

Prairie -Hills Elementary School District 144

3rd Grade ELA Curriculum Map (1st Quarter)

**Cluster: Reading Literature**

**Standard(s)**

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

3.RL.2 - Recount stories, including fables, folktales, and myths from diverse cultures; determine the 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.

**Learning Targets:**

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can ask and answer questions to show that I understand the stories that I am reading	evidence, cite	Savvas- Unit 1, Week 1 & 3 iReady- Lesson 3	Exit Tickets, Vocabulary Quiz, Savvas Online Assessments for Unit 1, Week 1 & Week 3, iReady Standards Mastery	25
I can find the answers to specific questions within the stories that I read.	questioning,	Savvas- Unit 1, Week 1 & 3 iReady- Lesson 3		
I can remember and retell different kinds of stories from many cultures	summarize, plot, setting	Savvas- Unit 1, Week 1 & 3 iReady- Lesson 3		
I can describe characters in stories and explain how their actions affect the story	characters, traits, motivations, sequence	Savvas- Unit 1, Week iReady Lesson 4		

**Cluster: Reading Informational**

**Standard(s)**

3.RI.1 - I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers

3.RI.2 - I can determine the main idea of a text, recount the key details and explain how they support the main idea

3.RI.3 - I can determine 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 and effect

**Learning Targets:**

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers	text features, investigate, images, source, fact	Savvas- Unit 2, iReady- Lesson 10	Exit Tickets, Vocabulary Quiz, Savvas Online Assessments for Unit 2, Week 1 & Week 2, iReady Standards Mastery	25
I can determine the main idea of a text, recount the key details and explain how they support the main idea	main idea, key details, recount	Savvas- Unit 2, Week 1 and Unit 4, Week 2, iReady- Lesson 6		
I can determine 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 and effect	cause and effect, time line, sequence of events, procedures,	Savvas- Unit 2, Week 2 , iReady- Lesson 7		

**Cluster: Reading Foundational**

**Standard(s)**

N/A

**Learning Targets:**

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days

**Cluster: Writing**

**Standard(s)**

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

**Learning Targets:**

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Write narrative pieces to develop real or imagined experiences or events.	events, descriptive details, sequence	Writing A-Z, Savvas Writer's Workshop	Teacher Observation and iReady Standards Mastery, Daily Classwork and Homework	Ongoing
Use effective technique including descriptive details and clear sequencing of events.				

**Cluster: Speaking & Listening**

**Standard(s)**

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.

**Learning Targets:**

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Identify the main idea and supporting details of a text that is read aloud or presented.	main idea, supporting details, media, quantitative	Reading A-Z, Savvas Lesson 1Think-Alouds	Teacher Observation, Exit Tickets	Ongoing

## 3rd Grade ELA Curriculum Map (2nd Quarter)

### Cluster: Reading Literature

#### Standard(s)

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

3RL.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)

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
RL.4 Identify nonliteral phrases in text	RL. 4 literal, nonliteral, context clues	RL.4 i Ready Lesson 11	i Ready Standards Mastery, exit tickets, teacher created from Savvas unit assessments	RL.4- 5 Days, RL 7- 10 Days
RL.4 Use context clues and mental images to determine the meanings of nonliteral phrases		RL.4Savvas Unit 1 week 1,Unit 2 week 5		
RL.7 Identify text and illustration details that develop character, setting, and mood	Illustration, character, setting, mood	RL.7 i Ready Lesson 14		
RL.7 Explain how illustrations work with the words of a story to build understanding		RL.7 Savvas Unit 2 week 3		

### Cluster: Reading Informational

#### Standard(s)

3RI.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).

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Demonstrate understanding of information gained from images	image, map, diagram, photo, label, caption	i Ready Lesson 15	Exit Tickets, Vocabulary Quiz, Savvas Online Assessments for Unit 2, Week 1 & Week 2, iReady Standards Mastery	10 Day
Combine information from images and words to better understand a text		Savvas Unit 2 week 1 and week 2		

### Cluster: Reading Foundational

#### Standard(s)

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

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Read grade-level text with purpose and understanding	pace, tone, inflection, expression	Savvas Fluency Reads	Savvas - Performance Based Assessments, Teacher Created Rubric	Ongoing
Use context to confirm or self-correct word recognition and understanding, reread as necessary		Reading A-Z		
		My On		

### Cluster: Writing

#### Standard(s)

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

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
Write informative/explanatory texts to convey information clearly.	informative, explanatory, topic, linking words, facts,	Writing A-Z, Savvas Writer's Workshop	Teacher Observation and iReady Standards Mastery, Daily Classwork and Homework	Ongoing
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	descriptive details, concluding statement			
Develop the topic with facts, definitions, and details.				
Use linking words and phrases to connect ideas within categories of information. Provide a concluding statement or section.				

### Cluster: Speaking and Listening / Language

#### Standard(s)

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

3SL.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

3SL.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.

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

#### Standard(s)

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

3L.6- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships

Learning Targets:	Academic Vocabulary	Resources	Assessments	Days
3. SL. 1 Engage effectively in a range of collaborative discussions with diverse partners.	diverse, collaborate, discussion, engage (verb)		iReady Quiz for Lessons 30-33	Ongoing
3L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific	analogies, figurative language, distinguish	i Ready Lesson 30-33		
3L.5.b Identify real life connections between words and their use		Savvas Unit 4, Week 4, Lesson 1		

## 3rd Grade ELA Curriculum Map (3rd Quarter)

3rd Grade ELA Curriculum Map (3rd Quarter)							
<b>Cluster: Reading Literature</b>							
<b>Standard(s)</b>							
3RL.6- Distinguish their own point of view from that of the narrator or those of the characters							
3RL.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)							
<b>Learning Targets:</b>				<b>Academic Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>	<b>Days</b>
RL.6 Identify text details that help to reveal a characters point of view				RL.6 First person, second person, third person, point of view, narrator,perspective,fact, opinion	RL.6 I-Ready Lesson 20	RL.6 I-Ready Standards Mastery, Scaffolding Comprehension, teacher created unit 3 and 5 Savvas tests, exit tickets	RL.6 5 Days RL.9 5 Days
RL.6 Distinguish one's personal point of view from those of the narrator and other characters					RL.6 Savvas Unit 5 week 4		
RL.9 Compare and contrast story elements in two texts by an author				RL.9 Compare, contrast, theme, setting, plot, series	RL.9 I Ready Lesson 12		
<b>Cluster: Reading Informational</b>							
<b>Standard(s)</b>							
3RI.5- : Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.							
3RI.6- Distinguish their own point of view from that of the author of a text.							
3RI.9- Compare and contrast the most important points and key details presented in two texts on the same topic							
<b>Learning Targets:</b>				<b>Academic Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>	<b>Days</b>
3RI. 5 Use text features and search tools.				extreme, forecast, observe, condenses, layers, and pressure	I-Ready Lesson 16 unit 5 Savvas Unit 1 Week 4 Lesson 3	Exit Tickets, Vocabulary Quiz, Savvas Online Assessments for Unit 2, Week 1 & Week 2, iReady Standards Mastery	3RI.5,RI.6, RI.7 (5 days)
3RI. 6 Distinguish their own point of view from that of the author of a text.				habitats, predators, prey, survive, adapted, attract	Savaas Unit 5 Week 1 Lesson 3		
3RI. 9 Compare and contrast the most important points and key details presented in two texts on the same topic				creativity, express, imagine, display, materials, photographs	I- Ready Lesson 12 unit 4 Savvas Unit 2 Week 4 Lesson 4		
<b>Cluster: Reading Foundational</b>							
<b>Standard(s)</b>							
N/A							
<b>Learning Targets:</b>				<b>Academic Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>	<b>Days</b>
<b>Cluster: Writing</b>							
<b>Standard(s)</b>							
3W.1- Write opinion pieces on familiar topics or texts, supporting a point of view with reasons							
<b>Learning Targets:</b>				<b>Academic Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>	<b>Days</b>
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons				opinion, reason, explanation, linking words	Teacher Created prompts	Teacher Observation and iReady Standards Mastery, Daily Classwork and Homework, On demand writing, journaling	Ongoing
Provide reasons that support the opinion					Journaling		
					On Demand Writing prompts		
<b>Cluster: Speaking and Listening / Language</b>							
<b>Standard(s)</b>							
3.L.3- Use knowledge of language and its conventions when writing, speaking, reading, or listening.							
3.L.4- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.							
3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.				Synonyms, Antonyms, Prefixes, Suffixes	Savvas Unit 3 Week 2 Savvas Unit 3 Week 1 Savvas Unit 3 Week 3	Exit Tickets, Quiz, Test, Oral Response	10 Days
3.L.4 Determine or clarify the meaning word and phrases based on reading and content, choosing flexibility from a range of strategies.				Figurative language, Context Clues	Savvas Unit 1 week 1, Savvas Unit 1 Week 3 Savvas Unit 1 Week 4		

## 3rd Grade ELA Curriculum Map (4th Quarter)

<b>Cluster: Reading Literature</b>							
<b>Standard(s)</b>							
3RL.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 on earlier sections.							
3RL.10- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.							
<b>Learning Targets:</b>				<b>Academic Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>	<b>Days</b>

RL. 5 Explain what happens in each stanza of a poem, using text details				verse, drama, chapter, scene, stanza	Savvas Unit 3 Lesson 5, Magnetic Lesson 17, Savvas Unit 5 Week 5	Exit Tickets, Savvas Comprehension Quiz, Teacher Created Unit Test, iReady Standards Mastery Check	10 Days
RL.5 Analyze how a poem's stanzas build on one another to tell a story				compare, contrast, settings, theme, plots			
RL. 10 Comprehend literature including stories, dramas, and poetry at the high end of the grades 2-3 text complexity independently and proficiently				verse, drama, chapter, scene, stanza	Savvas Unit 3 Week 5		
				compare, contrast, settings, theme, plots	Savvas Unit 4 Week 5		
<b>Cluster: Reading Informational</b>							
<b>Standard(s)</b>							
3RI.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area							
3RI.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.10- : By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.							
<b>Learning Targets:</b>				<b>Academic Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>	<b>Days</b>
RI. 4 Analyze prefixes and suffixes in unfamiliar words to determine their meanings				affix, prefix, suffix, context clue, cause and effect, sequence, connections	RI. 4 Savvas Unit 1 Week 4	Exit Tickets, Vocabulary Quiz, Savvas Online Assessments for Unit 2, Week 1 & Week 2, iReady Standards Mastery	10 Days
RI. 4 Use context clues to determine the meaning of unfamiliar words							
RI. 8 Identify cause-effect connections in a text					RI. 8 Savvas Unit 5 Week 2		
RI. 8 Identify sequential connections in a text.							
RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band				informational, technical	RI. 10 Savvas Unit 5 Weeks 1, 2.		
<b>Cluster: Reading Foundational</b>							
<b>Standard(s)</b>							
3RF.3- : Know and apply grade-level phonics and word analysis skills in decoding words							
<b>Learning Targets:</b>				<b>Academic Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>	<b>Days</b>
Apply grade-level phonics and word analysis skills in decoding words.				decode, prefix, suffix, Latin, multisyllable word	Reading A-Z, Savvas Fluency Re	Savvas - Performance Based Assessments, Teacher Created Rubric	Ongoing
Identify the meaning of the most common prefixes and suffixes.							
Decode words with common Latin suffixes.							
Read and decode irregularly spelled and multisyllable words.							
<b>Cluster: Writing</b>							
<b>Standard(s)</b>							
3W.4 - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.							
3W.5- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.							
3W.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							
3W.7- Conduct short research projects that build knowledge about a topic.							
3W.8- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.							
3W.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							
<b>Learning Targets:</b>				<b>Academic Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>	<b>Days</b>
Produce writing in which the development and organization are appropriate to task and purpose.				revise, edit, publish, digital, research, reflection	Writing A-Z	Teacher Observation and iReady Standards Mastery, Daily Classwork and Homework	17 Days
Develop and strengthen writing by planning, revising, and editing.					Savvas Writer's Workshop		
Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.							
Conduct short research projects that build knowledge about a topic.							
Recall information from experiences or gather information from print and digital sources.							
Take brief notes on sources and sort evidence into provided categories.							
Write routinely over extended time frames for research, reflection, revision.							
Write routinely for short time frames including a single sitting or a day or two.							
<b>Cluster: Speaking and Listening / Language</b>							
<b>Standard(s)</b>							
3.L.1- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.							
3.L.2- : Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
3.SL.3- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail							
<b>Learning Targets:</b>				<b>Academic Vocabulary</b>	<b>Resources</b>	<b>Assessments</b>	<b>Days</b>
Form and use regular and irregular plural nouns.				regular, irregular, noun, verb, adjective, antecedent, coordinating, subordinating, conjunction, simple, compound, complex, comparative, superlative, adverb	iReady Language Handbook Lessons 17-23 (In Teacher Toolbox)	Exit Tickets, Quiz, Test, Oral Response	10 Days
Use abstract nouns.							

Form and use regular and irregular verbs.						Exit Tickets, Quiz, Test, Oral Response	10 Days
Form and use the simple verb tenses (I walk, I walked, I will walk)							
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.							
Use coordinating and subordinating conjunctions.							
Produce simple, compound, and complex sentences.							
Capitalize appropriate words in titles and in sentences.				capitalize, comma, quotation marks, dialogue, possessive, high-frequency,			
Use commas in addresses and lists.				reference			
Use commas and quotation marks in dialogue.							
Use conventional spelling for high-frequency words and for adding prefixes and suffixes to base words.							
Use spelling patterns and generalizations like word families, position-based spellings, syllable patterns, ending rules, and meaningful word parts in writing words.							
Use reference materials including dictionaries as needed to check and correct spellings.							
Ask and Answer questions about information from a speaker, offering appropriate elaboration and detail.				elaborate			