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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  3rd Grade ELA Curriculum Map – 1st Quarter | **Resources** | **Skills** |
| **Reading Literature** | **Key Ideas & Details** | RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text  as the basis for the answers.  **On-Going** | I can ask questions about what the text says and search the text to find the answers. [RL.3.1] I can answer questions about the text to show I understand it. [RL.3.1] | *A Fine, Fine School The Trial of Cardigan Jones The Harvest Birds The Albertosaurus Mystery Saving Buster* | Story Structure  Conclusions |
| RL.3.2 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.  **On-Going** | I can describe the main idea of a text and locate details in the text that support the main idea. [RL.3.2] I can summarize what the text says. [RL.3.2] I can identify the theme of a story using key details from the text. RL 3.2 | *Tops and Bottoms Two Bear Cubs* | Theme Story Structure |
| RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **On-Going** | I can describe a character’s traits (how they look and act), their dreams and fears, and their feelings. [RL.3.3] I can explain how a character’s actions are important to the events in a story. [RL.3.3 | *Destiny's Gift  Pop's Bridge  Roberto Clemente Yonder Mountain Extra-Good Sunday Judy Moody Saves the World! Sarah, Plain, and Tall A New Team of Heroes* | Understanding Characters Compare and Contrast Cause and Effect Compare and Contrast Understanding Characters Story Structure Understanding Characters |
| **Reading Informational Text** | **Key Ideas & Details** | RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **On-Going** | I can talk about what a text says when answering questions about the text. [RI.3.1]  I can ask and answer questions about a text to show that I understand what it says. [RI.3.1] |  |  |
| RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. **On-Going** | I can describe the main idea of a text and locate details in the text that support the main idea. [RI.3.2  I can summarize what the text says. [RI.3.2 | *Young Thomas Edison Life on the Ice The Foot Race Across America* | Main Idea and Details |
| **Reading Informational Text** | **Key Ideas & Details** | RI.3.3 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.  **On-Going** | I can describe the sequence of historical events after reading about it. [RI.3.3]  I can describe the steps of a scientific process after reading about it. [RI.3.3]  I can describe the steps of a process after reading a text describing how something works. [RI.3.3] | *Bat Loves the Night* | Sequence |
| **Reading-Foundational Skills** | **Fluency** | RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. **On-Going** | I can read fluently with accuracy  to understand what I read.  [RF.3.4] I can read with purpose and understanding. [RF.3.4] |  |  |
| RF.3.4 Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **On-Going** | I can correct mistakes I make. I can reread for clarification when I read silently or aloud. [RF.3.4] |  |  |
| **Writing** | **Text Types and Purposes** | W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally -- **On-Going** | I can write narratives to explain real or imagined experiences or events. [W.3.3] I can use narrative writing strategies, provide descriptive details, and put events in order. [W.3.3] I can begin a story by describing a situation and introducing a narrator and/or characters. [W.3.3] I can organize a series of events in order. [W.3.3] |  |  |
| **Writing** | **Text Types & Purposes** | W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations **On-Going** | I can use dialogue and descriptions  of actions, thoughts, and feelings  to develop experiences and events  or show the response of characters  to situations. [W.3.3] |  |  |
| W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use temporal words and phrases to signal event order. **On-Going** | I can use words and phrases having  to do with time to put events  in order. [W.3.3] |  |  |
| W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d. Provide a sense of closure.  **On-Going** | I can end my story with a closing  sentence. [W.3.3] |  |  |
| **Production & Distribution of Writing** | W.3.4 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.) **On-Going** | I can understand my task, purpose, and audience when I write. [W.3.4] I can develop and organize my writing in a way that makes sense for my audience and purpose. [W.3.4] |  |  |
| **Writing** | **Production & Distribution of Writing** | W.3.5 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 on page 29.) **On-Going** | I can understand writing as a process of planning, revising, and editing. [W.3.5] I can develop and improve my writing by planning, revising, and editing. [W.3.5] |  |  |
| W.3.6 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. **On-Going** | I can use technology to work on keyboarding skills. [W.3.6] I can use technology, including the internet, to interact and collaborate with others. [W.3.6] |  |  |
| **Speaking & Listening** | **Comprehension & Collaboration** | SL.3.1 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. 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). **On-Going** | I can follow established rules for class discussions. [SL.3.1] |  |  |
| **Speaking & Listening** | **Comprehension & Collaboration** | SL.3.2 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. **On-Going** | I can determine the main idea and supporting details of a text read aloud to me. [SL.3.2] I can determine the main idea and supporting details of information presented visually, such as a photograph or video. [SL.3.2] I can determine the main idea and supporting details of information presented orally, such as a speech or conversation. [SL.3.2) I can determine the main idea and supporting details of information presented in a graph or chart. [SL.3.2) |  |  |
| **Presentation of Knowledge & Ideas** | SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 28 for specific expectations.) **On-going** | I can speak in complete sentences. [SL.3.6] |  |  |
| **Language** | **Conventions of Standard English** | L.3.1 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. | I can explain what nouns, pronouns ,and verbs are. [L.3.1] I can explain how nouns, pronouns, & verbs function in sentences. [L.3.1] | *Bat Loves the Night Young Thomas Edison Judy Moody Life on Ice Saving Buster* | Verbs Pronouns & Antecedents Adjectives & Articles Adverbs Correct Pronouns |
| L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use regular and irregular plural nouns. | I can remember common irregular plural nouns and use them correctly (for example, cacti, mice, etc.). [L.3.1] | *Technology Wins the Game* | Plural Nouns |
| **Language** | **Conventions of Standard English** | L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use abstract nouns (e.g., childhood). | I can use abstract nouns such as  childhood. [L.3.1] | *Kamishibai Man* | Abstract Nouns |
| L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Form and use regular and irregular verbs. | I can explain the difference between regular and irregular verbs and use them correctly. [L.3.1] | *A Tree is Growing Two Bear Cubs* | Verb be & Helping Verbs More Irregular Verbs |
| L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. **On-going** | I can explain the difference between simple verb tenses [L.3.1] | *What Do Illustrators Do? The Extra-good Sunday* | Verb Tenses |
| L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. h. Use coordinating and subordinating conjunctions. | I can define and provide examples of coordinating and subordinating conjunctions. [L.3.1] I can accurately use coordinating and subordinating conjunctions, and can explain how they affect the meaning of the remainder of the sentence. [L.3.1] | *Destiny's Gift* | Compound Sentences & Conjunctions Adjectives & Articles |
| L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Produce simple, compound, and complex sentences. **On-going** | I can write simple, compound, and complex sentences. [L.3.1] | *The Trial of Cardigan Jones Destiny's Gift Dog of the Sea Waves* | Kinds of Sentences Compound Sentences Complex Sentences |
| **Language** | **Conventions of Standard English** | L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. **On-going** | I can capitalize appropriate words in titles. [L.3.2] | *Pop's Bridge* | 1)Common & Proper Nouns |
| L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Use conventional spelling for high frequency words and for adding suffixes to base words. **On-going** | I can remember spelling rules and apply them to new words I’m studying. [L.3.2] | *Roberto Clemente*  spelling- all stories | Plural Nouns with -s and -es |
| L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. F. Use spelling patterns and generalizations (e.g.: word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. **On-going** | I can remember spelling rules and apply them to new words I’m studying. [L.3.2] | *A Fine, Fine School The Trial of Cardigan Jones*   spelling- all stories | Short Vowels Long Vowels |
| L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. G. Consult reference materials, including beginning dictionaries as needed to check and correct spelling. **On-going** | I can use reference materials to look up the spelling of a word. [L.3.2] |  |  |
| **Language** | **Vocabulary Acquisition & Use** | L.3.4 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. d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **On-going** | I can determine the definition of a word or phrase by using a reference material. [L.3.4] |  |  |
| L.3.6 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).  **On-going** | I can learn and use vocabulary terms specific to a topic I’m learning or discussing. [L.3.6] I can learn and use vocabulary words that describe how people, places, and things are organized in a setting and a certain time period. [L.3.6] |  |  |