

**Quarter: 1****Common Core Standards:****Literature Skills(Introduce & Support)**

**3.RL.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text basis for the answers. (Introduce & Support)

**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. (Master)

3.1: Provide a description of characters in a story (e.g. their traits, motivations, or feelings). (Master)

3.2: Provide an explanation of how character's actions contribute to the sequence of events. (Master)

**Informational Text (Introduce & Support)**

**3.RI.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**(Introduce & Support)**

**3.RI.2** Determine the main idea of a text, recount key details, and explain how they support the main idea. (Master)

2.1: Provide a statement to the main idea of a text. **(Introduce & Support)**

2.2: Provide a recounting of key details in a text. **(Master)**

2.3: Provide an explanation of how key details in a text support the main idea. **(Introduce & Support)**

**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. (Focus: Using language that pertains to time and sequence) (Introduce & Support)

**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., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**(Introduce & Support)**

**Foundational Skills**

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

a. Decode multi-syllable words. **(Master)**

b. Read grade-appropriate irregularly spelled words. (Introduce &Support)

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

c. Read on-level text with purpose and understanding.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **(Master)**

## Writing

- 1:** Write opinion pieces on topics or texts, supporting a point of view with reasons. **(Master)**
- Introduce the topics or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - Provide reasons that support the opinion. **(Master)**
  - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **(Master)**
  - Provide a concluding statement or section. **(Master)**
- 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 .(include journal writing)

## Speaking and Listening

- 3.3.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. **(Master)**
- 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 underdiscussion. **(Introduce & Support)**
  - 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). **(Master)**
  - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **(Master)**
  - Explain their own ideas and understanding in light of the discussion. **(Master)**

Key:

**Master**

**Introduce & Support**

**Additional Standard**

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

**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. (Support)

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

### **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. (Master)

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

a. Capitalize appropriate words in titles. (Master)

e. Use conventional spelling high frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness). (Master)

f. Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (Introduce & Support)

**3.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect. (Master)

b. Recognize and observe differences between the conventions of spoken and written standard English. (Master)

**3.L.5:** Demonstrate understanding of word relationships and nuances in word meanings. (Master)

a. Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful). (Master)

**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). (Support)

- 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. (Master)

**(3.RL.3) (3.L.5)** Literary Elements (Characters, setting, plot) Describe characters (traits, motivations, and feelings) and explain how their actions contribute to the sequence of events. (Master)

- Identify and explain narrative elements in order to comprehend text. (Master)

○ Reading Skills

- Authors Purpose (3.RL.1) (Master)
  - Inform, persuade, entertain, express feelings and emotions
- Sequencing (3RL.1)
  - Text structure (beginning, middle, end/problem, solution)
- Compare/Contrast (3.RL.9) **(Support)**
  - Characters
  - Settings
  - Plots

• *Informational*

○ Text features (3.RI.7)

- Captions
- Illustrations
- Headings
- Font differences (bolded and italicized words)
- Index/ table of contents

○ Vocabulary (3.RI.4) (3.L.3)

- Meaning of general academic and domain specific words

• *Argumentative Writing*

• *Language*

○ Writing Sentences (3.L.1)

- Subject and predicate
- Fragments and complete sentences

○ Punctuation (3.L.2)

- Ending marks

○ Capitalization (3.L.2)

- Beginning of sentences
- Proper and common nouns

## Prairie-Hills Elementary School District 144 3<sup>rd</sup> Grade ~ ELA Curriculum Map

### Quarter: 2

#### Common Core Standards:

#### Literature Skills(Reinforcement)

**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. (Support)

**3.RL.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language

**4.1:** Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. \*(Master)

**3.RL.5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter , scene, and stanza; describe how each successive part builds to earlier sections. (Introduce & Support)

5.1: Provide references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.

**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). (Master)

**7.1:** Provide an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize an aspect of a character or setting). (Master)

#### Informational Text(Support)

**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). \*(Master)

**7.1:** Demonstrates use of information gained from illustrations (e.g. maps, photographs) and words in a text to show understanding of the text(e.g. where, when, why, and how key events occur).

**3.RI.8.1:** Provide a description of the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second /third in a sequence). (Support)

**3.RI.9:** Compare and contrast the most important points and key details presented in two texts on the same topic. (Support)

**9.1:** Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic.

## Writing (Explanatory)

**1.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Master)

- 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.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. (Master) (include journal writing)

## 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. (Master)

- 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 underdiscussion. (Master)
- 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 underdiscussion). (Master)
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (Master)
- d. Explain their own ideas and understanding in light of the discussion. (Master)

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

**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. (Support)

**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. (Additional Standard)

**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. (Support)
- b. Form and use regular and irregular plural nouns. (Support)
- c. Use abstract nouns (e.g., childhood). (Support)
- f. Ensure subject-verb and pronoun-antecedent agreement. (Support)

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

- a. Form and use possessives (Support)

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

**3.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect. (Master)
- 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. (Master)

- a. Use sentence-level context as a clue to the meaning of a word or phrase. (Support)
- 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). (Master)
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion). (Support)
- 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. (Introduce & Support)

- a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps). (Support)
- b. Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful). (Master)

**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). (Support)

**Essential Vocabulary:**

Questioning	summarize	connections	characters	setting	plot
author’s message	images	prediction	exaggeration	fact	opinion
Persuade	linking words	conjunctions	research	source	eye contact
complex sentence	possessive	singular	common noun	proper noun	fact
Verb	adverb	pronoun	base word	literal	non literal
Visualizing					

**Prairie-Hills Elementary School District**  
**144**  
**3<sup>rd</sup> Grade ~ ELA Curriculum Map**

**Quarter: 3**

**Common Core Standards:**

**Literature Skills**

**3.RL.6:** Distinguish their own point of view from that of the narrator or those of the characters. (Support)

**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). (\*Master)

**Informational Text (Support)**

**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. (**Focus:** Scientific Ideas) (Support)

**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. (Master)

**3.RI.8.1:** Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second /third in a sequence). (Support)

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

**Writing (Narrative)**

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

- 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.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. (include journal writing) (Support)



### *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. (Master)

- a. 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. (Master)
- 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). (Master)
- 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. (Master)

**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. (Support)

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

**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. (Master)

**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. (Support)

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

**3.L.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect. (Master)
- b. Recognize and observe differences between the conventions of spoken and written standard English. (Master)

**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. (Support)

- a. Use sentence-level context as a clue to the meaning of a word or phrase. (Master)
- 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). (Support)
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion). (Support)

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

**Quarter: 4**

**Common Core Standards:**

**Literature Skills**

**3.RL.5:** Refer to parts of a story, drama, and poems when writing or speaking (chapter, scene, stanza) (Master at Grade level)

**3.RL.6:** Distinguish their own point of view from that of the narrator or those of the characters. (\*Master)

**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). (Master)

**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. (Master)

**Informational Text**

**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. (Focus: Steps in technical procedures in a text) (\*Master)

**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). (Master)

**3.RI.8.1:** Provide a description of the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second /third in a sequence). (Master)

**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.) (Master)

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

### **Foundational Skills (Master)**

- 3.RF.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- 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 Argumentative, Explanatory, Narrative**

- 3.W.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons. (Master)
- Introduce the topics or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - Provide reasons that support the opinion. (Master)
  - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (Master)
  - Provide a concluding statement or section. (Master)
- 3.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (Master)
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - Develop the topic with facts, definitions, and details. (Master)
  - Use linking words and phrases (e.g., also, another, and, more, but) to connect within categories of information. (Master)
  - Provide a concluding statement or section. (Master)
- 3.W.3:** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. (Master)
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (Master)
  - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (Master)
  - Use temporal words and phrases to signal event order. (Master)
  - Provide a sense of closure. . (Master)

## *Speaking and Listening (Master)*

- 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. (Additional Standard)
- 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. (Master)
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (Master)
  - Form and use regular and irregular verbs. (Master)
  - Form and use the simple (e.g., I walked, I walk; I will walk) verb tenses. (Master)
  - Ensure subject-verb and pronoun-antecedent agreement. (Master)
  - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (Master)
  - Ensure subject-verb and pronoun-antecedent agreement. (Master)
  - Use coordinating and subordinating conjunctions. (Master)

- 3.L.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Master)
- 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. (Master)

- 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. (Master)

- 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:**

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

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**4th Quarter Common Assessment Focus:**

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