

Curriculum Map

Course Title: Language Arts	Quarter:	Academic Year: 2015
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ALL= Adventures in Language MS=Mastery Spelling 3

Unit/Time Frame	Standards	Content	Skills	Assessment	Resources
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	LA 3.1		Reading: Students will learn & apply reading skills & strategies to comprehend text		
	<i>LA 3.1.3</i>	RM	<i>Word Analysis: Students will use knowledge of phonetic & structural analysis to read & write grade-level text.</i>		
	LA 3.1.3.a	MS3	Know & apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots & affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, & spelling grade-level text.		
	LA 3.1.3.b		Use word structure to read text (e.g., prefixes/suffixes, contractions, syllabication, derivation)		
	LA 3.1.3.c	RM	Recognize & read grade-level (phonetic & non-phonetic) words in text.		
	<i>LA 3.1.4</i>	RM	<i>Fluency: Students will read a variety of grade-level print/digital texts fluently</i>	Dibels Monitoring	OOB Passages

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			<i>with accuracy, appropriate pace, phrasing, & expression to support comprehension</i>		
	LA 3.1.4.a	RM	Listen to & read text of increasing length &/or complexity to increase reader stamina.		
	LA 3.1.4.b	RM	Use context to adjust pace & prosody based on purpose, text complexity, form, & style.		
	LA 3.1.5		<i>Vocabulary: Students will build & use conversational, academic, & content-specific grade-level vocabulary.</i>		
	LA 3.1.5.a	ALL-1-16, 18, 20-23, 25-32, 34,36, 40-48, 56-59, 62, 64	Determine meaning of words through the knowledge of word structure elements, known words, & word patterns (e.g. contractions, plurals, possessives, parts of speech, syllables, affixes, base & root words, abbreviations)		
	LA 3.1.5.b	RM	Apply context clues (e.g. word, phrase, & sentence clues) & text features to help infer meaning of		

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			unknown words		
	LA 3.1.5.c	RM	Acquire new academic & content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.		
	LA 3.1.5.d	AIL-25-33, 56, 57	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, & improve writing.		
	LA 3.1.5.e	AIL-9, 10, 14, 23, 26, 40-47, 56-58, 65-67	Locate words & determine meaning using reference materials.		
	LA 3.1.6		Comprehension: Students will construct meaning by applying prior knowledge, and monitoring comprehension while reading increasingly complex grade-level literary & information text.		
	LA 3.1.6.a		Identify author's purpose(s) (e.g.,		

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			explain, entertain, inform, persuade) to support text comprehension.		
	LA 3.1.6.b	AIL- 49-55, 76-80	Identify & describe elements of literary text (e.g., characters, setting, plot, point of view)		
	LA 3.1.6.c	AIL-45-48, 51-55, 57-58, 63	Identify & explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms)		
	LA 3.1.6.d	AIL-11, 13, 15, 17	Summarize a literary text &/or media, using key details to identify the theme.		
	LA 3.1.6.e	AIL- 10-23, 27-29, 31, 68	Determine main ideas & supporting details form informational text &/or media.		
	LA 3.1.6.f		Use text features to locate information & explain how the information contributes to an understanding of print & digital text.		
	LA 3.1.6.g	AIL-36-38	Compare and contrast the characteristics that distinguish a variety of literary and informational		

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			texts.		
	LA 3.1.6.h	AIL-36-38	Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.		
	LA 3.1.6.i	AIL-13, 28-32	Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.		
	LA 3.1.6.j	AIL-36-38	Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).		
	LA 3.1.6.k		Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).		
	LA 3.1.6.l		Build background knowledge and activate prior knowledge to identify		

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			text-to-self, text-to-text, and text-to-world connections before, during, and after reading.		
	LA 3.1.6.m		Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.		
	LA 3.1.6.n		Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.		
	LA 3.1.6.o		Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).		
	LA 3.1.6.p		Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.		
	LA 3.2		LA 3.2 Writing: Students will learn and apply writing skills and		

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			strategies to communicate.		
	LA 3.2.1		<i>Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.</i>		
	LA 3.2.1.a	AIL-11, 13, 15, 17, 18-43, 45-47, 49-55, 76-80	Use prewriting activities and inquiry tools to generate ideas and organize information.		
	LA 3.2.1.b	AIL-11, 13, 15, 17, 18-43, 45-47, 49-55, 76-80	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.		
	LA 3.2.1.c	AIL-28-32	Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.		
	LA 3.2.1.d	AIL-1-29, 31, 59-68	Compose paragraphs with		

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			grammatically correct sentences of varying length, complexity, and type.		
	LA 3.2.1.e	AIL-11, 13, 15, 17, 18-43, 45-47, 49-55, 76-80	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.		
	LA 3.2.1.f	AIL-11, 13, 15, 17, 18-43, 45-47, 49-55, 76-80	Provide oral and/or written descriptive feedback to other writers.		
	LA 3.2.1.g	AIL-11, 13, 15, 17, 18-43, 45-47, 49-55, 76-80	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.		
	LA 3.2.1.h	AIL-11, 13, 15, 17, 18-43, 45-47, 49-55, 76-80	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).		
	LA 3.2.1.i	LIBRARY?	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard		

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			format for citation.		
	LA 3.2.1.j	AIL-11, 13, 15, 17, 18-43, 45-47, 49-55, 76-80	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).		
	<i>LA 3.2.2</i>		<i>Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.</i>		
	LA 3.2.2.a	AIL-11, 13, 15, 17, 18-43, 45-47, 49-55, 76-80	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.		
	LA 3.2.2.b	AIL-13, 22-35	Provide evidence from literary or informational text to support ideas or opinions.		
	LA 3.2.2.c	AIL-11, 13, 15, 17, 18-43, 45-47, 49-55, 76-80	Conduct and publish research to answer questions or solve problems using multiple resources to support theses.		

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	LA 3.2.2.d	AIL-1-9, 35-39, 42, 45-48, 51-55, 57-58, 63	Use precise word choice and domain-specific vocabulary to write in a variety of modes.		
	LA 3.2.2.e	AIL-11, 13, 15, 17, 18-43, 45-47, 49-55, 76-80	Compare various mentor texts and/or exemplars to create a similar piece.		
	LA 3.3		LA 3.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.		
	<i>LA 3.3.1</i>		<i>Speaking: Students will develop, apply, & refine speaking skills & strategies to communicate key ideas in a variety of situations.</i>		
	LA 3.3.1.a		Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.		

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	LA 3.3.1.b		Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.		
	LA 3.3.1.c		Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.		
	LA 3.3.1.d		Convey a perspective with clear reasoning and support.		
	LA 3.3.1.e		Ask pertinent questions to acquire or confirm information.		
	<i>LA 3.3.2</i>		<i>Listening: Students will develop and demonstrate active listening skills across a variety of situations.</i>		
	LA 3.3.2.a	RM, SM, AIL	Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.		
	LA 3.3.2.b	RM, SM, AIL	Identify the purpose and credibility		

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			of information being presented in diverse media and formats.		
	LA 3.3.2.c	RM, SM, AIL	Complete a task following multi-step directions.		
	<i>LA 3.3.3</i>		<i>Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.</i>		
	LA 3.3.3.a	RM, SM, AIL	Demonstrate appropriate social etiquette and apply social cues when communicating.		
	LA 3.3.3.b	RM, SM, AIL	Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.		
	LA 3.3.3.c	RM, SM, AIL	Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.		
	LA 3.3.3.d	RM, SM, AIL	Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic,		

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			text, or issue under study.		
	LA 3.3.3.e	RM, SM, AIL	Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.		
	LA 3.4		Multiple Literacies: Students will apply information fluency and practice digital citizenship.		
	<i>LA 3.4.1</i>		<i>Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).</i>		
	LA 3.4.1.a	RM, SM, AIL	Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.		
	LA 3.4.1.b	LIBRARY?	With guidance, demonstrate ethical use of information and copyright		

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			<p>guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).</p>		
	LA 3.4.1.c	RM, SM, AIL	Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).		
	LA 3.4.2		Digital Citizenship: Students will practice the norms of appropriate and responsible technology use.		
	LA 3.4.2.a	LIBRARY?	Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).		
	LA 3.4.2.b	LIBRARY?	Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information,		

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			gathering opinions, and solving problems.		
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