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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  3rd Grade ELA Curriculum Map – 2nd Quarter | **Resources** | **Vocabulary** |
| **Reading Literature** | **Craft & Structure** | RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. **On-Going** | I can describe a narrator or character’s point of view in a text. [RL.3.6] I can compare and contrast a narrator or character’s feelings about a topic and my own feelings. [RL.3.6 | *Dog-of-the-Sea-Waves* | Author's Purpose Point of View |
| **Integration of Knowledge & Ideas** | RL.3.7 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). **On-Going** | I can explain in detail how the  illustrations in a text add to a  character, setting, or mood of  a story. [RL.3.7 |  |  |
| **Reading Informational Text** | **Craft & Structure** | RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. **On-Going** | I can determine the meanings of  words and phrases as they are  used in a text. [RI.3.4] |  |  |
| RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **On-Going** | I can locate information on web pages using sidebars, links, and search fields. [RI.3.5]  I can understand that internet search engines display results based on keywords. [RI.3.5]  I can use relevant key words for internet searches. [RI.3.5] | *What Do Illustrators Do? A Tree is Growing* | Text and Graphic Features |
| **Integration of Knowledge and Ideas** | RI.3.7 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). **On-Going** | I can study illustrations, maps, and photographs to learn more about a topic. [RI.3.7]  I can explain how illustrations, maps, and photographs are helpful in learning about a topic. [RI.3.7] | *What Do Illustrators Do? Mountains: Surviving on  Mount Everest* | Text and Graphic Features |
| **Reading- Foundational Skills** | **Phonics & Word Recognition** | RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words. **On-Going** | I can read irregularly spelled words.  [RF.3.3] |  |  |
| **Writing** | **Text Types and Purposes** | W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | I can write opinion pieces on topics and texts. I can include support for my point of view. [W.3.1] I can introduce a topic or text, state an opinion, and organize a list reasons that support my opinion. [W.3.1] |  |  |
| W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. b. Provide reasons that support the opinion. **On-Going** | I can provide reasons that support  my opinion. [W.3.1] |  |  |
| W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **On-Going** | I can explain my opinion and  reasons using linking words  or phrases. [W.3.1] |  |  |
| W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. d. Provide a concluding statement or section. **On-Going** | I can end my writing by providing  a concluding statement or section.  [W.3.1] |  |  |
| **Research to Build & Present Knowledge** | W.3.7 Conduct short research projects that build knowledge about a topic. **On-Going** | I can conduct short research projects to learn about a topic. [W.3.7] |  |  |
| W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **On-Going** | I can gather information from print and digital sources. [W.3.8] I can remember and share information from my experiences. [W.3.8] I can take brief notes and sort information into categories using a graphic organizer. [W.3.8 |  |  |
| **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. 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. **On-Going** | I can effectively participate in one-on-one, group, and teacher-led discussions. [SL.3.1] I can build on the ideas of others in a discussion. [SL.3.1] I can discuss my own ideas clearly in a discussion. [SL.3.1] I can be prepared for discussions by reading and studying required materials. [SL.3.1] I can refer to texts and other required materials when discussing a topic. I can refer to my own prior knowledge when discussing a topic. [SL.3.1] |  |  |
| 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. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **On-Going** | I can participate in conversations by asking questions and staying on topic. [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 pronouns and adjectives are. I can explain how pronouns and adjectives function in sentences. |  |  |
| **Language** | **Conventions of Standard English** | L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. f. Ensure subject-verb and pronoun-antecedent agreement.\* | I can use correct subject-verb agreement. I can define the word, antecedent (the word or group of words a pronoun replaces). [L.3.1]  I can make sure a pronoun agrees with its antecedent. [L.3.1] | *Young Thomas Edison Aero and Officer Mike* | Pronouns & Antecedents Subject/Verb Agreement |
| 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 adjectives. [L.3.1]  I can accurately use comparative and superlative adjectives. [L.3.1] | *The Albertsuarus Mystery Sarah, Plain, & Tall The Journey Mountains* | Adjectives that Compare Adverbs that Compare Making Comparisons More, most, -er, -est |
| L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use commas and quotation marks in dialogue. | I can correctly use commas quotation marks in dialogue. [L.3.2] | *Tops and Bottoms* | Writing Quotations |
| L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.\* **On-going** | I can identify or choose specific words to bring a sentence or story to life. [L.3.3]  I can choose specific phrases to create a certain effect in a sentence. [L.3.3] I can choose words or phrases to add effect or interest when writing or speaking. [L3.3] |  |  |
| **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, from a range of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. **On-going** | I can determine the meaning of a word or phrase by looking for context clues in a sentence. [L.3.4] |  |  |
| **Language** | **Vocabulary Acquisition & Use** | L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). | I can provide real-world examples related to words I learn (such as describe people who are friendly). [L.3.5] |  |  |

Please refer back to the 1st Quarter map to maintain on-going standards.