

Prairie-Hills Elementary School District 144
3rd Grade ~ ELA Curriculum Map

Quarter: 1

Common Core Standards:

Literature Skills

- 3.RL.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text basis for the answers.
- 3.RL.2:** Recount stories, including fables, folktales and myths from diverse cultures, determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3. RL.3:** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- 3.RL.5:** Refer to parts of a story, drama, and poems when writing or speaking (chapter, scene, stanza)
- 3.RL.9:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- 3.RL.7:** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 3.RL.10:** By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Informational Text

- 3.RI.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.
- 3.RI.7:** Use information gained from illustrations (e.g. maps photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

Foundational Skills

- 3.RF.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Decode multi-syllable words.
 - b. Read grade-appropriate irregularly spelled words.
- 3.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
 - c. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry with accuracy, appropriate rats, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing(Argumentative)

3.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topics or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

3.W.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

3.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

3.SL.1: Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.SL.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

3.SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

- 3.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- i. Produce simple, compound, and complex sentences.
- 3.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize appropriate words in titles.
 - e. Use conventional spelling high frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).
 - f. Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- 3.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.
 - b. Recognize and observe differences between the conventions of spoken and written standard English.
- 3.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 3.L.5:** Demonstrate understanding of word relationships and nuances in word meanings.
- a. Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).
- 3.L.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)

Essential Vocabulary:

predict	connect	summarize	context	reading rate	genre	fiction
fantasy	realistic fiction	historical fiction	poetry	folktale	non-fiction	biography
drama	moral	character	trait	illustration	main idea	details
sequence	multi-syllable	decode	irregular	fluency	accuracy	volume
comprehension	self-correct	narrative	narrator	dialogue	revise	edit
technology	publish	collaborate	grammar	standard English	dictionary	
definition		capitalization	punctuation	suffix	prefix	
compound sentence		root word	glossary	organization		
simple sentence						
multiple-meaning word						

Students Will Be Able To:

1. Identify closed syllables
2. Identify silent e syllables
3. Read orally with accuracy, appropriate rate, and expression.
4. Use predicting strategies in order to comprehend text.
5. Use context to confirm meaning within text.
6. Read ahead or reread in order to comprehend text.
7. Adjust reading rate in order to comprehend text.
8. Decode multi-syllable words in order to comprehend text.
9. Identify and explain narrative elements in order to comprehend text.
10. Describe characters (traits, motivations, and feelings) and explain how their actions contribute to the sequence of events.
11. Identify the author's purpose and message in order to help comprehend text.
12. Use word relationships in order to comprehend text.
13. Use self-questioning strategies in order to comprehend text.
14. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

15. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
15. With guidance from adults, produce writing that shows development and organization appropriate to task and purpose.
16. With guidance from adults and peers, revise and edit in order to strengthen writing.
17. With guidance from adults, use technology to produce and publish writing.
18. With guidance from adults, use technology to interact and collaborate with others.
19. Be prepared to engage in discussions by having read or studied appropriate material for understanding.
20. Follow rules for discussion (being respectful, taking turns, etc.)
21. Engage effectively in discussions, whether one-on-one, in groups, or teacher-led, on 3rd grade topics and texts, by explaining own ideas and asking questions based on the discussion of others.
22. Listen for important information from a speaker, sitting quietly and looking at the speaker.
23. Be prepared to ask the speaker appropriate questions or answer questions from the speaker, offering appropriate elaboration and detail.
24. Speak in complete sentences when appropriate, and use proper volume, pacing, and eye contact for the audience they are speaking to.
25. Report on a text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
26. Use Standard English grammar when writing or speaking.
27. Compose simple, compound, and complex sentences.
28. Use different types of sentences with correct ending punctuation.
29. Capitalize appropriate words in titles.
30. Use conventional spelling for high frequency and studied words, including adding suffixes to base words.
31. Use spelling patterns and generalizations when writing words.
32. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
33. Choose words and phrases for effect.
34. Recognize and observe differences between the conventions of written and spoken Standard English.
35. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context-clues, affixes, known root words, glossaries and dictionaries.
36. Identify real-life connections between words and their use.
37. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases including those that signal spatial and temporal relationships.

1st Quarter Common Assessment Focus:

- Comprehension of a text being read.
- Literary Elements (Characters, setting, plot)
- Argumentative Writing
- Reading Skills: Authors Purpose, Drawing Conclusions, Sequencing, Compare/Contrast
- Writing Sentences/Punctuation/Capitalization

Prairie-Hills Elementary School District 144
3rd Grade ~ ELA Curriculum Map

Quarter: 2

Common Core Standards:

Literature Skills

- 3.RL.2:** Recount stories, including fables, folktales and myths from diverse cultures, determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.RL.3:** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- 3.RL.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- 3.RL.7:** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 3.RL.10:** By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Informational Text

- 3.RI.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.
- 3.RI.5:** Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.RI.7:** Use information gained from illustrations (e.g. maps photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

Foundational Skills

- 3.RF.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode multi--syllable words.
 - c. Read grade-appropriate irregularly spelled words.
- 3RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- a. .Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry with accuracy, appropriate rats, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing (Explanatory)

- 3.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect within categories of information.
 - Provide a concluding statement or section.
- 3.W.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 3.W.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)
- 3.W.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.W.7:** Conduct short research projects that build knowledge about a topic.
- 3.W.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.W.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

3.SL.1: Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

3.SL.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

3.SL.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

3.SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- f. Ensure subject-verb and pronoun-antecedent agreement.

3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Form and use possessives
- b. Use conventional spelling for high frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).
- c. Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- 3.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written standard English.
- 3.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 3.L.5:** Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).
- 3.L.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Essential Vocabulary:

questioning	imaging	summarize	connections	characters	setting	plot
author's message	author's purpose	images	prediction	exaggeration	fact	opinion
persuade	expository	linking words	conjunctions	research	source	eye contact
complex sentence	plural	possessive	singular	common noun	proper noun	fact
verb	adjective	adverb	pronoun	base word	literal	non literal

Visualizing

- 1. Students Will Be Able To:**
- Identify silent e syllables
- Identify open syllables
- Read grade-appropriate irregularly spelled words.
- Read orally with accuracy, appropriate rate, and expression.
- Use questioning in order to comprehend text.

7. Use imaging in order to comprehend text.
8. Use summarizing strategies in order to determine main idea and key details.
9. Recount stories including folktales, fables, and myths from diverse cultures, determining lesson, message or moral.
10. Use text features, search tools, and illustrations to locate information and demonstrate understanding of text.
11. Adjust reading rate in order to comprehend text.
12. Decode multi-syllable words in order to comprehend text.
13. Identify and know the meaning of the most common prefixes and derivational suffixes.
14. Identify and write a main idea sentence from a prompt.
15. Identify and write a main idea sentence, at least two good detail sentences, and tell-me-mores to produce a paragraph that supports a prompt.
16. Read ahead in order to help comprehend text.
17. Make and confirm predictions in order to comprehend text.
18. Identify the author's purpose and message in order to help comprehend text.
19. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
20. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
21. Create a paragraph containing a main idea (from a prompt), at least two details, and appropriate tell-me-mores.
22. Develop an expository essay using focus, structure, support (including facts, definitions, and details), and conventions.
23. Take notes from various sources and sort into categories in preparation for writing a short research report.
24. Take brief notes on sources used for research.
25. Conduct short research reports that build knowledge about a topic.
26. With guidance from adults, produce writing that shows development and organization appropriate to task and purpose.
27. With guidance from adults and peers, revise and edit in order to strengthen writing.
28. With guidance from adults, use technology to produce and publish writing.
29. With guidance from adults, use technology to interact and collaborate with others.
30. Be prepared to engage in discussions by having read or studied appropriate material for understanding.
31. Follow rules for discussion (being respectful, taking turns, etc.)
32. Engage effectively in discussions, whether one-on-one, in groups, or teacher-led, on 3rd grade topics and texts, by explaining own ideas and asking questions based on the discussion of others.

33. Listen for important information from a speaker, sitting quietly and looking at the speaker.
34. Be prepared to ask the speaker appropriate questions or answer questions from the speaker, offering appropriate elaboration and detail.
35. Speak in complete sentences when appropriate, and use proper volume, pacing, and eye contact for the audience they are speaking to.
36. Report on a topic or text, or recount an experience with appropriate facts and relevant, descriptive details.
37. Use Standard English grammar when writing or speaking.
38. Compose simple, compound, and complex sentences.
39. Use different types of sentences with correct ending punctuation.
40. Use plural possessives correctly.
41. Explain the function of and use singular/plural, regular/irregular plural and common/proper nouns appropriately.
42. Use conventional spelling for high frequency and studied words, including adding suffixes to base words.
43. Use spelling patterns and generalizations when writing words.
44. Consult reference materials including beginning dictionaries as needed to check and correct spellings.
45. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
46. Choose words and phrases for effect.
47. Recognize and observe differences between the conventions of written and spoken Standard English.
48. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context-clues, affixes, known root words, glossaries and dictionaries.
49. Identify real-life connections between words and their use.
50. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases including those that signal spatial and temporal relationships.

2nd Quarter Common Assessment Focus:

- Comprehension of Informational Text
- Text Features
- Steps in a Sequence
- Informative/Explanatory Writing
- Root words/Prefixes/Suffixes

Prairie-Hills Elementary School District 144
3rd Grade ~ ELA Curriculum Map

Quarter: 3

Common Core Standards:

Literature Skills

- 3.RL.2:** Recount stories, including fables, folktales and myths from diverse cultures, determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.RL.3:** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- 3.RL.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- 3.RL.6:** Distinguish their own point of view from that of the narrator or those of the characters.
- 3.RL.9:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- 3.RL.10:** By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Informational Text

- 3.RI.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 3.RI.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area. **3.RI.5:** Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.RI.6:** Distinguish their own point of view from that of the author of the text.
- 3.RI.7:** Use information gained from illustrations (e.g. maps photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).
- 3.RI.9:** Compare and contrast the most important points and key details presented by two texts on the same topic.

Foundational Skills

- 3.RF.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- Decode words with common Latin suffixes.
 - Decode multi-syllable words.
 - Read grade-appropriate irregularly spelled words.
- 3.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing (Narrative)

- 3.W.3:** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.
- 3.W.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 3.W.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)
- 3.W.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.W.7:** Conduct short research projects that build knowledge about a topic.
- 3.W.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 3.W.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

- 3.SL.1:** Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- 3.SL.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.SL.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.SL.5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 3.SL.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

- 3.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - Form and use regular and irregular verbs.
 - Form and use the simple (e.g., I walked, I walk; I will walk) verb tenses.
 - Ensure subject-verb and pronoun-antecedent agreement.
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- 3.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use commas in addresses.
 - Form and use possessives.
 - Use conventional spelling high frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).
 - Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- 3.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written standard English.
- 3.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable / uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 3.L.5:** Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
 - Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- 3.L.6:** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Essential Vocabulary:

Infer	main idea	detail	compare	transition words	point-of-view	focus
verb tense	fable	myth	tall tale	fairy tale	simile	metaphor

Students Will Be Able To:

- 1 Identify vowel teams in syllables
- 2 Identify consonant -le syllables
- 3 Read grade-appropriate irregularly spelled words.
- 4 Read orally with accuracy, appropriate rate, and expression.
- 5 Use inferring in order to comprehend text.
- 6 Determine main idea and details of informational text.
- 7 Read ahead, reread, or adjust reading rate in order to comprehend text.
- 8 Decode multi-syllable words in order to comprehend text.
- 9 Decode words with common Latin suffixes.
- 10 Use summarizing strategies in order to determine main idea and key details.
- 11 Recount stories including folktales, fables, and myths from diverse cultures, determining lesson, message or moral.
- 12 Compare and contrast elements within a story or between stories or informational text.
- 13 Make and confirm predictions in order to comprehend text.
- 14 Describe characters (traits, motivations, and feelings) and explain how their actions contribute to the sequence of events.
- 15 Identify the author's purpose and message in order to help comprehend text.
- 16 Use text features, search tools, and illustrations to locate information and demonstrate understanding of text.
- 17 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
- 18 Distinguish their own point of view from that of the author of informational text, and of the narrator of characters of fictional text.
- 19 Determine the meaning of words and phrases as used in text, distinguishing literal from non-literal language (similes, metaphors, exaggeration, etc.)
- 20 Choose words carefully in order to write sentences that are clear and effective.
- 21 Write a strong topic sentence and support it with clear details, using reasons or examples for clarity.
- 22 Use transitions in order to connect sentences within paragraphs and to connect paragraphs to each other.
- 23 Write an opinion piece that contains an introduction, states the opinion, is structured with reasons that support the opinion, uses linking words to connect opinion and reasons, and provides a conclusion.
- 24 Take notes from various sources and sort into categories in preparation for writing a short research report.
- 25 Take brief notes on sources used for research.
- 26 Conduct short research reports that build knowledge about a topic.
- 27 With guidance from adults, produce writing that shows development and organization appropriate to task and purpose.
- 28 With guidance from adults and peers, revise and edit in order to strengthen writing.
- 29 With guidance from adults, use technology to produce and publish writing.

- 30 With guidance from adults, use technology to interact and collaborate with others.
- 31 Be prepared to engage in discussions by having read or studied appropriate material for understanding.
- 32 Follow rules for discussion (being respectful, taking turns, etc.)
- 33 Engage effectively in discussions, whether one-on-one, in groups, or teacher-led, on 3rd grade topics and texts, by explaining own ideas and asking questions based on the discussion of others.
- 34 Listen for important information from a speaker, sitting quietly and looking at the speaker.
- 35 Be prepared to ask the speaker appropriate questions or answer questions from the speaker, offering appropriate elaboration and detail.
- 36 Speak in complete sentences when appropriate, and use proper volume, pacing, and eye contact for the audience they are speaking to.
- 37 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
- 38 Create engaging audio recordings of stories, poems, etc. that demonstrates fluency, and add visual displays when appropriate to enhance the recording.
- 39 Use Standard English grammar when writing or speaking.
- 40 Use plural possessives correctly.
- 41 Use commas in addresses, and in a series with in a sentence.
- 42 Use commas and quotation marks in dialogue.
- 43 Explain the function of and correctly use adjectives, including comparative and superlative adjectives, to describe, clarify, and make sentences more vivid.
- 44 Explain the function of, identify and use pronouns correctly in all types of writing.
- 45 Ensure pronoun-antecedent agreement.
- 46 Use coordinating and subordinating conjunctions.
- 47 Use conventional spelling for high frequency and studied words, including adding suffixes to base words.
- 48 Use spelling patterns and generalizations when writing words.
- 49 Consult reference materials including beginning dictionaries as needed to check and correct spellings.
- 50 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 51 Choose words and phrases for effect.
- 52 Recognize and observe differences between the conventions of written and spoken Standard English.
- 53 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context-clues, affixes, known root words, glossaries and dictionaries.
- 54 Identify real-life connections between words and their use.
55. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases including those that signal spatial and temporal relationships.

3rd Quarter Common Assessment Focus:

- Compare/Contrast
- Predicting
- Narrative Writing
- Nouns/Verbs/Adjectives

Prairie-Hills Elementary School District 144
3rd Grade ~ ELA Curriculum Map

Quarter: 4

Common Core Standards:

Literature Skills

- 3.RL.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text basis for the answers.
- 3.RL.2:** Recount stories, including fables, folktales and myths from diverse cultures, determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3.RL.3:** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- 3.RL.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- 3.RL.5:** Refer to parts of a story, drama, and poems when writing or speaking (chapter, scene, stanza)
- 3.RL.6:** Distinguish their own point of view from that of the narrator or those of the characters.
- 3.RL.9:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- 3.RL.10:** By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Informational Text

- 3.RI.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- 3.RI.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.
- 3.RI.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.RI.6:** Distinguish their own point of view from that of the author of the text.
- 3.RI.7:** Use information gained from illustrations (e.g., maps photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

3.RI.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence.)

3.RI.9: Compare and contrast the most important points and key details presented by two texts on the same topic.

Foundational Skills

3.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Decode multi-syllable words.
- b. Read grade-appropriate irregularly spelled words.

3.RF.4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Argumentative, Explanatory, Narrative

3.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

- b. Introduce the topics or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

3.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect within categories of information.
- d. Provide a concluding statement or section.

3.W.3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

- 3.W.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.W.7:** Conduct short research projects that build knowledge about a topic.
- 3.W.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening

- 3.SL.1:** Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- 3.SL.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3.SL.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 3.SL.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.SL.5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 3.SL.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language

- 3.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - Form and use regular and irregular verbs.
 - Form and use the simple (e.g., I walked, I walk; I will walk) verb tenses.
 - Ensure subject-verb and pronoun-antecedent agreement.
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - Ensure subject-verb and pronoun-antecedent agreement.
 - Use coordinating and subordinating conjunctions.
- 3.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Use commas and quotation marks in dialogue.
 - Use conventional spelling high frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).
 - Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 3.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words and phrases for effect.
 - Recognize and observe differences between the conventions of spoken and written standard English.
- 3.L.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

3.L.5: Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

3.L.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Essential Vocabulary:

synthesize	chapter	scene	Stanza	cause	effect	research
outline	draft	edit	proofread	present-tense verb	regular verb	irregular verb

Students Will Be Able To:

1. Identify consonant –le syllables.
2. Identify vowel –r syllables.
3. Read grade-appropriate irregularly spelled words.
4. Read orally with accuracy, appropriate rate, and expression.
5. Synthesize information to show comprehension of text.
6. Separate fact from opinion in order to comprehend text.
7. Identify main idea and details to show comprehension of text.
8. Compare and contrast elements within a story or between stories in order to comprehend text.
9. Decode multi-syllable words in order to comprehend text.
10. Adjust reading rate, read ahead, or reread in order to comprehend text.
11. Summarize information from a text in order to comprehend text.
12. Identify relationships between a series of historical events, scientific ideas or concepts or steps in technical procedures by using sequencing, and cause/effect.
13. Use text features, search tools, and illustrations to locate information and demonstrate understanding of text.
14. Describe characters (traits, motivations, and feelings) and explain how their actions contribute to the sequence of events.
15. Use text features, search tools, and illustrations to locate information and demonstrate understanding of text.
16. Identify the author’s purpose and message in order to help comprehend text.
17. Read independently and comprehend all types of grade-appropriate literature and text.
18. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.
19. Distinguish their own point of view from that of the author of informational text, and of narrator of characters of fictional text.
20. Describe the logical connections between particular sentences or paragraphs, stanzas, scenes, and chapters in text (comparison, cause/effect sequence).
21. Determine the meaning of words and phrases as used in text, distinguishing literal from non-literal language (similes, metaphors, exaggeration, etc.)
22. Create a short research paper.
23. Edit their own product in order to make it better.
24. Create an expository essay that stays focused, uses good organization, has proper support, and uses correct conventions.
25. Take notes from various sources and sort into categories and preparation for writing a short research report.
26. Conduct short research reports that build knowledge about a topic.
27. With guidance from adults, produce writing that shows development and organization appropriate to task and purpose.

28. With guidance from adults and peers, revise and edit in order to strengthen writing.
29. With guidance from adults, use technology to produce and publish writing.
30. With guidance from adults, use technology to interact and collaborate with others.
31. Be prepared to engage in discussions by having read or studied appropriate material for understanding.
32. Follow rules for discussion (being respectful, taking turns, etc.)
33. Engage effectively in discussions, whether one-on-one, in groups, or teacher-led, on 3rd grade topics and texts, by explaining own ideas and asking questions based on the discussion of others.
34. Listen for important information from a speaker, sitting quietly and looking at the speaker.
35. Be prepared to ask the speaker appropriate questions or answer questions from the speaker, offering appropriate elaboration and detail.
36. Speak in complete sentences when appropriate, and use proper volume, pacing, and eye contact for the audience they are speaking to.
37. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.
38. Create engaging audio recordings of stories, poems, etc. that demonstrates fluency, and add visual displays when appropriate to enhance the recording.
39. Determine the main idea and details of a text read aloud or information presented in diverse media and formats.
40. Use Standard English grammar when writing or speaking.
41. Explain the function of and use verbs that are exact in meaning, and in proper tense, in their writing.
42. Ensure subject-verb agreement.
43. Explain the function of and use adverbs, including comparative and superlative adverbs, properly in order to clarify writing.
44. Compose simple, compound, and complex sentences.
45. Use conventional spelling for high frequency and studied words, including adding suffixes to base words.
46. Use spelling patterns and generalizations when writing words.
47. Consult reference materials including beginning dictionaries as needed to check and correct spelling.
48. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
49. Choose words and phrases for effect.
50. Recognize and observe differences between the conventions of written and spoken Standard English.
51. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context-clues, affixes, known root words, glossaries and dictionaries.
52. Identify real-life connections between words and their use.
53. Demonstrate understanding of nuances in word meanings, particularly in related words that describe states of mind degrees of certainty
54. Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases including those that signal spatial and temporal relationships

4th Quarter Common Assessment Focus:

- Drama
- Poetry
- Main Idea and Details
- Argumentative, Explanatory, Narrative Writing
- Cause and Effect