## TUSD CURRICULUM MAP

### English Language Development 3rd Grade, Quarter 3rd Quarter

#### Big Ideas

**ENDURING UNDERSTANDING:**
An author’s style and voice can be conveyed by elaborating, defining, explaining and persuading in fiction and nonfiction.

**ESSENTIAL QUESTION:**
How do elaborating, defining, explaining and persuading in fiction and nonfiction convey an author’s style and voice?

### Selected Readings of Complex Texts

#### EXTENDED TEXT(S):

- **Unit 5: Cactus and Canyons**
  - Nonfiction: Deserts by Gail Gibbons
  - Fiction: Lost by Paul Brett Johnson and Celeste Lewis T270a

- **Unit 6: Eve Bunting’s World of Stories**
  - Nonfiction: Respectfully Yours, Eve Bunting by Maxine Rose Schur

#### SHORT CONNECTED TEXTS & MEDIA

- **Unit 5: Cactus and Canyons**
  - Level Books and Window on Literacy:
    - Explore! By Janine Wheeler - DRANF16
    - Looking for the Queen by Shirley Frederick - DRANF28
    - People Live in the Desert by Belle Perez
    - Cacti by Lesley Pether
    - Desert Rain by Pat Malone
    - Strange Plants by Monica Halpern

  - Language Songs: CD 2
  - Kidspiration CD-ROM Picture Libraries:
    - Animals and Plants for pictures of flowers and plants.

  - Selection Readings:
    - CD2
    - Profile Picture Cards: D48-D60

#### Standards

### Targeted

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Language</th>
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<tbody>
<tr>
<td>III-R-4-L-H-3</td>
<td>III-W-1-H-1</td>
<td>III-L-(1)(b)-1</td>
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<td>III-R-4-L-H-7</td>
<td>III-W-1-H-4</td>
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<td>III-L-(1)(b)-d,f,i</td>
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<td>III-R-4-L-H-17</td>
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<td>III-W-3-H-1</td>
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### Complementary

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### Constant throughout the year

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### Vocabulary

- III-L-2-E-H-3
- III-L-2-L-H-7
- III-L-2-L-H-12

### Listening and Speaking

- III-L-2-B-H-1
- III-L-2-B-H-2
- III-L-2-B-H-6
- III-L-2-B-H-11
### Research Component:
- Research Center: Desert Detectives: Have children find and present facts about the desert in an explanatory paragraph with graphs or diagrams. T263a-b
- Research Landforms T264b
- Research and write paragraphs to compare and contrast desert ecosystem with other systems. T265c-d
- Internet Resource: [http://www.mbgnet.net/](http://www.mbgnet.net/)
- Research US Symbols T33a
- Students will choose a desert animal or plant. Research facts to present about the animal or plant they selected.
- Write a Guidebook T333c-d
- Write to Give Information 357c-d

### Narrative Component:
- Write a Postcard. Students write a postcard to a friend describing the plants animals and landforms they see. T240g
- Write to Tell How You Feel. Students write to tell how the story Lost made them feel. T291c-b
- Write a personal narrative. T292
- Writing Project: Students write a personal narrative to express feelings. T295a-i
- Write a Family Story T355a-b
- World Cultures: Celebration Foods: Have children draw and tell about traditional food shared on special days. Use the responses to create a classroom calendar of special days. T320-321

### Opinion Component:
- Literature Journal: Students reflect and express ideas and opinions on the science article they read. T260
- Literature Journal: Students reflect and express ideas and opinions on the adventure story they read. T286
- Persuade Me T290a
- Write to Tell How You Feel. Write to tell how the story Lost made you feel. T291c
- Literature Journal: Students reflect and express ideas and opinions on the story they read. T328

### Interdisciplinary Connections:
#### Social Studies
- List Desert Safety Tips
- Cultural Perspectives: Students collect information about the land of their families. T244b
- Cultural Perspectives: US Culture Borrowed Words T281
- Working Dogs T276-277
- Create a Class Flag T296f
- Cultural Perspectives: Immigration Experiences T300b
- Ellis Island T314-315
- Cultural Perspectives: Celebration Foods T320-321
- Compare Languages T332a
- Make a Holiday Symbol T332b
- Learn About a Symbol T333a
- Family Stories: Dramatic Productions T355a-b
- Make a Human Graph T356a
- Tell an Immigrants Story T356b
- Make a Passport T357a-b

#### Science
- Categorize Plants and Animals T240f
- Internet Resource: [http://www.sciencedkids.co.nz/gamesactivities/plantanimaldif.html](http://www.sciencedkids.co.nz/gamesactivities/plantanimaldif.html)
- Desert Plants T252
- Draw a Diagram T265a-b
- Make a Food Chain T291a-b
- Internet Resource: [https://educatorpages.com/site/yang6/pages/16959](https://educatorpages.com/site/yang6/pages/16959)
- Give Engineering Facts T296f
- Internet Resources: [http://www.discovere.org/our-activities](http://www.discovere.org/our-activities)

### Performance Assessment
#### Summative:
- Diagnostic Phonics Assessment - Reading Basics

#### Formative (Vocabulary, Grammar, Comprehension/Critical Thinking, High Frequency Words):
- Unit 5
- Unit 6

#### Writing Focus Assessment (Advanced Level Only):
- Avenues Unit 5 Writing Assessment:
  - Process of Writing: Revising and Editing
  - Written Composition: *Students will write a composition about a plant or animal that lives in the desert.*
- Avenues Unit 6 Writing Assessment:
  - Process of Writing: Revising and Editing
  - Written Composition: *Students will write a story about someone who comes to America.*