

3rd Grade Communication Arts Alignment Chart

Essential Learnings are in ***bold italicized*** print.

Week	Writing			Making Meaning	Spelling	Phonics
	Writing Learning Goal(s): Narrative & Descriptive Writing; Audience & Purpose Writing (Diary/Journal Entries) MIG 3A & 3E	6 + 1 Writing Traits Focus: Ideas, Word Choice, Organization MIG 1A	Conventions Learning Goal(s): Punctuation, Four Sentence Types (Declarative, Imperative, Interrogative, Exclamatory), Adverbs MIG 2C, 2F, 2D	Reading Learning Goal(s):* Purpose for Reading; Visualizing; Infer MIG 1H & 1E	Spelling Learning Goal(s): Spelling strategies and skills MIG 2E	Phonics Learning Goal(s): Decoding strategies MIG 1A
1	<p><i>In order to establish Writers Workshop norms it is suggested that the first three weeks draw procedural lessons from Units of Study Book 1. If needed, writing process lessons should be drawn from Write Source - The Writing Process and/or Write Traits.</i></p>			<i>The Reading Life - Fiction. Miss Nelson is Missing! & Officer Buckle and Gloria</i>	Benchmark testing	SP 1, WSA 1
2				<i>The Reading Life - Fiction. Let's Eat!</i>	Long and short /a/	SP 3, SP 9 (with long a)
3				<i>The Reading Life - Fiction. The Patchwork Quilt</i>	Long and short /e/	SP 4
4	<p><i>Narrative Writing. Write Source pages 90-122 and/or Units of Study Book 2 sessions 1-7 (to be determined by teacher based on instructional need).</i></p>	<p><i>Ideas.</i> Write Traits pages 2-19 and/or Write Source pages 416-421 (to be determined by teacher based on instructional need).</p>	<p><i>Four Sentence Types.</i> Write Source pages 409, 446-449; Write Source Skills Book pages 89-92 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).</p>	<i>Visualizing Realistic Fiction. Have You Seen Bugs? & Cherries and Cherry Pits</i>	Long and short /i/	SP 2, HF 1
5				<i>Visualizing Realistic Fiction. The Spooky Tale of Prewitt Peacock</i>	Long and short /o/	SP 5, WSA 2
6				<i>Visualizing Realistic Fiction. Aunt Flossie's Hats (and Crab Cakes Later)</i>	Long and short /u/	SP 6, SP 7
7		<p><i>Word Choice.</i> Write Traits pages 56-73 and/or Write Source pages 433-440 (to be determined by teacher based on instructional need).</p>	<p><i>Making Inferences About Characters-Fiction. The Paper Bag Princess</i></p>	Long vowels (final y)	LS 5, WS 13	
8				<i>Making Inferences About Characters-Fiction. Julius, the Baby of the World</i>	Long vowels (silent letter patterns)	HF 2, LS 8
9		<p><i>Organization.</i> Write Traits pages 20-37 and/or Write Source page 422-428 (to be determined by teacher based on instructional need).</p>	<p><i>Punctuation</i> Write Source pages 400, 447-449 and/or Write Source Skills Book pages 3-8 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing)</p>	IDR Conference Week	Consonant (silent letter patterns)	LS 11, LS 15

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Week	Writing			Making Meaning	Spelling	Phonics	
	Writing Learning Goal(s): Audience & Purpose Writing (Friendly Letters); Persuasive Writing <i>MIG 3C & 3E</i>	6 + 1 Writing Traits Focus: Conventions, Voice, Sentence Fluency <i>MIG 1A</i>	Conventions Learning Goal(s): Proper Nouns(months, titles of individuals); Verb Agreement; Adverbs 2B & 2D	Reading Learning Goal(s):* Infer; Questioning <i>MIG 1E, 1D, 2C</i>	Spelling Learning Goal(s): Spelling strategies and skills <i>MIG 2E</i>	Phonics Learning Goal(s): Decoding strategies <i>MIG 1A</i>	
2 nd Quarter	10	<i>Diary/Journal Entries.</i> Write Source pages 348-353 (to be determined by teacher based on instructional need. May also be addressed earlier through Reading Journals).	<i>Conventions.</i> Write Traits pages 92-109 and/or Write Source Proofreader's Guide pages 447-538 (to be determined by teacher based on instructional need).	<i>Proper Nouns, continued.</i> Write Source pages 407, 373-376 and/or Write Source Skills book p. 41, 119 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	<i>Making Inferences About Characters-Fiction. Boundless Grace</i>	Consonant blends	WMV 6, WMV 7
	11	<i>Descriptive Writing</i> Write Source pages 60-84 and/or Units of Study Book 2 sessions 8-14 (to be determined by teacher based on instructional need).			<i>Making Inferences About Characters-Fiction. City Green</i>	Consonant digraphs	LS 3, LS 4
	12			<i>Verbs Write</i> Source pages 381-386, 522 and/or Write Source Skills Book pages 136-147 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	<i>Making Inferences About Characters-Fiction. Alexander, Who's Not (Do You Hear Me? I Mean It!) Going to Move</i>	Final consonants (k, ck)	LS 16, LS 2
	13	<i>Expository.</i> Write Source pages 136-68 and/or Units of Study Book 3 sessions 1-9 (to be determined by teacher based on instructional need).	<i>Voice.</i> Write Traits pages 38-55; Write Source page 430-431 (to be determined by teacher based on instructional need).		IDR Conference Week	Plurals (s, es)	WS 7, WS 9
	14			<i>Adverbs.</i> Write Source pages 534, 389-390 and/or Write Source Skills Book pages 159-162 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	<i>Wondering/Questioning-Fiction and Realistic Fiction. The Girl Who Loved Wild Horses & Knots on a Counting Rope</i>	Past tense	WS 12, WSA 3
	15				<i>Wondering/Questioning-Fiction and Realistic Fiction. A Day's Work</i>	Compound Words	WS 6, WMV 1, WMV 2
	16				<i>Wondering/Questioning-Fiction and Realistic Fiction. Mailing May</i>	Review (lessons 2-15)	WMV 5, WMV 7, WMV 8
	17		<i>Sentence Fluency.</i> Write Traits pages 74-91; Write Source page 442-443 (to be determined by teacher based on instructional need).		<i>Wondering/Questioning-Fiction and Realistic Fiction. Brave Irene</i>	Benchmark testing	WMV 9, HF 3, WSA 4
	18				IDR Conference Week	Short vowels (multi-syllabic words)	LS 9, SP 10
	19				IDR Conference Week	Consonants (soft /c/ and hard /c/)	LS 10, WSA 5

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3 rd Quarter	Week	Writing			Making Meaning	Spelling	Phonics
		Writing Learning Goal(s): Friendly Letters; Note Taking & Summarizing; Informational Reports <i>MIG 3C, 3D, 3E</i>	6 + 1 Writing Traits Focus: Organization, Conventions, Presentation <i>MIG 1A</i>	Conventions Learning Goal(s): Commas (greetings & closings); Apostrophes (contractions, singular possessives) <i>MIG 2C</i>	Reading Learning Goal(s):* Text Features; Identify Genre <i>MIG 3A & 1E</i>	Spelling Learning Goal(s): Spelling strategies and skills <i>MIG 2E</i>	Phonics Learning Goal(s): Decoding strategies <i>MIG 1A</i>
	20	<i>Friendly Letters</i> . Write Source pages 429, 128-129 (to be determined by teacher based on instructional need. Extracurricular instruction in test-taking and/or writing to a prompt is also recommended).	<i>Organization</i> . Write Traits pages 20-37 and/or Write Source page 422-428 (to be determined by teacher based on instructional need).	<i>Commas</i> . Write Source page 450-455; Write Source Skills Book pages 11 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	<i>Exploring Narrative Nonfiction-Biography</i> . <i>Brave Harriet</i>	Long vowels (final y)	LS 17, HF 4
	21				<i>Exploring Narrative Nonfiction-Biography</i> . <i>Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman</i>	Long vowels (/e/ marker)	SP 13, WS 5
	22	<i>Note Taking & Summarizing</i> . Write Source pages 294-305 and/or Units of Study Book 3 session 10 (to be determined by teacher based on instructional need. May also be addressed earlier through Reading Journals).	<i>Conventions</i> . Write Traits pages 92-109 and/or Write Source Proofreader's Guide pages 447-538 (to be determined by teacher based on instructional need).	<i>Apostrophes</i> . Write Source page 456-459; Write Source Skills Book pages 23-28 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	<i>Exploring Expository Nonfiction</i> . <i>Reptiles: A True Book</i>	Long vowels (silent letter patterns)	LS 6, LS 7
	23				<i>Exploring Expository Nonfiction</i> . <i>Flashy Fantastic Rain Forest Frogs</i>	Consonant letter patterns (/qu/, /ph/, /mb/)	WSA 6, WSA 7
	24	<i>Informational Reports</i> . Write Source pages 294-335 (to be determined by teacher based on instructional need).	<i>Presentation</i> . Write Source pages 444-445 (to be determined by teacher based on instructional need).	<i>Apostrophes</i> . Write Source page 456-459; Write Source Skills Book pages 23-28 (to be determined by teacher based on instructional need. Instruction in other conventions may be addressed through small groups and/or conferencing).	<i>Exploring Expository Nonfiction</i> . <i>What is a Bat?</i>	Consonant blends and digraphs	WMV 22, WMV 14, WMV 15
	25				<i>Exploring Expository Nonfiction</i> . <i>I Can Read About Planets</i>	Preconsonant nasals	WMV 16, WMV 17
	26				<i>Exploring Important Ideas-Fable</i> . <i>Fables</i>	Plurals (/y/ to /i/ irregular forms)	WS 8, WS 16, WS 17
	27		IDR Conference Week	IDR Conference Week	Past Tense (-ed,	SP 14, WS 18, WSA	
	28		IDR Conference Week	IDR Conference Week	Compound words	WS 14, HF 5	

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Week	Writing			Making Meaning	Spelling	Phonics
	Writing Learning Goal(s): Persuasive Writing, <i>MIG 3E</i>	6 + 1 Writing Traits Focus: Ideas, Word Choice, Voice, Organization, Sentence Fluency, Conventions, Presentation <i>MIG 1A</i>	Conventions Learning Goal(s):	Reading Learning Goal(s):* Identify Genre; Determining Importance; Summarizing; Reflect and Analyze <i>MIG 1E, 3C, 1F</i>	Spelling Learning Goal(s): Spelling strategies and skills <i>MIG 2E</i>	Phonics Learning Goal(s): Decoding strategies <i>MIG 1A</i>
4 th Quarter	29	<i>Persuasive Writing</i> . Write Source pages 182-212 and/or Units of Study Book 3 sessions 11-17 (to be determined by teacher based on instructional need).	Apply all 6 + 1 Traits of Writing. Apply conventions instruction from the first three quarters. Extracurricular instructional opportunities from Write Source	<i>Exploring Important Ideas-Expository Non-fiction. Lifetimes</i>	Double consonants (before endings)	WS 13, LS 14
	30			<i>Exploring Important Ideas-Expository Non-fiction. Keepers</i>	R-controlled vowels	SP 15, WS 15
	31			IDR Conference Week	Diphthongs	SP 11, SP 8
	32	To be determined by teacher (extracurricular instructional opportunities include Write Source Creative Writing pages 268-293 and/or Units of Study Books 4-6). Consider a poetry unit.			Prefixes	WS 21, WS 22
	33				Comparatives and superlatives	WS 20, WMV 3
	34			To be determined by teacher.	Homonyms	WMV 10, WMV 11
	35			Review lessons 18-34	WSA 10, WSA 12 (Dictionary skills - may move to earlier in year or collaborate with Librarian)	
				Benchmark testing	HF 6, SP 17	
	36					
37				To be determined by teacher	SP 1, WSA 1	

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