• Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text. formal English conventions are to be followed unless otherwise called for by the purpose of the writing</li> </ul>						
3.L.1a Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  a. Explain the function of nouns, pronouns,	I can show that I know how to use words correctly when I write and speak.  I can explain how nouns, pronouns, verbs, adjectives, and adverbs work	What are nouns?  What are pronouns?  What are verbs?  What are adjectives?  What are adverbs?	Explain function of nouns.  Explain function of pronouns.  Explain function of verbs.  Explain function of adjectives.	Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo	1

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

**SUBJECT: ELA**

**GRADE: Third Grade**

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verbs, adjectives, and adverbs in general and their functions in particular sentences  <b>ELL CONNECTION:</b> III-L-1:1 III-L-1:2 III-L-1:3 III-L-1:4 III-L-1:5 III-L-1:6 III-L-1:7 III-L-1:8 III-L-1:9	in different sentences.		Explain function of adverbs.			
3.L.1b Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	I can correctly say, write, and use all kinds of plural nouns.	What are plural nouns?	Form and use regular and irregular plural nouns.	Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA	1

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

**SUBJECT: ELA**

**GRADE: Third Grade**

**TIMELINE: 1<sup>st</sup> Quarter**

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b. Form and use regular and irregular plural nouns  <b>ELL CONNECTION:</b> III-L-1:2 III-L-1:3 III-L-1:6					NWEA Class Dojo	
3.L.1c Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  c. Use abstract nouns (e.g., childhood).	I can use abstract nouns (eg. Childhood, honesty, courage, faith)	What are abstract nouns?	Identify abstract nouns.	Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo	1
3.L.2a Demonstrate command of the conventions of Standard English capitalization, punctuation, and	I can use capital letters correctly when I write titles.	Why are capitals important?	Apply correct capitalization.  Capitalize appropriate words in titles	Performance task: NWEA Think Central AzM2 Portfolios Checklist	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book	1

**Window Rock Unified School District #8 – Tsehootsoo Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

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spelling when writing.  a. Capitalize appropriate words in titles.				Project Based Rubrics	Common Core Performance Coach-ELA NWEA Class Dojo	
3.L.2d Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  d. Form and use possessives.  <b>ELL CONNECTION:</b> III-L-1:6 III-L-1:7	I can use apostrophes appropriately to show possession	What are possessives?	Form and use possessives.	Performance task: NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo	
3.L.3 Use knowledge of language and its conventions when writing, speaking,	I can write speak, read and listen by using what I know about English language.	How can I convey my ideas effectively through word choice and punctuation?	Recognize language conventions for writing.	Performance task: NWEA Think Central AzM2 Portfolios	Websites: <a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar	



**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

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reading, or listening.  a. Choose words and phrases for effect.  b. Recognize and observe differences between the conventions of spoken and written Standard English.	I can choose interesting words and phrases to help others understand my meaning better.  I can recognize differences between my speaking language and my written language.	How does my language change based on the situation and audience?	Recognize language conventions for reading.  Recognize language conventions for listening.  Identify types of words and phrases that create effect.  Apply language knowledge when writing.  Apply language knowledge when reading.  Apply language knowledge when listening  Recognize language conventions for speaking.	Checklist Project Based Rubrics	AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo	

**KEY STRATEGIES FOR WRITING**

**Window Rock Unified School District #8 – Tsehootsooi Primary Learning Center**

**SCHOOL YEAR 2020-2021**

**CURRICULUM GUIDE**

**SUBJECT: ELA**

**GRADE: Third Grade**

**TIMELINE: 1<sup>st</sup> Quarter**

Core Standard	Kid Friendly Learning Objectives	Essential Question	Content/Skills (subject or topic covered in Journeys/GOMath)	Assessment Method	Instructional Strategies/Resources	DOK Level
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- relate knowledge needs to learning goals.
- Use predicting skills.
- Limit expectations for drills. Emphasis should be on communicative drills.
- Focus on developing both declarative knowledge and procedural knowledge.
- Develop topic-related activities.
- Direct and indirect instruction promoting higher levels of cognitive demand.

**WRITING : Foundational Skills (WF)**

<p>3.WF.1 Yearly Standard</p> <p>Demonstrate and apply handwriting skills.</p> <p>a. Read and write cursive letters, upper and lower case.</p> <p>b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation.</p>				<p>Performance task:</p> <p>NWEA Think Central AzM2 Portfolios Checklist Project Based Rubrics</p>	<p>Websites:</p> <p><a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central Shurley Grammar AzMerit Practice Book Common Core Performance Coach-ELA NWEA Class Dojo</p>	
<p>3.WF.3 Yearly Standard</p> <p>Know and apply spelling conventions</p>		<p>What are the different spelling patterns? How do we use spelling patterns to spell</p>	<p>Spell single-syllable words with less common and complex graphemes (e.g., <i>ough</i>, <i>augh</i>, <i>old</i>, <i>-ind</i>, <i>-ost</i>, <i>-ild</i>)</p>	<p>Performance task:</p> <p>NWEA Think Central AzM2</p>	<p>Websites:</p> <p><a href="http://www.readworks.org">www.readworks.org</a> Khan Academy TpT Think Central</p>	

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<p>and patterns.</p> <p>a. Spell single-syllable words with less common and complex graphemes (e.g., <i>ough, augh, old, -ind, -ost, -ild</i> families).</p> <p>b. Identify language of origin for words, as noted in dictionaries.</p> <p>c</p> <p>. Spell singular and plural possessives (e.g., teacher's, teachers').</p> <p>d. Spell regular two-and three-syllable words that:</p> <p>1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and</p>		<p>words correctly. 2. What is the difference between singular and plural possessive nouns? How are they used correctly in context? 3. What are prefixes and suffixes? How can prefixes and suffixes help when spelling multi-syllable words?</p>	<p>families). Identify language of origin for words, as noted in dictionaries.</p> <p>Spell singular and plural possessives (e.g., teacher's, teachers').</p> <p>Spell regular two-and three-syllable words that:</p> <p>1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le.</p> <p>2. Include common, transparent prefixes and suffixes (e.g., <i>re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion</i>).</p> <p>Spell grade-level appropriate words in English, as found in a</p>	<p>Portfolios</p> <p>Checklist</p> <p>Project Based</p> <p>Rubrics</p>	<p>Shurley Grammar</p> <p>AzMerit Practice Book</p> <p>Common Core Performance</p> <p>Coach-ELA</p> <p>NWEA</p> <p>Class Dojo</p>	

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<p>consonant le.</p> <p>2. Include common, transparent prefixes and suffixes (e.g., <i>re-</i>, <i>pre-</i>, <i>sub-</i>, <i>un-</i>, <i>dis-</i>, <i>mis-</i>; <i>-able</i>, <i>-ness</i>, <i>-ful</i>, <i>-tion</i>).</p> <p>e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including:</p> <ol style="list-style-type: none"> <li>1. Irregular words.</li> <li>2. Pattern-based words.</li> </ol>			<p>research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including:</p> <ol style="list-style-type: none"> <li>1. Irregular words.</li> <li>2. Pattern-based words.</li> </ol>			