



WESTSIDE

ATLANTA CHARTER SCHOOL

Curriculum Map

QTR 1:	Grade: 3rd	YEAR: 2018-2019
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Language Arts				
Date	Standard	Assessment	Extension	Additional Info.
8/1-8/3	N/A	Informal observation of "Get to know you" writing activities		Establishing writing routines, diagnostic assessments
8/6 - 8/10	<p>CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique</p> <p>CCSS.ELA-Literacy.W.3.3.a : Establish situation with characters, organized in a natural sequence</p> <p>Grammar: ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p>	Informal Assessments: observation of student work	Students will use a variety of sentence structures utilizing the function of all parts of speech	<p>Students will receive 15 minutes of grammar instruction per week, and it will be incorporated into all reading and writing activities. Grammar will be taught over the whole year, reviewing skills while also learning new skills.</p> <p>Students will write 2 narrative pieces over the quarter. The 2nd piece will be the final, published piece. All writing is scored on a rubric.</p>
8/13-8/17	<p>CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique</p>	<p>Weekly Grammar assessment</p> <p>Informal Assessment: Exit Ticket</p>	Students will use a variety of sentence structures utilizing the function of all parts of speech	

	<p>CCSS.ELA-Literacy.W.3.3.b : Use dialogue to develop character experience</p> <p>Grammar: ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use regular and irregular plural nouns.</p>			
8/20-- 8/24	<p>CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique</p> <p>CCSS.ELA-Literacy.W.3.3.c Use transition words to signal event order.</p> <p>Grammar: ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use abstract nouns (e.g., <i>childhood</i>).</p>	<p>Weekly Grammar assessment</p> <p>Informal Assessment: observation of student class work</p>	<p>Students will use a variety of sentence structures utilizing the function of all parts of speech</p>	
8/27-8/31	<p>CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique</p> <p>CCSS.ELA-Literacy.W.3.3.d : Provide a sense of closure.</p> <p>Grammar: ELAGSE3L1. Demonstrate command of the conventions of standard</p>	<p>Weekly Grammar assessment</p> <p>Informal Assessment: Observation during conferences with students</p>	<p>Students will use a variety of sentence structures utilizing the function of all parts of speech</p>	

	<p>English grammar and usage when writing or speaking. d. Form and use regular and irregular verbs.</p>			
9/4-9/7	<p>CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique</p> <p>Grammar: ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p>	Weekly Grammar assessment	Students will use a variety of sentence structures utilizing the function of all parts of speech	
9/10-9/14	<p>CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique</p> <p>Grammar: ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Ensure subject-verb and pronoun-antecedent agreement.*</p>	Weekly Grammar assessment	Students will use a variety of sentence structures utilizing the function of all parts of speech	
9/17-9/21	<p>CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique</p> <p>Grammar: ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	Weekly Grammar assessment	Students will use a variety of sentence structures utilizing the function of all parts of speech	

	<p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>			
9/24-9/28	<p>CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique</p> <p>Grammar: ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. h. Use coordinating and subordinating conjunctions.</p>	Weekly Grammar assessment	Students will use a variety of sentence structures utilizing the function of all parts of speech	
10/1-10/5	<p>CCSS.ELA-Literacy.W.3.3: Write narratives with effective technique</p> <p>Grammar: ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Produce simple, compound, and complex sentences.</p>	Narrative Writing Final Piece (Lucy Calkins Narrative Rubric)	Students will use a variety of sentence structures utilizing the function of all parts of speech	

Reading				
Date	Standard	Assessment	Extension	Additional Info.
8/1-8/3	CCSS.ELA-Literacy.RL.3.1 : Ask & answer questions about literature	N/A		Establishing Reading routines
8/6 - 8/10	CCSS.ELA-Literacy.RL.3.1 : Ask & answer questions about literature CCSS.ELA-Literacy.RL.3.2 : Recount stories using main idea & details CCSS.ELA-Literacy.RL.3.3 : Describe characters	Guided reading notes, responding to questions during whole group instruction Fountas & Pinnell Guided Reading assessment	Students will cite specific examples from the text to show mastery beyond expectation. In the text it says "..."	<p>For whole group instruction, we will be using the following texts from the "Text Talk" series:</p> <ul style="list-style-type: none"> • Angel Child, Dragon Child • Grandpa's Teeth • The Cow Who Wouldn't Come Down • Everybody Cooks Rice <p>We will also be using the following stories from the Jr. Great Series:</p> <ul style="list-style-type: none"> • <i>The Banza</i> • <i>The Man Whose Trade Was His Tricks</i> • <i>The Fisherman and His Wife</i> • <i>Ooka and the Honest Thief</i> <p>Students will receive small-group reading instruction ("Guided Reading") as well. During this time, texts will be tailored to each student's individual reading level.</p>

8/13-8/17	<p>CCSS.ELA-Literacy.RL.3.1: Ask & answer questions about literature</p> <p>CCSS.ELA-Literacy.RL.3.2: Recount stories using main idea & details</p> <p>CCSS.ELA-Literacy.RL.3.3: Describe characters</p>	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p>	<p>Students will cite specific examples from the text to show mastery beyond expectation. In the text it says “...”</p>	
8/20--8/24	<p>CCSS.ELA-Literacy.RL.3.1: Ask & answer questions about literature</p> <p>CCSS.ELA-Literacy.RL.3.2: Recount stories using main idea & details</p> <p>CCSS.ELA-Literacy.RL.3.3: Describe characters</p>	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p>	<p>Students will cite specific examples from the text to show mastery beyond expectation. In the text it says “...”</p>	
8/27-8/31	<p>CCSS.ELA-Literacy.RL.3.1: Ask & answer questions about literature</p> <p>CCSS.ELA-Literacy.RL.3.2: Recount stories using main idea & details</p> <p>CCSS.ELA-Literacy.RL.3.3: Describe characters</p>	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p>	<p>Students will cite specific examples from the text to show mastery beyond expectation. In the text it says “...”</p>	
9/4-9/7	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions about informational text</p> <p>CCSS.ELA-Literacy.RI.3.2: Main idea & supporting details of informational text</p> <p>CCSS.ELA-Literacy.RI.3.7: Use graphics & illustrations to understand text</p>	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Weekly nonfiction text assessment</p>	<p>Students will cite specific examples from the text to show mastery beyond expectation. In the text it says “...”</p>	<p>For whole group instruction, we will use the “close reading” strategy when reading different nonfiction texts & articles</p> <p>Students will receive small-group reading instruction (“Guided Reading”) as well. During this time, texts will be tailored to each student’s individual reading level.</p>

9/10-9/14	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions about informational text</p> <p>CCSS.ELA-Literacy.RI.3.2: Main idea & supporting details of informational text</p> <p>CCSS.ELA-Literacy.RI.3.7: Use graphics & illustrations to understand text</p>	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Weekly nonfiction text assessment</p>	<p>Students will cite specific examples from the text to show mastery beyond expectation. In the text it says "..."</p>	
9/17-9/21	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions about informational text</p> <p>CCSS.ELA-Literacy.RI.3.2: Main idea & supporting details of informational text</p> <p>CCSS.ELA-Literacy.RI.3.7: Use graphics & illustrations to understand text</p>	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Weekly nonfiction text assessment</p>	<p>Students will cite specific examples from the text to show mastery beyond expectation. In the text it says "..."</p>	
9/24-9/28	<p>CCSS.ELA-Literacy.RI.3.1 Ask and answer questions about informational text</p> <p>CCSS.ELA-Literacy.RI.3.2: Main idea & supporting details of informational text</p> <p>CCSS.ELA-Literacy.RI.3.7: Use graphics & illustrations to understand text</p>	<p>Guided reading notes, responding to questions during whole group instruction</p> <p>Fountas & Pinnell Guided Reading assessment</p> <p>Weekly nonfiction text assessment</p>	<p>Students will cite specific examples from the text to show mastery beyond expectation. In the text it says "..."</p>	

Math				
Date	Standard	Assessment	Extension	Additional Info.
8/1-8/3	N/A			Establishing Math routines
8/6 - 8/10	MCC3.OA.1-4 Represent and solve problems involving multiplication and division. MCC3.OA.7 Fluently multiply and divide within 100	Weekly exit ticket	Students will solve more challenging multi step problems	
8/13-8/17	MCC3.OA.1-4 Represent and solve problems involving multiplication and division. MCC3.OA.7 Fluently multiply and divide within 100	Unit Assessment	Students will solve more challenging multi step problems	
8/20-- 8/24	MCC3.OA.1-4 Represent and solve problems involving multiplication and division. MCC3.OA.7 Fluently multiply and divide within 100	Weekly exit ticket	Students will solve more challenging multi step problems	
8/27-8/31	MCC3.OA.1-4 Represent and solve problems involving multiplication and division. MCC3.OA.5-6 Understand properties of multiplication and the relationship between multiplication and division. MCC3.OA.7 Fluently multiply and divide within 100	Weekly exit ticket	Students will solve more challenging multi step problems	
9/4-9/7	MCC3.OA.1-4 Represent and solve problems involving multiplication and	Mid-Unit Assessment	Students will solve more challenging multi step problems	

	<p>division.</p> <p>MCC3.OA.5-6 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>MCC3.OA.7 Fluently multiply and divide within 100</p>			
9/10-9/14	<p>MCC3.OA.1-4 Represent and solve problems involving multiplication and division.</p> <p>MCC3.OA.5-6 Understand properties of multiplication and the relationship between multiplication and division.</p> <p>MCC3.OA.7 Fluently multiply and divide within 100</p>	Weekly exit ticket	Students will solve more challenging multi step problems	
9/17-9/21	<p>MCC3.OA.1-4 Represent and solve problems involving multiplication and division.</p> <p>MCC3.OA.7 Fluently multiply and divide within 100</p>	Weekly exit ticket	Students will solve more challenging multi step problems	
9/24-9/28	<p>MCC3.OA.1-4 Represent and solve problems involving multiplication and division.</p> <p>MCC3.OA.7 Fluently multiply and divide within 100</p>	Unit Assessment	Students will solve more challenging multi step problems	

Science				
Date	Standard	Assessment	Extension	Additional Info.
8/1-8/3	S3CS1-6 Habits of Mind S3CS7-8 Nature of Science	N/A		Students will learn the basics of scientific inquiry, including the importance of: asking questions, making hypotheses, careful observation, documentation and communication of ideas.
8/6 - 8/10	S3CS1-6 Habits of Mind S3CS7-8 Nature of Science	N/A		<ul style="list-style-type: none"> Students will learn the basics of scientific inquiry, including the importance of: asking questions, making hypotheses, careful observation, documentation and communication of ideas.
8/13-8/17	S3P1. Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.	<ul style="list-style-type: none"> Weekly exit tickets 		<ul style="list-style-type: none"> Categorize ways to produce heat Investigate how insulation affects heating and cooling. Investigate the transfer of heat energy Use thermometers to measure the changes in temperatures over time.
8/20--8/24	S3P1. Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.	<ul style="list-style-type: none"> Weekly exit tickets 		<ul style="list-style-type: none"> Categorize ways to produce heat Investigate how insulation affects heating and cooling. Investigate the transfer of heat energy Use thermometers to measure the changes in temperatures over time.
9/4-9/7	S3P1. Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.	<ul style="list-style-type: none"> Weekly exit tickets 		<ul style="list-style-type: none"> Categorize ways to produce heat Investigate how insulation affects heating and cooling. Investigate the transfer of heat energy Use thermometers to measure the changes in temperatures over time.
9/10-9/14	S3P1. Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change	<ul style="list-style-type: none"> Weekly exit tickets 		<ul style="list-style-type: none"> Categorize ways to produce heat Investigate how insulation affects heating and cooling.

	in temperature indicates a change in heat.			<ul style="list-style-type: none"> Investigate the transfer of heat energy Use thermometers to measure the changes in temperatures over time.
9/17-9/21	S3P1. Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.	<ul style="list-style-type: none"> Weekly exit tickets 		<ul style="list-style-type: none"> Categorize ways to produce heat Investigate how insulation affects heating and cooling. Investigate the transfer of heat energy Use thermometers to measure the changes in temperatures over time.
9/24-9/28	S3P1. Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.	<ul style="list-style-type: none"> Weekly exit tickets Summative Unit Assessment 		<ul style="list-style-type: none"> Categorize ways to produce heat Investigate how insulation affects heating and cooling. Investigate the transfer of heat energy Use thermometers to measure the changes in temperatures over time.
10/2-10/4	Preview of next Unit	N/A		<ul style="list-style-type: none"> What do you know about rocks, minerals, and fossils?

Social Studies				
Date	Standard	Assessment	Extension	Additional Info.
8/1-8/3	Class community and class constitution creation- thinking about what goes into a community, how it works, what a community needs to be successful, and how members of a community interact	Informal Assessment of Constitution		
8/6 - 8/10	The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions. Introduce recurrent themes throughout social studies content this year	Informal assessment of what students already know and what understanding they have of the social studies content topics.		
8/13-8/17	SS3H1- Describe early American Indian cultures and their development in North America	In class activities Project creating a Native American Artifact		
8/20--8/24	SS3H1- Locate regions where American Indians settled: Arctic, Northwest, Southwest, Plains, Northeast, and Southeast			
9/4-9/7	SS3H1- Compare/contrast how American Indians in each region used their environment and why and how they lived where they did			
9/10-9/14	SS3H1- Compare/contrast how American Indians in each region			

	used their environment and why and how they lived where they did			
9/17-9/21	<p>SS3H1- Describe early American Indian cultures and their development in North America</p> <p>American Indians in each region used their environment and why and how they lived where they did</p>			
9/24-9/28	<p>SS3G3a- Discuss how american indians continue to contribute to american life (e.g arts and literature)</p>			