



## Gateway School District Curriculum Map

### Elementary Schools (K-4)

Cleveland Steward Elementary  
5000 Gateway Campus Blvd.  
Monroeville, PA 15146  
412-373-5874

Ramsey Elementary  
2200 Ramsey Road  
Monroeville, PA 15146  
412-373-5856

Evergreen Elementary  
3831 Evergreen Drive  
Monroeville, PA 15146  
412-373-5842

University Park Elementary  
320 Noel Drive  
Monroeville, PA 15146  
412-327-4113

## Curriculum Map: Elementary – Gr. 3 English Language Arts

Course: LangArts Grade 3



### Unit 1: Becoming a Close Reader and Writing to Learn

Subject: Language Arts

#### Brief Summary of Unit

Students learn about and practice how to close read and answer text-dependent questions. Close readers "unpack" the text, paying close attention to what is printed and also understanding the meaning. Students read within a variety of genres, often comparing and contrasting multiple texts by the same author. They also determine the criteria for a good conversation and practice discussing texts with their peers. Students build their ability to write an informational piece using a simple structure: developing a topic with facts, definitions, and details. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

#### Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

1. Determine the central message, lesson or moral in literary texts and explain how it is conveyed in the text.
2. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
3. Write informative/explanatory texts, using strong organizational structures to convey ideas and information clearly.
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
5. Determine the main idea of a text; recount the key details and explain how they support the main idea.
6. Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
7. Describe how an author connects sentences and paragraphs in a text to support particular points.
8. Determine the central message, lesson, or moral in literary text; explain how it is conveyed

in text.

9. Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

10. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

**Understandings:**What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
4. Effective speakers prepare and communicate messages to address the audience and purpose.
5. Effective research requires the use of varied resources to gain or expand knowledge.
6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
8. An expanded vocabulary enhances one's ability to express ideas and information.

**Essential Questions:**What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

1. How do strategic readers create meaning from informational and literary text?
2. What is this text really about?
3. How do readers know what to believe?
4. How does what readers read influence how they should read it?
5. How does a reader's purpose influence how text should be read?
6. How do readers know what to believe in what they read, hear, and view?
7. How does interaction with text provoke thinking and response?
8. What do good listeners do?
9. How do active listeners make meaning?
10. How do active listeners know what to believe in what they hear?
11. How do task, purpose, and audience influence how speakers craft and deliver a message?
12. How do speakers employ language and utilize resources to effectively communicate a message?
13. What does a reader look for and how can s/he find it?
14. How does a reader know a source can be trusted?
15. How does one organize and synthesize information from various sources?
16. How does one best present findings?
17. What makes clear and effective writing?
18. Why do writers write?
19. What is the purpose?
20. Who is the audience?
21. What will work best for the audience?
22. How do learners make decisions concerning formal and informal language

in social and academic settings?  
23.How do grammar and the conventions of language influence spoken and written communication?  
24.Why learn new words?  
25.What strategies and resources does the learner use to figure out unknown vocabulary?  
26.How does one develop and refine vocabulary?

### Stage Two - Assessment Evidence

**Performance Tasks:**What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

### Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

## Unit 2: Researching to Build Knowledge and Teaching Others (Emphasis on narrative text types and writing)

Subject: Language Arts

### Brief Summary of Unit

Students use reading, writing, listening, and speaking to build and share deep knowledge about a topic. Students first do a class study of a topic then read excerpts from a central text and supporting text pieces from various genres. They demonstrate their expertise by writing a research-based narrative that highlights their research and educates others. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

### Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

- 1.Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- 2.Compare and contrast the most important points and key details presented in two texts on the same topic.
- 3.Ask and answer questions about the text and make inferences from text, referring to text to support responses.
- 4.Read and comprehend literary fiction on grade level, reading independently and proficiently.
- 5.Compare and contrast the important events gained from texts and write a research-based narrative piece emphasizing text-based evidence that support real or imagined experiences or events.
- 6.Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- 7.Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books in a series).
- 8.Informational: Identify and introduce the topic. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Establish a situation and introduce a narrator and/or characters.
- 9.Informational: Develop the topic with facts, definitions, details, and illustrations, as appropriate. Opinion: Support an opinion with reasons. Narrative: Establish a situation and introduce a narrator and/or characters.
- 10.Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
- 11.Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

**Understandings:**What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:**What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of

the unit?

## Stage Two - Assessment Evidence

**Performance Tasks:**What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

## Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

## Unit 3: Researching to Build Knowledge and Teaching Others (Emphasis on informational text types and writing)

Subject: Language Arts

### Brief Summary of Unit

Students prepare to use reading, writing, speaking, and listening in the context of informational reading. Students begin the process with a whole group class study of a determined topic. Students cite evidence from the various genres of the topic and develop a research project with a writing project that focuses on informational research to build knowledge and teach others, utilizing graphic organizers, independent reading, and partner reading. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

### Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

1. Compare and contrast the most important points and key details presented in two texts on the same topic.
2. Write informational/explanatory texts, using strong organizational structures to convey ideas and information clearly.
3. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
5. Ask and answer questions about the text and make inferences from text; refer to text to support responses.
6. Compare and contrast the most important points and key details presented in two texts on the same topic.
7. Informational: Develop the topic with facts, definitions, details, and illustrations, as appropriate. Opinion: Support an opinion with reasons. Narrative: Establish a situation and introduce a narrator and/or characters.
8. Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
9. Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
10. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

**Understandings:**What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:**What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

## Stage Two - Assessment Evidence

**Performance Tasks:**What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

## Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

## Unit 4: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing comparing texts)

Subject: Language Arts

### Brief Summary of Unit

Students study informational texts consider how to evaluate and make comparisons. They delve into informational structure, focusing on how series of events, concepts, or steps in a procedure is connected within a text. Students then examine evidence in informational text and write their own opinion comparing the texts. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

### Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

- 1.Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence and cause and effect.
- 2.Write opinion texts, supporting an opinion with reasons while creating an organizational structure that includes reasons linked in logical order with a concluding statement or section.
- 3.Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 4.Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- 5.Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence and cause and effect.
- 6.Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- 7.Informational: Develop the topic with facts, definitions, details, and illustrations, as appropriate. Opinion: Support an opinion with reasons. Narrative: Establish a situation and introduce a narrator and/or characters.
- 8.Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
- 9.Opinion: Use a variety of words and sentence types to appeal to the audience. Informational and Narrative: Choose words and phrases for effect.
- 10.Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 11.Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

**Understandings:**What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:**What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of



the unit?

## Stage Two - Assessment Evidence

**Performance Tasks:**What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

## Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

## Unit 5: Considering Perspectives and Supporting Opinions (Emphasis on opinion writing explaining with textual reasons)

Subject: Language Arts

### Brief Summary of Unit

Students study narrative works and consider how the writers capture a reader's imagination. They delve into narrative structure, focusing on character (central to the third-grade standards). Students then examine author's craft in a narrative text piece, specifically the use of dialogue and vivid language, and then write their own scene based on the narrative. They participate in Readers Theater and read aloud a monologue, to build fluency. They write opinions in the form of book recommendations, including which character is their favorite and why. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

### Stage One - Desired Results

#### Established Goals:(Standards of Learning, content standards)

- 1.Explain the point of view of the author in narrative texts including referring to parts of text when writing or speaking about a text (using such terms as chapter, scene, and stanza) and describe how each successive part builds upon earlier sections.
- 2.Write opinion texts by supporting an opinion with reasons while creating an organizational structure that includes reasons linked in logical order with a concluding statement or section and using a variety of words and sentence types to appeal to the audience.
- 3.Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
- 4.Explain the point of view of the author.
- 5.Refer to parts of text when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.
- 6.Informational: Identify and introduce the topic. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Establish a situation and introduce a narrator and/or characters.
- 7.Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
- 8.Opinion: Use a variety of words and sentence types to appeal to the audience. Informational and Narrative: Choose words and phrases for effect.
- 9.Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

**Understandings:**What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:**What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

## Stage Two - Assessment Evidence

**Performance Tasks:**What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

## Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Acquisition** (Must Teach)
4. **Speaking & Listening** (Must Teach)
5. **Writing Process** (Must Teach)

# Unit 6: Gathering Evidence and Speaking to Others

Subject: Language Arts

## Brief Summary of Unit

Students will read various informational pieces about a topic and gather evidence. They form an understanding of the issues surrounding a topic and create an engaging product that explains the effect of the informational topic by adding visual displays, audio recordings, and other media formats. Students will have the opportunity to present their findings and speak in complete sentences in order to provide requested detail or clarification. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

## Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

- 1.Report on a topic with appropriate facts and relevant, descriptive details, speaking clearly with appropriate pacing, and clear pronunciation.
- 2.Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.
- 3.Create an engaging product utilizing audio recordings that demonstrate fluid reading and adding visual displays when appropriate to emphasize or enhance certain facts or details.
- 4.Speak in complete sentences when appropriate to task and situation.
- 5.Describe how an author connects sentences and paragraphs in a text to support particular points.
- 6.Compare and contrast the most important points and key details presented in two texts on the same topic.
- 7.Informational: Identify and introduce the topic. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Establish a situation and introduce a narrator and/or characters.
- 8.Informational: Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. Opinion: Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. Narrative: Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.
- 9.Opinion: Use a variety of words and sentence types to appeal to the audience. Informational and Narrative: Choose words and phrases for effect.
- 10.Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 11.Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- 12.Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Understandings:**What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:**What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of

the unit?

## Stage Two - Assessment Evidence

**Performance Tasks:**What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

## Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)

## Unit 8: Literary Analysis

Subject: Language Arts

### Brief Summary of Unit

Students will participate in literary analysis while reading various narrative pieces including fables, myths, and legends. They will focus on determining the central message, lesson, or moral in literary text and explain how it is conveyed in text. Students will have opportunities to write narratives, such as a fable, to further develop real or imagined experiences or events while demonstrating command of the conventions of standards English grammar and spelling. They will participate in Readers Theater and read aloud a narrative play, to build fluency. Academic vocabulary is filtered throughout the module where students are given multiple opportunities to engage in discussions.

### Stage One - Desired Results

**Established Goals:**(Standards of Learning, content standards)

- 1.Determine the central message, lesson, or moral in literary text, explaining how it is conveyed in text along with the point of view of the author.
- 2.Ask/answer questions while making inferences and referring to the text to support their responses.
- 3.Write narratives to develop real or imagined experiences or events while using dialogue and descriptions of actions, thoughts, and feelings.
- 4.Demonstrate command of the conventions of standard English grammar and spelling when writing and speaking.
- 5.Ask and answer questions about the text and make inferences from text; refer to text to support responses.
- 6.Explain the point of view of the author.
- 7.Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.
- 8.Describe characters in a story and explain how their actions contribute to the sequence of events.
- 9.Informational: Identify and introduce the topic. Opinion: Introduce the topic and state an opinion on the topic. Narrative: Establish a situation and introduce a narrator and/or characters.
- 10.Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 11.Demonstrate command of the conventions of standard English when speaking based on grade 3 level and content.

**Understandings:**What will students understand (about what big ideas) as a result of the unit? "Students will understand that..."

**Essential Questions:**What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit?

### Stage Two - Assessment Evidence

**Performance Tasks:**What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skill attained, and the state standards met?

**Other Evidence:**(quizzes, tests and so on)

### Stage Three - Learning Plan

1. **Literary Text** (Must Teach)
2. **Informational Text** (Must Teach)
3. **Language Conventions** (Must Teach)
4. **Vocabulary Acquisition** (Must Teach)
5. **Speaking & Listening** (Must Teach)
6. **Writing Process** (Must Teach)