

Curriculum Map: Month of September

Name of Teacher: Nilofer Mithani/ Grade 3

Subject: E.L.A

Unit/ Theme

Unit 1, Theme- How can learning help us grow?

Enduring understandings

Students will be able to:

- identify things they have learned that have helped them grow somehow
- use skills that have enabled them to go to new places or engage in new activities
- use graphic organizers to share the process of learning

Essential questions

Week 1

- What can stories teach you?
- Important lessons which help students grow and connect the lessons learned in a story to their personal life

Week 2-

- What can traditions teach you about cultures?
- Students identify real life connections to explain their traditions and learn about new traditions through stories.

Activities

1. Modelling guided practice of class reading
2. Visualizing and finding text evidence
3. Explaining genre through text evidence
4. Comprehension skills targeting character, setting, plot,
5. Sequencing and context clues
6. Summarizing graphic organizer, character change before and after- narrative writing

Assessments

Formative

Testing:

- Test for week 1
- Test for week 2

Homework

- Using ReadWorks to assess student's understandings of the skills taught
- Using the workbook to apply skills learnt.

Summative

Testing all the skills learned so far through multiple choice and short response

Time frame:

September, 25 days

Resources:

Readworks online for learnt skills, engage ny.

Textbook Name: Wonders/ Mc Grawhill, number of pages 22

Wonders/ literature, number of pages 40

Curriculum Map: Month of October

Name of Teacher: Nilofer Mithani/ Grade 3

Subject: ELA

Unit/Theme

Unit 1 Theme: How do people from different cultures contribute to a community

Writing component- Teaching all the stages of writing a comparative essay

Enduring Understandings:

Students will be able to

- Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers
- Describing the logical connection between particular sentences and paragraphs in a text comparison, cause/effect, first/second/third in a sequence
- Discussing and following key characteristics of an autobiography
- Looking for smaller words in a compound word to help define an unfamiliar word

Essential Question

Week 3

- How do people from different cultures contribute to a community
- How can families help their communities grow?
- Students connect to their situation and explain their families can help contribute to their community

Activities

1. Do close reading, allowing students to read the first two paragraphs from the story "Room to Grow"
2. Modelling by asking specific questions to cite evidence to answer the question
3. Helping students to connect to the text by recounting their own experience of going to a new school
4. Having students reread the story with partners and to think of a question about the section
5. Giving a graphic organizer and looking for time order words like first, next, then, and writing in the graphic organizers accordingly
6. Guiding students to identify the key characteristic of an autobiography by pointing to different sections of the story explaining that an autobiography is a narrative of non-fiction, it uses pronouns such as I and Me. It tells events in a chronological order and contains text features like headings and maps.

Writing component

- Students will read a comparative essay on Cats and Dogs
- Look for similarities and differences
- Do the process of pre-writing by brainstorming ideas which students would like to write about
- Create a first draft
- Revise the draft
- Edit and Publish the Essay

Activities Writing component

1. Guiding students to read the comparative essay on Cats and Dogs pointing out the words like both, same as, etc, that show similarity
2. Dissecting the essay by filling out a graphic organizer for the essay read.

3. Guiding them to choose a comparative topic by brainstorming with the whole class
4. Guiding students to fill a comparative graphic organizer
5. Teaching them to use Graphic organizers to write paragraphs and sentences using transitional words
6. After writing a first draft, guiding them to revise with a partner
7. Editing and then publishing their essay

Assessment

Formative

Testing

- Test for week 3
- Homework
- Using readworks to assess students understanding of the skills taught
- Using workbook to apply skills learnt

Summative:

Testing all the skills learned so far through multiple choice and skills taught

Time Frame:

Readworks online for learnt skills

Pintrest for writing component

Textbook name: wonders/ mcgrawhill, 12 pages

Literature wonders, 25 pages

Curriculum Map October

Name of Teacher: Nilofer Mithani

Subject: ELA

Unit/Theme

Unit 1/Week 4

Theme: How can problem solving lead to new ideas?

Enduring Understandings

1. Finding the meaning of the vocabulary word in context, and its usage in sentences
2. To ask and answer questions to demonstrate understanding of a text, as the basis for the answer
3. Finding comparison using cause/effect, first/second/third in a sequence
4. Distinguish the literal and nonliteral meaning of words and phrases in context
5. Reading a story and explaining elements of a biography
6. Modeling through text the author's craft of text structure
7. Modeling and helping students visualize through reading and text structure

Essential Questions

1. How can problem solving lead to new ideas?
2. How can metaphors compare two very different things without using the words like or as?
3. Why do good readers ask questions about events or information they do not understand?
4. Why do authors use a series of cause and effect relationships in a sequence or in a time order?
5. How can an affect in one relationship act as the cause in another relationship?
6. How can you tell that a selection is a biography?
7. How can a biography be identified?

Activities

1. For vocabulary. students write the words on an index card with its meaning and put it on a metal ring.
2. Use vocabulary in their own sentences
3. Let students share and compare two stories by taking turns
4. Allow student to reread the text and point out cause/effect relationships and fill a graphic organizer
5. Discuss with students by asking if they had to write a biography what events they would include
6. Reread the text and point out the pronouns such as he and she
7. Read the biography ALL ABOARD and review all skills taught

Assessments

Formative

Testing

- Test for week 4
- Homework
- Using readworks to assess students understanding of the skills taught
- Using workbook to apply skills learnt

Summative:

Testing all the skills learned so far through multiple choice and skills taught

Time Frame: 20 days

Readworks online for learnt skills

Pintrest for writing component

Textbook name: wonders/ mcgrawhill, 12 pages

Literature wonders, 25 pages

Curriculum Map December

Name of Teacher: Nilofer Mithani

Subject: ELA

Unit 1: Week 5

Theme: how do landmarks help us understand our country's story?

Enduring Understanding

1. To introduce each vocabulary word using the index cards to write the vocabulary word and its meaning
2. To use questions using new words
3. To ask and answer questions about events or information they don't understand
4. To find text evidence by rereading the text for understanding
5. To determine the main idea of a text, recount key details, and explain how they support the main idea
6. Use information gained from illustration maps, photographs, in a text to demonstrate understanding of the text (when, why, and how events occur)
7. To share with students the key characteristics of expository text (pointing to captions, maps, , sidebar etc. in a selection "a natural beauty"
8. Given a selection to identify multiple meaning making words and how to use the words and phrases in the same sentence as a multiple- meaning word to figure out its meaning

Writing component

1. To fill the graphic organizer with details and then mention the main idea of the selection
2. To write a response to the main idea of the selection
3. To write a response to main idea in paragraphs by taking help from the graphic organizer

Grammar component

1. Prefixes and Suffixes
2. Multiple meaning word
3. Literal and non literal words
4. Nouns

Essential Questions

1. What kind of landmarks have they visited?
2. Explain about any landmarks they have read or known about
3. How does the Grand Canyon teach us about America's Story?
4. How can asking and answering questions help you understand why people visit the Grand Canyon?
5. Why is the main idea the most important point that an author makes about a topic?
6. How do text features help you understand a selection?

Activities

1. Using Index cards to write the vocabulary word and put it in a metal ring
2. Orally allowing students to use these words in their sentences
3. Let students in pairs share their text features they found in a story. Partners should discuss what they learned from each text feature, and then have them share their findings with the class
4. Students work in pairs to reread text and find key details about why people visit the Grand Canyon
5. Allow the students to fill out the Graphic Organizers then model for students how to use the notes from the graphic organizer to write a summary
6. Ask students to find text evidence for all the above mentioned activities

Assessments

Testing

- Test for week 5
- Homework
- Using readworks to assess students understanding of the skills taught
- Using workbook to apply skills learnt

Summative:

Testing all the skills learned so far through multiple choice and skills taught

Time Frame: 15 days

Readworks online for learnt skills

Pintrest for writing component

Textbook name: wonders/ mcgrawhill, 12 pages

Literature wonders, 25 pages

Curriculum Map November

Name of Teacher: Nilofer Mithani

Subject: ELA

Unit/Theme

Unit 1/Week 4

Theme: How can problem solving lead to new ideas?

Enduring Understandings

8. Finding the meaning of the vocabulary word in context, and its usage in sentences
9. To ask and answer questions to demonstrate understanding of a text, as the basis for the answer
10. Finding comparison using cause/effect, first/second/third in a sequence
11. Distinguish the literal and nonliteral meaning of words and phrases in context
12. Reading a story and explaining elements of a biography
13. Modeling through text the author's craft of text structure
14. Modeling and helping students visualize through reading and text structure

Essential Questions

8. How can problem solving lead to new ideas?
9. How can metaphors compare two very different things without using the words like or as?
10. Why do good readers ask questions about events or information they do not understand?
11. Why do authors use a series of cause and effect relationships in a sequence or in a time order?
12. How can an affect in one relationship act as the cause in another relationship?
13. How can you tell that a selection is a biography?
14. How can a biography be identified?

Activities

8. For vocabulary. students write the words on an index card with its meaning and put it on a meatal ring.
9. Use vocabulary in their own sentences
10. Let students share and compare two stories by taking turns
11. Allow student to reread the text and point out cause/effect relationships and fill a graphic organizer
12. Discuss with students by asking if they had to write a biography what events they would include
13. Reread the text and point out the pronouns such as he and she
14. Read the biography ALL ABOARD and review all skills taught

Assessments

Formative

Testing

- Test for week 4
- Homework
- Using readworks to assess students understanding of the skills taught
- Using workbook to apply skills learnt

Summative:

Testing all the skills learned so far through multiple choice and skills taught

Time Frame: 20 days

Readworks online for learnt skills

Pintrest for writing component

Textbook name: wonders/ mcgrawhill, 12 pages

Literature wonders, 25 pages

Curriculum Map December

Name of Teacher: Nilofer Mithani

Subject: ELA

Unit 1: Week 5

Theme: how do landmarks help us understand our country's story?

Enduring Understanding

9. To introduce each vocabulary word using the index cards to write the vocabulary word and its meaning
10. To use questions using new words
11. To ask and answer questions about events or information they don't understand
12. To find text evidence by rereading the text for understanding
13. To determine the main idea of a text, recount key details, and explain how they support the main idea
14. Use information gained from illustration maps, photographs, in a text to demonstrate understanding of the text (when, why, and how events occur)
15. To share with students the key characteristics of expository text (pointing to captions, maps, , sidebar etc. in a selection "a natural beauty"
16. Given a selection to identify multiple meaning making words and how to use the words and phrases in the same sentence as a multiple- meaning word to figure out its meaning

Writing component

4. To fill the graphic organizer with details and then mention the main idea of the selection
5. To write a response to the main idea of the selection
6. To write a response to main idea in paragraphs by taking help from the graphic organizer

Grammar component

5. Prefixes and Suffixes
6. Multiple meaning word
7. Literal and non literal words
8. Nouns

Essential Questions

7. What kind of landmarks have they visited?
8. Explain about any landmarks they have read or known about
9. How does the Grand Canyon teach us about America's Story?
10. How can asking and answering questions help you understand why people visit the Grand Canyon?
11. Why is the main idea the most important point that an author makes about a topic?
12. How do text features help you understand a selection?

Activities

7. Using Index cards to write the vocabulary word and put it in a metal ring
8. Orally allowing students to use these words in their sentences
9. Let students in pairs share their text features they found in a story. Partners should discuss what they learned from each text feature, and then have them share their findings with the class
10. Students work in pairs to reread text and find key details about why people visit the Grand Canyon
11. Allow the students to fill out the Graphic Organizers then model for students how to use the notes from the graphic organizer to write a summary
12. Ask students to find text evidence for all the above mentioned activities

Assessments

Testing

- Test for week 5
- Homework
- Using readworks to assess students understanding of the skills taught
- Using workbook to apply skills learnt

Summative:

Testing all the skills learned so far through multiple choice and skills taught

Time Frame: 15 days

Readworks online for learnt skills

Pintrest for writing component

Textbook name: wonders/ mcgrawhill, 12 pages

Literature wonders, 25 pages

Curriculum map: month of January

Name of Teacher: Nilofer Mithani/ Grade 3

Unit 1: Key ideas and Details in informational text

Unit 2: Key ideas and Details in Literature

Unit 3: Craft and structure in informational text

Writing component- Teaching how to write short responses and extended responses in the above units

Grammar- Nouns

Students identify nouns, use them in sentences and use nouns in their writing

1. Common Nouns/ Proper Nouns
2. Singular/ Plural
3. Special Nouns
4. Possessive nouns- Singular and plural possessive

Enduring Understanding

- Show understanding of a text by asking and answering questions. Refer to the text to support the answers to questions.
- Identify the main idea from a text and recount key details and explain how they support the main idea of a text.
- Describe the sequential relationship between a series of events in a historical text. Identify and use words that signal time order or sequence.
- Refer to text directly for answering questions and demonstrate comprehension of a story's key details.
- Identify characters' traits, motivations, and feelings, and describe how characters change from the beginning to the end of the story.
- That a central message is the lesson a story teaches. Understand that fable, folktales, and myths often teach a moral or lesson.
- Use context clues to help determine meaning of unfamiliar words.
- Understand that text features help to organize text and make it easier to locate information
- Determine an author's point of view based on words and phrases that signaled the author's opinion

Writing Component

- gather information from the passage, take brief notes by underlining evidence and then answering short responses.
- Re-reading the passage is a useful strategy that helps readers, we read the article with a partner, underline appropriate text and discuss the key details they find to answer the question for a short response and extended response.
- Point out that if a paragraph contains cause-and-effect relationship, there are signal words that show the relationship.
- Underlining text evidence is a habit of close and careful readers.
- Helping students and guiding them to write extended responses by following the guidelines.

Essential Questions

1. Asking questions regarding the passages read like what is the article mostly about?
2. Which paragraph says the main idea?
3. Give two key details from the article?

4. How does the sequence of events affect a biography?
5. What signal words to look for in cause and effect relationships?
6. What is similar and different in a character, setting and plot?
7. How will you re-count the events in a story?
8. What details are most important to include when recounting a passage?
9. What details support the central message in a story?
10. Describe how the actions of the characters help deliver the central message?
11. How does a characters feelings and actions affect the events of the story?
12. Do you agree with the authors point of view? What is your point of View?
13. How does the author use text features to call attention to important information in the text?

Activities for Reading/ Writing Component

1. Do read aloud when introducing a new skill
2. Allow students to fill a map with details
3. Let students underlined the details in the section that they need to write
4. Have students re-read the story and underline their answers for multiple choice
5. Practice test taking strategies of elimination for multiple choice
6. Underline all details they need to support their answers for a short response and extended response

Assessment

Formative- Testing at the end of Unit 1,2,3 and scoring it

Homework- giving selections from ready book, progress and coach book for extra practice

Time Frame 1 month

Readworks online, pinterest and all the practice for ELA practice

Textbook- Ready ELA

Pages- 180

Curriculum Map

Month of February

Name of Teacher: Nilofer Mithani

Subject: English ELA

Unit 4: Craft and Structure in Literature

Unit 5: Integration of Knowledge and Ideas in informational texts

Writing component: teaching how to write short responses and extended responses in the above units.

Grammar: Verbs

Students identify verbs as actions in a sentence

1. Present Tense Verbs
2. Past Tense Verbs
3. Future Tense Verbs

Enduring Understanding

1. To figure out The meaning of words and phrases as they are used in a text.
2. Distinguish between literal and non-literal languages.
3. Write informative/explanatory texts to examine the topic and convey ideas and information
4. Understand that stories can be made of parts called chapters.
5. Understand the plots of stories.
6. Describe how each chapter advances the plot of the story.

7. Understand the dramas are made of parts called scenes.
8. Describe how each scene advances the plot of a drama and refers to the term scene when writing or speaking about a drama.
9. Understand that poems are made of parts called stanzas.
10. Describe how each stanza builds the poems story and referred to the term stanza when writing or speaking about a poem.
11. Recognize the point of view of the narrator of a story.
12. Understand the difference between their own point of view and that of the narrator and character.
13. Write an extended response essay describing characters in a story, The traits, motivations or feelings, and explain how their actions contribute to the sequence of events.
14. Show understanding of a text by correctly combining information and visual feature where the information in the text.
15. Describe how paragraphs in a text are connected by cause and effect and sequence.
16. Describe how paragraphs in a text are connected by comparisons.
17. Combine information from two different texts on the same topic.

Writing Component

- gather information from the passage, take brief notes by underlining evidence and then answering short responses.
- Re-reading the passage is a useful strategy that helps readers, we read the article with a partner, underline appropriate text and discuss the key details they find to answer the question for a short response and extended response.
- Point out that if a paragraph contains cause-and-effect relationship, there are signed words that show the relationship.
- Underlining text evidence is a habit of close and careful readers.
- Helping students and guiding them to write extended responses by following the guidelines.
- Do the RACE concept of writing extended response

Essential Questions

1. How to distinguish between literal and non-literal language
2. Ask questions to check understanding of information presented
3. Use questions at the end of the lesson to discuss short responses
4. Use prediction to answer what a poem will be about based on the title and illustration
5. Ask questions regarding every stanza
6. What type of text features has the author included?
7. What question do you have about the text?
8. Ask about beginning of a story, character problem, and solution from the passage
9. How do you know who is telling the story?
10. Is it first person, the narrator, or third person?
11. What types of text features has the author included?
12. What are the different scenes in a play
13. How does scene 2 build upon scene 1?
14. Which key details from scene to explain the solution to the problem in scene one?
15. What are poems made of?
16. What is the purpose of each stanza?

17. What is the poet trying to express or explain?
18. Why do you think the poet gave the title to the poem?
19. What is the characters facial expression or body language show what he or she is thinking or feeling?
20. How are words and pictures in informational text connected?
21. Explain how images support text?
22. How are historical events and scientific ideas connected?
23. How authors use reasons to support their ideas
24. Comparing and contrasting two Texts

Activities for reading/ writing component

Activities for Reading/ Writing Component

7. Do read aloud when introducing a new skill
8. Allow students to fill a map with details
9. Let students underlined the details in the section that they need to write
10. Have students re-read the story and underline their answers for multiple choice
11. Practice test taking strategies of elimination for multiple choice
12. Underline all details they need to support their answers for a short response and extended response

Assessment

Formative- Testing at the end of Unit 4 and 5 and scoring it
mock test 1 from ready book

Homework: selections from Ready book, progress and coach book for extra practice

Time Frame 1 month

Readworks online, pintrest and all the practice for ELA practice

Textbook- Ready ELA

Pages- 142

Curriculum Map March

Name of Teacher: Nilofer Mithani

Subject: English (ELA)

ReadWorks: Reading different articles like poetry drama, comparatives, fables, biographies etc.

Enduring Understandings

1. Writing Component- Answering multiple choice questions, short responses and extended responses on various skills taught and getting them ready for the ELA State Exam
2. Giving mock tests (2 tests) from the Ready book which tests students on state exams
3. Checking the tests and going through them with the students and explaining the right choice of answers and rereading the text to find evidence from the text
4. Doing past papers of ELA test 2015 to 2018
5. After completion by students understanding of a text, checking whether they have combined the information given on a text with the visual information

6. Doing rereading and finding proper evidence from the text for the short responses
7. For extended test rereading the passage is a useful strategy that helps readers read an article with a partner underline appropriate text and discuss the key details to include in their extended response

Activities for Reading/Writing Component

1. Do read aloud when introducing a new skill
2. Allow students to fill a map with details
3. Let students underlined the details in the section that they need to write
4. Have students re-read the story and underline their answers for multiple choice
5. Practice test taking strategies of elimination for multiple choice
6. Underline all details they need to support their answers for a short response and extended response
7. Grammar verbs: Future Tense, Present Tense Verbs, Past Tense Verbs
8. Present tense verbs that agree with the subject
9. Correcting error in subject verb agreement
10. Revising sentences by using more descriptive verbs
11. Past Tense verbs:
 - a. Recognizing past tense verbs
 - b. Correcting the spelling of past tense verbs
 - c. Writing a postcard using past tense verbs
12. Future Tense Verbs
 - a. Identifying simple tense verbs as present, past, or future tense verbs
 - b. Writing future tense verbs
 - c. Correcting errors in the use of future tense verbs
13. Vocabulary:
 - a. Reading a folk tale and understanding words in context
14. Reading a journal article and understanding words in context
15. Reading a historical nonfiction and understanding words in context
16. Using the vocabulary words in sentences
17. Identifying and recognizing the synonyms and antonyms of the vocabulary words
18. Recognizing base word, prefixes, and suffixes
19. Recognizing words with similar meaning but used in different ways in sentences
20. Summarizing and writing on any one article that students have read

Assessment

Formative:

Ready mock tests 1 and 2 vocabulary and grammar tests from Saddlier

Homework:

Selecting from progress book, Coach book, practice tests from Khan Academy for extra practice

Curriculum Map April

Name: Nilofer Mithani

Subject: English

Enduring Understandings

1. Introducing the topic of homophones and reminding students to use context clues
2. Using a story to find homophones and practice using them in sentences
3. Reading a journal article and explaining how context clues can be used to replace unknown words
4. Reading a passage and introducing analogies through examples in a passage
5. Relating analogies to synonyms and antonyms
6. Identify the present and past tense of the linking verb be
7. Identify main verbs and helping verbs and using them in sentences and writing responses
8. Using has, have, and had correctly with main and helping verbs
9. Identifying the past forms of irregular verbs and correcting errors in its usage.
10. Writing contractions for pairs of words

Activities

1. Writing component- answering multiple choice questions, short response and extended response questions
2. Writing summaries of stories read from readworks
3. Writing paragraphs using the vocabulary taught
4. Writing sentences using verbs, nouns, adjectives

Assessments

Informative- using grammar tests from the grammar book by Sadlier

Giving links to watch videos to aid comprehension

Formative

1. Tests on Grammar and Vocabulary using test resources from Sadlier
2. Checking Readworks online and using it as a test to check multiple choice, short responses and extended responses
3. Test on Vocabulary and Spelling

Time Frame- 1 Month

Curriculum Map May

Name: Nilofer Mithani

Subject: English

Month: May

Enduring Understanding

1. Reading and Writing a comparative essay
2. Reading and writing an advantage and disadvantage essay
3. Reading a fairy tale and recognizing the idioms used and what they mean
4. Recognizing a base word, and a suffix and then forming a new word
5. Introducing homographs and recognizing its usage on a Korean folkstate
6. Identifying adjectives and the noun they describe
7. Usage of correct articles to use with nouns
8. Comparing adjectives and finding errors in adjectives that compare
9. Identify adverbs and the verbs they describe
10. Using correct forms of adverbs to compare

11. Identifying negative words and correcting errors in the use of negatives

Activities

5. Writing component- answering multiple choice questions, short response and extended response questions
6. Writing summaries of stories read from readworks
7. Writing paragraphs using the vocabulary taught
8. Writing sentences using verbs, nouns, adjectives
9. Writing sentences using correct articles
10. Writing sentences with adjectives that compare
11. Writing sentences with correct adverbs to compare
12. Using negatives in sentences

Assessments

Informative- using grammar tests from the grammar book by Sadlier

Giving links to watch videos to aid comprehension

Formative

4. Tests on Grammar and Vocabulary using test resources from Sadlier
5. Checking Readworks online and using it as a test to check multiple choice, short responses and extended responses
6. Test on Vocabulary and Spelling

Time Frame- 20 days