

## Plato Learning Academy Curriculum Map

Grade: 3<sup>rd</sup>      Subject: Language Arts      Teacher: \_\_\_\_\_      Room: \_\_\_\_\_      RIT Bands: \_\_\_\_\_

|                  |   |  |   |   |  |   |
|------------------|---|--|---|---|--|---|
| <b>Module</b>    | <i>My Librarian is a Camel: How Books Are Brought to Children Around the World</i>  | <b>Adaptations and the Wide World of Frogs</b>   | <b>Connecting Literacy &amp; Informational Text to Study Culture “Then &amp; Now”</b>   | <b>A Study of <i>Peter Pan</i></b>  | <b>Wolves: Fact &amp; Opinion</b>  | <b>The Role of Freshwater Around the World</b>  |
| <b>Focus</b>     | Becoming a Close Reader & Writing to Learn  | Researching to Build Knowledge & Teaching Others   | Researching to Build Knowledge & Teaching Others  | Analyzing Narrative & Supporting Opinions   | Analyzing Narrative & Supporting Opinions  | Gathering Evidence & Speaking to Others   |
| <b>Timeframe</b> | 8 weeks/40 days   | 8 weeks/40 days  | 8 weeks/40 days   | 8 weeks/40 days   | 7.5 weeks/38days   | 8 weeks/40 days   |
| <b>Standards</b> | <u>Literature</u><br>RL.3.1 RL.3.2 RL.3.3<br>RL.3.7 RL.3.11<br><u>Informational Text</u><br>RI.3.1 RI.3.2 RI.3.3<br>RI.3.7<br><u>Writing</u><br>W.3.2 W.3.4 W.3.8<br>W.3.10<br><u>Speaking &amp; Listening</u><br>SL.3.1 SL.3.5. SL.3.6<br><u>Language</u><br>L.3.2. L.3.4. L.3.6 | <u>Literature</u><br>RL.3.4<br><u>Informational Text</u><br>RI.3.1 RI.3.2 RI.3.3<br>RI.3.4 RI.3.5 RI.3.7<br>RI.3.9<br><u>Reading-Foundational Skills</u><br>RF.3.4<br><u>Writing</u><br>W.3.2 W.3.3 W.3.4<br>W.3.5 W.3.7 W3.8<br>W.3.10<br><u>Speaking &amp; Listening</u><br>SL.3.1 SL.3.2 SL.3.6<br>Language<br>L.3.1 L.3.2 L.3.3<br>L.3.4 L.3.6 | <u>Literature</u><br>RL.3.1 RL.3.2 RL.3.3<br>RL.4 RL.3.7 RL.3.9<br><u>Informational Text</u><br>RI.3.1. RI.3.2 RI.3.3<br>RI.3.4 RI.3.5 RI.3.7<br><u>Writing</u><br>W.3.2 W.3.4<br>W.3.5 W.3.7 W3.8<br><u>Speaking &amp; Listening</u><br>SL.3.1 SL.3.3<br><u>Reading-Foundational Skills</u><br>RF.3.3 RF.3.4<br><u>Language</u><br>L.3.1a-i L.3.2a-g L.3.3ab<br>L.3.4a-d | <u>Literature</u><br>RL.3.1 RL.3.2<br>RL.3.3 RL.3.4<br>RL.3.5 RL.3.6<br><u>Writing</u><br>W.3.1a-d W.3.2a-d<br>W.3.3a-d W.3.4<br>W.3.5<br><u>Speaking &amp; Listening</u><br>SL.3.5<br><u>Language</u><br>L.3.2a-f L.3.5a-c | <u>Literature</u><br>RL.3.1 RL.3.2<br>RL.3.3 RL.3.4<br>RL.3.5 RL.3.7<br>RL.3.11<br><u>Informational Text</u><br>RI.3.1 RI.3.2<br>RI.3.4 RI.3.6<br><u>Writing</u><br>W.3.1a-d W.3.2a-d<br>W.3.4. W.3.5<br>W.3.6 W.3.7<br>W.3.8 W.3.10<br><u>Speaking &amp; Listening</u><br>SL.3.4 SL.3.5<br>SL.3.6<br><u>Language</u><br>L.3.1a-i L.3.3a-b<br>L.3.4a-d | <u>Informational Text</u><br>RI.3.1 RI.3.2<br>RI.3.3 RI.3.4 RI.3.5<br>RI.3.6. RI.3.7 RI.3.8<br>RI.3.9<br><u>Writing</u><br>W.3.1a-d W.3.2a-d<br>W.3.4. W.3.5<br>W.3.6 W.3.7<br>W.3.8 W.3.10<br><u>Speaking &amp; Listening</u><br>SL.3.4 SL.3.5<br>SL.3.6<br><u>Language</u><br>L.3.1a-i L.3.3a-b<br>L.3.4a-d |

| Module                                   | <i>My Librarian is a Camel: How Books Are Brought to Children Around the World</i>  | Adaptations and the Wide World of Frogs   | Connecting Literacy & Informational Text to Study Culture “Then & Now”   | A Study of <i>Peter Pan</i>  | Wolves: Fact & Opinion  | The Role of Freshwater Around the World  |
|--|---|---|--|--|---|--|
| <b>NWEA Connection</b>                   | Literature<br>Informational Text<br>Language  | Literature<br>Informational Text<br>Language  | Literature<br>Informational Text<br>Language   | Literature<br>Language   | Literature<br>Informational Text<br>Language  | Informational Text<br>Language   |
| <b>Assessment(s)</b>                     | <u>Formative</u><br>Quiz<br>Homework<br>Plickers/Kahoot<br><br><u>Summative</u><br>Mid & End of Unit 1<br>Mid & End of Unit 2<br>Mid & End of Unit 3<br>Performance Task  | <u>Formative</u><br>Quiz<br>Homework<br>Plickers/Kahoot<br><br><u>Summative</u><br>Mid & End of Unit 1<br>Mid & End of Unit 2<br>Mid & End of Unit 3<br>Performance Task  | <u>Formative</u><br>Quiz<br>Homework<br>Plickers/Kahoot<br><br><u>Summative</u><br>Mid & End of Unit 1<br>Mid & End of Unit 2<br>Mid & End of Unit 3<br>Performance Task | <u>Formative</u><br>Quiz<br>Homework<br>Plickers/Kahoot<br><br><u>Summative</u><br>Mid & End of Unit 1<br>Mid & End of Unit 2<br>Mid & End of Unit 3<br>Performance Task | <u>Formative</u><br>Quiz<br>Homework<br>Plickers/Kahoot<br><br><u>Summative</u><br>Mid & End of Unit 1<br>Mid & End of Unit 2<br>Mid & End of Unit 3<br>Performance Task  | <u>Formative</u><br>Quiz<br>Homework<br>Plickers/Kahoot<br><br><u>Summative</u><br>Mid & End of Unit 1<br>Mid & End of Unit 2<br>Mid & End of Unit 3<br>Performance Task   |
| <b>Science/Social Studies Connection</b> | <u>Social Studies</u><br>World geography<br><br>Maps/globes<br><br>All people in world communities need to learn, and they gain knowledge in similar and different ways.<br><br>Physical characteristics of a region strongly influence the culture and lifestyle of the people who live there. | <u>Science</u><br>Plants & animals adapt to environment.<br><br>Characteristics of living/nonliving things.<br><br>Traits of living things are both inherited and acquired.<br><br>How structures of plants/animals complement the environment. | <u>Social Studies</u><br>Communities around the world are diverse.<br><br>Cultures within communities<br><br>Forming questions about the world we live in.               |  | <u>Social Studies</u><br>Time, continuity, and change<br><br>Each community or culture has a unique history, including heroic figures, traditions, and holidays.<br><br><u>Science</u><br>The living environment. | <u>Social Studies</u><br>People living in communities around the world depend on, adapt to, and modify their physical environments in different ways.<br><u>Science</u><br>The earth is comprised of continents, oceans, and other physical features, all of which help define distinct geographic regions around the world. |

