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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  3rd Grade ELA Curriculum Map – 3rd Quarter | **Resources** | **Vocabulary** |
| **Reading Literature** | **Craft & Structure** | RL.3.5 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. | I can write or speak about a text and talk about different parts of the text like chapters, scenes, or stanzas. [RL.3.5] I can describe how one part of a text builds on the parts that came before it. [RL.3.5 | *Kamishibai Man The Journey of Oliver K.  Woodman* | Cause and Effect Sequence |
| **Integration of Knowledge & Ideas** | RL.3.9 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). | I can compare and contrast the themes,  plots, and settings of stories written by the same author about the same or similar characters. [RL.3.9] |  |  |
| **Reading Informational Text** | **Craft & Structure** | RI.3.6 Distinguish their own point of view from that of the author of a text. **On-Going** | I can understand that my opinion may or may not be the same opinion that is presented in a text. [RI.3.6]  I can compare and contrast my opinion with the opinion of an author of a text I’m reading. [RI.3.6] | *Aero and Officer Mike* | Author's Purpose |
| **Integration of Knowledge & Ideas** | RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **On-Going** | I can read a paragraph and understand the connections between the sentences. [RI.3.8]  I can read about an event or process and describe what happened in order. [RI.3.8] I can read about an event or process and describe the cause and effect. [RI.3.8] | *Technology Wins the Game The Journey: Stories of  Migration The Power of Magnets* | Sequence Compare and Contrast Cause and Effect |
| RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. **On-Going** | I can explain how the most important points in a text support the main idea. [RI.3.9]  I can identify information from two texts about the same topic. [RI.3.9]   I can compare and contrast the most important points presented in two texts on the same topic. [RI.3.9] |  |  |
| **Reading- Foundational Skills** | **Phonics & Word Recognition** | RF.3.3 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. | I can know the meaning of most common prefixes and suffixes. [RF.3.3]  I can read common words with prefixes and suffixes. [RF.3.3] | Short & Long Vowels |  |
| **Reading- Foundational Skills** | **Phonics & Word Recognition** | RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode words with common Latin suffixes. | I can figure out the meaning  of words I don’t recognize that  have common Latin suffixes.  [RF.3.3] |  |  |
| **Writing** | **Text Types and Purposes** | W.3.2 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. **On-Going** | I can write informational/ explanatory texts that examine  a topic and express information  clearly. [W.3.2] I can introduce a topic clearly and group related information together. [W.3.2] I can include an illustration in my written pieces if necessary. [W.3.2] |  |  |
| W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, and details. **On-Going** | I can develop the topic with  facts, definitions, and details.  [W.3.2] |  |  |
| W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. **On-Going** | I can use words and phrases like  “also”, “another”, “and”, “more”,  and “but” to connect ideas that  should be grouped together.  [W.3.2] |  |  |
| W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Provide a concluding statement or section.  **On-Going** | I can end my piece by providing a  concluding statement or paragraph.  [W.3.2] |  |  |
| **Speaking and 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. d. Explain their own ideas and understanding in light of the discussion. **On-Going** | I can explain my ideas and understanding of a topic after having a discussion about it. [SL.3.1] |  |  |
| **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 adverbs are. I can explain how adverbs function in sentences. |  |  |
| L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | I can define and provide examples of comparative and superlative adverbs. [L.3.1]  I can accurately use comparative and superlative adverbs. [L.3.1] |  |  |
| L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Form and use possessives. | I can form and use possessives and know the difference between it’s and its. [L.3.2] | *The Journey* | Possessive Nouns & Pronouns |
| **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. 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). | I can identify the affix of a word. [L3.4] I can define prefix, suffix, and root. [L.3.4] I can determine how the meaning of a word changes when an prefix or suffix is added, such as care/careless or heat/preheat. [L.3.4] |  |  |
| 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. c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). **On-going** | I can use my knowledge of a root word to see how the meanings of similar words are related (for example, company and companion). [L.3.4] |  |  |
| L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). | I can recognize words that have similar meaning and choose the word that best describes the mood or state of mind. [L.3.5] |  |  |

Please refer back to the 1st & 2nd Quarter maps to maintain on-going standards.