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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  3rd Grade ELA Curriculum Map – 4th Quarter | **Resources** | **Vocabulary** |
| **Reading Literature** | **Craft & Structure** | RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | I can understand the meanings of words and phrases as they are used in a text. [RL.3.4 I can define direct/actual language, and give examples. [RL.3.4 I can define figurative language, and give examples. [RL.3.4 I can determine if a word or phrase is being used literally or figuratively in a text. [RL.3.4 |  |  |
| **Range of Reading & Text Complexity** | RL.3.10 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. **On-Going** | I can read and comprehend all genres of literature at the end of the year. I can explain which portions of a text I understand. [RL.3.10] I can locate and explain portions of a text that are difficult for me. [RL.3.10 I can list questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. [RL.3.10 |  |  |
| **Reading Informational Text** | **Range of Reading & Level of Text Complexity** | RI.3.10 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. |  |  |  |
| **Reading Foundational Skills** | **Phonics & Word Recognition** | RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multi-syllable words.  **On-Going** | I can read multi-syllable words.  [RF.3.3] |  |  |
| **Reading Foundational Skills** | **Fluency** | RF.3.4 Read with sufficient accuracy and fluency to support comprehension. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **On-Going** | I can read stories and poems aloud clearly, accurately, and at a steady  pace. [RF.3.4] |  |  |
| **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. |  |  |  |
| **Range of Writing** | W.3.10 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. | I can choose a writing structure to fit my task, purpose, and/or audience. (W.3.10) I can write for long or short periods of time, depending on the tasks. (W.3.10) I can write for a variety of reasons. (W.3.10) |  |  |
| **Comprehension & Collaboration** | SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | I can ask and answer questions about information a speaker provides. [SL.3.3] |  |  |
| **Presentation of Knowledge & Ideas** | SL.3.4 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. | I can report on a topic or text, tell a story, or retell an experience while providing important facts and details. [SL.3.4 I can speak clearly and at an understandable pace when presenting. [SL.3.4] |  |  |
| **Writing** | **Presentation of Knowledge & Ideas** | SL.3.5 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. | I can create audio recordings of stories or poems by reading aloud at an understandable pace. [SL.3.5] I can use visuals such as drawings or photographs to draw attention to certain facts or details. [SL.3.5] |  |  |
| **Language** | **Conventions of Standard English** | L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in addresses. | I can correctly use commas in addresses. [L.3.2] | *The Harvest Birds* |  |
| **Knowledge of Language** | L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Recognize and observe differences between the conventions of spoken and written standard English. | I can understand the different rules and patterns people follow when speaking versus writing. [L.3.3]  I can follow different rules and patterns if I am speaking versus writing. [L.3.3] |  |  |
| **Vocabulary Acquisition and Use** | L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). | I can define figurative language and provide an example. [L.3.5] I can tell the difference between literal (actual) and nonliteral (figurative) meanings of words and phrases in sentences. [L.3.5] |  |  |

Please refer back to the 1st, 2nd , & 3rd Quarter maps to maintain on-going standards.