**2018-2019 ELA 3rd Grade Curriculum Map**

***\*blue, italicized = standards added that are not included in W&W.***

**1st Quarter Standards ELA 3rd Grade**

**Reading Literature & Informational : Key Ideas & Details**

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

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

**3.RI.KID. 2** Determine the main idea of a text ; recount the key details and explain how they support the main idea.

**3.RL.KID.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.RI.IKI.7** Use information gained from illustrations (maps, photographs) and the words in a text to demonstrate understanding.

**3.RL.IKI.7** Explain how specific actions of a text’s illustrations contribute to what is conveyed by the words in a story (ex. Create mood emphasize aspects of a character or setting)

**Reading Informational: Craft & Structure**

**3.RI.CS.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a 3rd grade or subject.

**3.RI.CS.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks, print types (bold, italics, underlined, highlighted), headings, subheadings, graphics, and captions) to locate information relevant to a given topic efficiently.

**Foundational Literacy : Sentence Composition**

**3.FL.SC.6a** Explain the function of **nouns,** pronouns**, verbs,** adjectives**,** and adverbsin general and their functions in particular sentences(concrete and abstract nouns)

**3.FL.SC.6b** Form and use regular and irregular plural nouns.

**3. FL.SC.6e** Form and use simple tense verbs.

**3. FL.SC.6i** Produce **simple**, compound, and complex sentences.

**3.FL.SC.6j**  Capitalize appropriate words in titles.

**Foundational Literacy : Word Composition**

**3.FL.WC.4b** Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. (eg. sitting, smiled, cries, happiness)

**Foundational Literacy : Vocabulary Acquisition**

**3.FL.VA.7i** Use sentence-level context as a clue to the meaning of word or phrase

**Writing: Text Types and Protocols**

**3.W.TTP.2** Write informative explanatory text to examine a topic and convey ideas and information clearly.

**3.W.TTP.2a** Introduce a topic and group related information together; include illustrations when useful to aid comprehension.

**3.W.TTP.2b** Develop the topic with facts, definitions, and details.

**3.W.TTP.2c** Use linking words and phrases (eg. also, another, and, or, but) to connect ideas within categories of information.

**Writing: Production and Distribution of Writing**

**3.W.PDW.4**  With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**Writing: Research to Build and Present Knowledge**

**3.W. RBPK.8** Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into the provided categories.

**2nd Quarter Standards ELA 3rd Grade**

**Reading Literature & Informational : Key Ideas & Details**

**3.RL.KID.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.RI.IKI.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

**3. RI.KID.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.IKI.8 Explain how reasons support specific points an author makes in a text.*

**Reading Informational : Craft and Structure**

**3.RI.CS.6** Distinguish their own point of view from that of the author of the text.

**Foundational Literacy : Sentence Composition**

**3.FL.SC.6d** Form and use regular and irregular plural verbs.

**3.FL.SC.6a** Explain the function of nouns, pronouns, verbs, and **adjectives and adverbs** in general and their functions in particular sentences.

**3. FL.SC.6i** Produce simple, **compound, and complex** sentences.

**3.FL.SC.6h** Use coordinating and subordinating conjunctions.

**Foundational Literacy: Vocabulary Acquisition**

**3.FL. VA.7aii**  Determine the meaning of the new word formed when a known affix is added to a known word (prefixes and suffixes) (examples: agreeable/disagreeable, comfortable/uncomfortable)

**3.FL.VA.7i** Use sentence-level context as a clue to the meaning of word or phrase

**3.FL.VA.7biii** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (eg. knew, believed, suspected, heard, wonder)

**Writing : Text Types and Protocol**

**3.W.TTP.2** Write informative explanatory text to examine a topic and convey ideas and information clearly.

**3.W.TTP.1** Write opinion pieces on topics or texts, supporting points of view with reasons.

**Writing: Production and Distribution of Writing**

**3.W.PDW.4**  With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**3.W.PDW.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing.

**Writing: Research to Build and Present Knowledge**

**3.W. RBPK.8** Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into the provided categories.

**3rd Quarter Standards ELA 3rd Grade**

**Reading Literature and Informational : Key Ideas and Details**

**3.RL.KID.3** Describe characters in a story and explain how their actions contribute to sequence of events (character traits).

**3.RL.IKI.9** Compare and contrast the themes, settings, and plot of stories written by the same author about the same or similar characters.

**Foundational Literacy : Sentence Composition**

**3. FL.SC.6.k** Use commas in dates and addresses.

**3.FL.SC.6d**  Form and use regular and irregular plural verbs.

**3.FL.SC.6c** Use abstract nouns.

**3.FL.SC.6a** Explain the function of **pronouns** in general and their functions in particular sentences.

**3.FL.SC.6f** Ensure subject-verb and pronoun-antecedent agreement.

**3.FL.SC.6l**  Use commas and quotation marks in dialogue.

**3.FL.SC.6m** Form and use possessives.

**Foundational Literacy: Vocabulary Acquisition**

**3. FL.VA.7aiii** Use a known root word as a clue to the meaning of an unknown word with the same root.

**3. FL.VA.7bii** Identify real-life connections between words and their use.

**Writing : Text Types and Protocols**

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

**Writing : Production and Distribution**

**3.W.PDW.4**  With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**4th Quarter Standards ELA 3rd Grade**

**Reading Literature and Informational : Key Ideas and Details**

**3.RL.IKI.7** Explain how specific actions of a text’s illustrations contribute to what is conveyed by the words in a story (ex. Create mood emphasize aspects of a character or setting)

**3. RI.KID.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.

**Range of Reading and Level of Text Complexity**

**3.RI.RRTC.10** 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.

*3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently*

**Reading Literature: Craft and Structure**

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

**3.RL.CS.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

**Foundational Literacy: Vocabulary Acquisition**

**3.FL.VA.7a.4** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify meaning of words.

*3.FL.VA.7bi. Distinguish the literal and nonliteral meanings of words and phrases in context.*

**Foundational Literacy: Word Composition**

**3.FL.WC.4c** Consult reference materials, including beginning dictionaries, as needed to check

And correct spellings.

**3.FL.WC.4b** Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. (eg. sitting, smiled, cries, happiness)

**Foundational Literacy: Sentence Composition**

**3. FL.SC.6g**  Form and use comparative and superlative adjectives and adverbs correctly.

**3.FL.WC.4a** Use spelling patterns and generalizations (e.g. word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words.

**Writing : Text Types and Prototypes**

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

**Writing: Production and Distribution**

**3.W. PDW.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**3.W. PDW.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.

**Writing: Research to Build and Present Knowledge**

**3. W.RPBK.7** Conduct short research projects that build knowledge about a topic.

**3.W. RBPK.8** Recall information from experiences or gather information from print and digital resources; take brief notes on sources and sort evidence into the provided categories.