

### Third Grade ELA Curriculum Map Trimester #1

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<b>FOUNDATIONAL SKILLS</b> (Spelling and Word Work)	<b>CC.1.1.3.D *</b> Know and apply grade level phonics and words analysis skills in decoding words. <ul style="list-style-type: none"> <li>• Identify and know the meaning of most common prefixes and derivational suffixes.</li> <li>• Decode words with common Latin suffixes.</li> <li>• Decode multisyllable words.</li> <li>• Read appropriate irregularly spelled words.</li> </ul>	Short vowel review  Root word endings (-ed, -ing)  Vowel Digraphs  Plurals (-s, -es)  Compound Words  Consonant Digraphs (ch, sh, th, wh)	Included, but not limited to:  Weekly/Cycle spelling tests/sorts  Teacher made assessments  Running Records  Student writing	Select from:  Developmental Spelling Lists  StoryTown Spelling Lists  Guided/Leveled Readers  Reader’s Theater  Poetry  StoryTown Student Anthology stories  Content Area Reading
(Fluency)	<b>CC.1.1.4.E *</b> Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> <li>• Read on grade-level text with purpose and understanding.</li> <li>• Read in-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	Accuracy  Pace  Reading Rate  Phrasing  Intonation  Expression	Included but not limited to:  Teacher feedback  Peer feedback and self assessment  Rubrics  Running Records	

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CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p><b>READING INFORMATIONAL TEXT</b></p> <p><i>Key Ideas and Details</i> <i>Craft and Structure</i> <i>Integration of Knowledge and Ideas</i> <i>Vocabulary Acquisition and Use</i> <i>Range of Reading</i></p>	<p><b>CC.1.2.3.B *</b> Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p><b>CC.1.2.3.E</b> Use text features and search tools to locate and interpret information.</p> <p><b>CC.1.2.3.F *</b> Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal as well as shades of meaning among related words.</p> <p><b>CC.1.2.3.J *</b> Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p><b>CC.1.2.3.K *</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content; choosing flexibility from a range of strategies and tools.</p>	<p><b>E03.B-K.1.1.1 *</b> Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>E03.B-C.2.1.2</b> Use text features to locate information relevant to a given topic efficiently.</p> <p><b>E03.B-V.4.1.1 *</b> Determine or clarify the meaning of unknown words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of a word or phrase.</li> <li>• Determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>• Determine the meaning of general academic and domain-specific words and phrases used in a text.</li> </ul>	<p>Locate Information</p> <p>Reading Strategies (Use prior knowledge, make predictions, monitor comprehension, ask questions, summarize)</p> <p>Alphabetical Order</p> <p>Using a Dictionary</p> <p>Facts and Opinions</p> <p>Figurative Language (rhyme, rhythm, personification)</p>	<p>Included, but not limited to:</p> <p>StoryTown Comprehension Skill/Strategy and Vocabulary assessments</p> <p>AR Quizzes</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student projects with rubrics</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Content Area Reading</p>

<p><b>READING INFORMATIONAL TEXT (cont.)</b></p>		<p><b>E03.B-V.4.1.2 *</b>          Demonstrate understandings of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Distinguish the literal and the nonliteral meanings of words and phrases in context.</li> <li>• Distinguish shades of meaning among related words.</li> </ul>		<p>Included, but not limited to:</p> <p>StoryTown Comprehension Skill/Strategy Vocabulary</p> <p>AR Quizzes</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student projects with rubrics</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Content Area Reading</p>
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### Third Grade ELA Curriculum Map Trimester #1

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p><b>READING LITERATURE</b></p> <p><i>Key Ideas and Details</i> <i>Craft and Structure</i> <i>Integration of Knowledge and Ideas</i> <i>Vocabulary Acquisition and Use</i> <i>Range of Reading</i></p>	<p><b>CC.1.3.3.B</b> Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p><b>CC.1.3.3.C</b> Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p><b>CC.1.3.3.F</b> Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p><b>CC.1.3.3.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibility from a range of strategies and tools.</p> <p><b>CC.1.3.3.J</b> Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal</p>	<p><b>E03.A-K.1.1.1</b> Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.</p> <p><b>E03.A-K.1.1.3</b> Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>E03.A-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of words or phrases.</li> <li>• Determine the meaning of new words formed when a known affix is added to a known word.</li> <li>• Use a known root words as a</li> </ul>	<p>Characters and setting</p> <p>Graphic organizers</p> <p>Synonyms, antonyms, homophones and homographs</p> <p>Facts and opinions</p> <p>Figurative language (rhyme, rhythm, personification)</p> <p>Reading Strategies (Use prior knowledge, make predictions, monitor comprehension, ask questions, summarize)</p>	<p>Including, but not limited to:</p> <p>StoryTown Comprehension Skill/Strategy and Vocabulary Assessments</p> <p>AR Quizzes</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student projects with rubrics</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Content Area Reading</p>

<p><b>READING LITERATURE (cont.)</b></p>	<p>spatial and temporal relationships.</p>	<p>clue to the meaning of an unknown word with the same root.</p> <p><b>E03.A-V.4.1.2</b>          Demonstrate understanding of word relationships and nuances in words meanings.</p> <ul style="list-style-type: none"> <li>• Distinguish the literal and nonliteral meanings of words and phrases in context.</li> <li>• Distinguish shades of meaning among related words.</li> </ul>		<p>Including, but not limited to:</p> <p>StoryTown Comprehension, Skill/Strategy and Vocabulary Assessments</p> <p>AR Quizzes</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student projects with rubrics</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Content Area Reading</p>
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### Third Grade ELA Curriculum Map Trimester #1

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<b>WRITING</b>	<p><b>CC.1.4.3.M</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence.</p> <p><b>CC.1.4.3.N</b> Establish a situation and introduce a narrator and/or characters.</p> <p><b>CC.1.4.3.O</b> Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events to show the response of characters to a situation.</p> <p><b>CC.1.4.3.P</b> Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.</p> <p><b>CC.1.4.3.Q</b> Choose words and phrases for effect.</p> <p><b>CC.1.4.3.R</b> Demonstrate a grade appropriate command of the conventions of standard English grammar, usage,</p>	<p><b>E03.C.1.3.1</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose.</p> <p><b>E03.C.1.3.2</b> Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events to show the response of characters to situations.</p> <p><b>E03.C.1.3.3</b> Use temporal words and phrases to signal event order.</p> <p><b>E03C.1.3.4</b> Provide a sense of closure.</p> <p><b>E03.D.1.1.2</b> Form and use regular and irregular plural nouns.</p> <p><b>E03.D.1.1.3</b> Use abstract nouns.</p> <p><b>E03D.1.2.1</b> Capitalize appropriate words in titles.</p>	<p>Building a Writing Community</p> <p>The Writing Process</p> <p>Sequence of events</p> <p>Time order words</p> <p>Types of sentences</p> <p>Complete and simple subjects and predicates</p> <p>Nouns (singular, plural, common, proper)</p> <p>Subject-verb agreement</p> <p>Sentence capitalization and punctuation</p> <p>Commas in titles</p> <p>Commas and quotation marks in dialogue</p>	<p>Included, but not limited to:</p> <p>Writing conferences</p> <p>Teacher selected writing samples</p> <p>StoryTown grammar tests</p> <p>Teacher made assessments</p> <p>Student writing</p>	<p>Select from:</p> <p><i>Being a Writer</i>, Units 1 and 2 and Personal Narrative genre</p> <p>Narrative writing materials</p> <p>StoryTown Themes 1-6</p> <p>HWOT (Handwriting Without Tears)</p>

<p><b>WRITING</b> <b>(cont.)</b></p>	<p>capitalization, punctuation, and spelling. <b>CC.1.4.3.T</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p><b>CC.1.4.3.X</b> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purpose and audiences.</p>	<p><b>E03.C.1.2.1</b> Use commas and quotation marks in dialogue.</p> <p><b>E03.D.1.2.5</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p> <p><b>E03.D.1.2.6</b> Use spelling patterns and generalizations in writing words.</p>			
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<b>SPEAKING AND LISTENING</b>	<p><b>CC.1.5.3.A</b> Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas expressing their own clearly.</p> <p><b>E03.1.5.3.C</b> Ask and answer questions about information from a speaker, offering appropriate detail.</p> <p><b>CC.1.5.3.D</b> Report on a topic or text, tell a story or recount and experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p> <p><b>CC.1.5.3.E</b> Speak in complete sentences when appropriate to task and situation in order to provide requested details or clarification.</p>	<p>Discussion skills</p> <p>Presentation skills</p> <p>Retell/Paraphrase/Summarize</p> <p>Listening skills</p> <p>Ask questions</p> <p>Use technology</p>	<p>Included, but not limited to:</p> <p>Rubrics</p> <p>Peer feedback</p> <p><i>Being a Writer</i> Social Skills assessments</p> <p><i>Being a Writer</i> Class assessment</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Readers' Theater</p> <p>Content Area Reading</p>

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### Third Grade ELA Curriculum Map Trimester #2

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<b>FOUNDATIONAL SKILLS</b> (Spelling and Word Work)	CC.1.1.3.D * Know and apply grade level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• Identify and know the meaning of most common prefixes and derivational suffixes,</li> <li>• Decode words with common Latin suffixes.</li> <li>• Decode multisyllable words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>	Consonant Digraphs  Vowel Digraphs  Compound words  Diphthongs  Consonant Blends  R-Controlled Vowels  Suffixes (-est, -ly, -ful, -less, -ible, -able, -or, -ness, -ment)  Prefixes (un-, re-, dis-, pre-, in-, mis-, non-)	Included, but not limited to:  Weekly/Cycle spelling tests/sorts  Teacher made assessments  Running Records  Student writing	Select from:  Developmental spelling lists  StoryTown spelling lists  Guided/Leveled Readers  Readers' Theater  Poetry  StoryTown Student Anthology stories  Content Area Reading
(Fluency)	CC.1.1.3.E * Read with accuracy and fluency to support comprehension: <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and</li> </ul>	Accuracy  Pace  Reading Rate  Phrasing  Intonation  Expression	Included, but not limited to:  Weekly/Cycle spelling tests/sorts  Teacher made assessments  Running Records  Student writing	

	understanding, and rereading.			
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### Third Grade ELA Curriculum Map Trimester #2

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p><b>READING INFORMATIONAL TEXT</b></p> <p><i>Key Ideas and Details</i> <i>Craft and Structure</i> <i>Integration of Knowledge and Ideas</i> <i>Vocabulary Acquisition and Use</i> <i>Range of Reading</i></p>	<p><b>CC.1.2.3.A</b> Determine the main idea if a text; recount the key details and explain how they support the main idea.</p> <p><b>CC.1.2.3.B *</b> Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p><b>CC.1.2.3.F *</b> Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p><b>CC.1.2.3.G</b> Use information gained from the text features to demonstrate understanding of a text.</p> <p><b>CC.1.2.3.H</b> Describe how an author connects sentences and</p>	<p><b>E03.B-K.1.1.1</b> Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>E03.B-K.1.1.2</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>E03.B-V.4.1.1 *</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of words or phrases.</li> <li>• Determine the meaning of the new word formed when a known affix is</li> </ul>	<p>Main Idea and Details</p> <p>Summarize</p> <p>Facts and Opinions</p> <p>Author’s Purpose</p> <p>Figurative Language (rhyme, rhythm, personification)</p> <p>Compare and Contrast</p> <p>Reading Strategies (Use prior knowledge, make predictions, monitor comprehension, ask questions, summarize)</p>	<p>Included, but not limited to:</p> <p>StoryTown Comprehension Skill/Strategy and Vocabulary assessments</p> <p>AR Quizzes</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student projects and rubrics</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Content Area Reading</p>

<p><b>READING INFORMATIONAL TEXT (cont.)</b></p>	<p>paragraphs in a text to support particular points. CC.1.2.3.J* Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p>added to a known word.</p> <ul style="list-style-type: none"> <li>Determine the meaning of general academic and domain-specific words and phrases used in a text.</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root.</li> </ul> <p>E03.B-V.4.1.2* Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>Distinguish the literal and nonliteral meanings of words and phrases in context.</li> <li>Distinguish shades of meaning among related words.</li> </ul> <p><b>E03.B-C.3.1.1</b> Describe the logical connection between particular sentences and paragraphs to support specific points in the text (e.g. comparison, cause/effect, first/second/third in a sequence)</p>	<p>Main Idea and Details</p> <p>Summarize</p> <p>Facts and Opinions</p> <p>Author’s Purpose</p> <p>Figurative Language (rhyme, rhythm, personification)</p> <p>Compare and Contrast</p>	<p>Included, but not limited to:</p> <p>StoryTown Comprehension Skill/Strategy and Vocabulary assessments</p> <p>AR Quizzes</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student projects and rubrics</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Content Area Reading</p>
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		<p><b>E03.B-C.3.1.3</b> Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text.</p>			
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**Third Grade ELA Curriculum Map Trimester #2**

<b>CONTENT</b>	<b>COMMON CORE STANDARDS</b>	<b>ELIGIBLE CONTENT</b>	<b>CORE GOALS/ SKILLS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
<p><b>READING LITERATURE</b></p> <p><i>Key Ideas and Details</i> <i>Craft and Structure</i> <i>Integration of Knowledge and Ideas</i> <i>Vocabulary Acquisition and Use</i> <i>Range of Reading</i></p>	<p><b>CC.1.3.3. A</b> Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p><b>CC.1.3.3.E</b> Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene and stanza and describe how each successive part builds upon earlier sections.</p> <p>CC.1.3.3.F * Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal and non-literal meaning as well as shades of meaning among related words.</p> <p><b>CC.1.3.3.G</b> Explain how specific aspects of a text’s illustrations</p>	<p><b>E03.A-K.1.1.2</b> Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or morals and explain how it is conveyed through key details in the text.</p> <p>E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>E03.A-C.3.1.1</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>E03.B-V.4.1.1. * Determine or clarify the meaning of unknown and multiple-meaning words and phrase based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>	<p>Main Idea and Details</p> <p>Summarize</p> <p>Facts and Opinions</p> <p>Author’s Purpose</p> <p>Figurative Language (rhyme, rhythm, personification)</p> <p>Plot</p> <p>Compare and Contrast</p> <p>Theme</p> <p>Reading Strategies (Use prior knowledge, make predictions, monitor comprehension, ask questions, summarize)</p>	<p>Included, but not limited to:</p> <p>StoryTown Comprehension Skill/Strategy and Vocabulary assessments</p> <p>AR Quizzes</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student projects and rubrics</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Content Area Reading</p>

<p><b>READING LITERATURE (cont.)</b></p>	<p>contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).</p> <p><b>CC.1.3.3.H</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>CC.1.3.3.I * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.J * Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of a word or phrase.</li> <li>• Determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>• Determine the meaning of general academic and domain-specific words and phrases used in a text.</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root.</li> </ul> <p>E03.B-V.4.1.2 * Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Distinguish the literal and nonliteral meanings of words and phrases in context.</li> <li>• Distinguish shades of meanings among related words.</li> </ul>	<p>Main Idea and Details</p> <p>Summarize</p> <p>Facts and Opinions</p> <p>Author’s Purpose</p> <p>Figurative Language (rhyme, rhythm, personification)</p> <p>Plot</p> <p>Compare and Contrast</p> <p>Theme</p>	<p>Included, but not limited to:</p> <p>StoryTown Comprehension Skill/Strategy and Vocabulary assessments</p> <p>AR Quizzes</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student projects and rubrics</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Content Area Reading</p>
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### Third Grade ELA Curriculum Map Trimester #2

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<b>WRITING</b>	<p><b>CC.1.4.3.G</b> Write opinion pieces on familiar topics or texts.</p> <p><b>CC.1.4.3.H</b> Introduce the topic and state an opinion on the topic.</p> <p><b>CC.1.4.3.I</b> Support an opinion with reasons.</p> <p><b>CC.1.4.3.J</b> Create an organizational structure that includes reasons and includes a concluding statement or section.</p> <p><b>CC.1.4.3.K</b> Use a variety of words and sentence types to appeal to the audience.</p> <p><b>CC.1.4.3.L</b></p>	<p><b>E03.C.1.1.1</b> Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer’s purpose.</p> <p><b>E03.C.1.1.2</b> Provide reasons that support the opinion.</p> <p><b>E03.1.1.3</b> Use linking words and phrases (<i>because, therefore, since, for example</i>) to connect an opinion and reasons.</p> <p><b>E03.C.1.1.4</b> Provide a concluding statement or section.</p> <p>E03.D.2.1.1 *</p>	<p>Possessive Nouns (singular)</p> <p>Pronouns (singular, plural, subject, object, antecedent agreement)</p> <p>Adjectives (comparative, superlative)</p> <p>Verbs (regular, irregular, verb tenses)</p> <p>Subject-Verb Agreement</p> <p>Adverbs (comparative, superlative)</p> <p>Capitalize (titles)</p> <p>Commas in addresses</p>	<p>Included, but not limited to:</p> <p>Writing conferences</p> <p>Teacher selected writing samples</p> <p>StoryTown grammar tests</p> <p>Teacher made assessments</p> <p>Student writing</p>	<p>Select from:</p> <p><i>Being a Writer</i>, Expository Nonfiction genre</p> <p><i>Being a Writer</i>, Opinion genre (introduce)</p> <p>Opinion/argumentative writing materials</p> <p>StoryTown Themes 1-6</p> <p>HWOT (<i>Handwriting Without Tears</i>)</p>

<p><b>WRITING</b> <b>(cont.)</b></p>	<p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>CC.1.4.3.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts</p> <p>CC.1.4.3.T * With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><b>CC.1.4.3.U</b> With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>CC.1.4.3.V</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>CC.1.4.3.W</b> Recall information from experiences or gather information from print and digital resources; taken brief notes on sources and sort evidence into provide categories.</p>	<p>Choose words and phrases for effect.</p> <p><b>E03.D.1.1.4</b> Form and use regular and irregular verbs.</p> <p><b>E03.D.1.1.5</b> Form and use simple verb tenses.</p> <p><b>E03.D.1.1.6</b> Ensure subject-verb agreement and pronoun antecedent agreement.</p> <p><b>E03.D.1.1.7</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p><b>E03.D.1.2.2</b> Use commas in addresses.</p> <p>E03.D.1.2.3 * Use commas and quotation marks in dialogue.</p> <p><b>E03.D.1.2.4</b> Form and use possessives.</p> <p>E03.D.1.2.5 * Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p> <p>E04.D.1.2.6 * Use spelling patterns and generalizations in writing words.</p>	<p>Commas and quotation marks in dialogue</p>		
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	CC.1.4.3.X * Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.				
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### Third Grade ELA Curriculum Map Trimester #2

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<b>SPEAKING AND LISTENING</b>	<p>CC.1.5.3.A * Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>CC.1.5.3.B</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.3.C * Ask and answer questions about information from a speaker, offering appropriate detail.</p>	<p>Discussion skills</p> <p>Presentation skills</p> <p>Retell/Paraphrase/Summarize</p> <p>Listening skills</p> <p>Ask questions</p> <p>Use technology</p>	<p>Included, but not limited to:</p> <p>Rubrics</p> <p>Peer feedback</p> <p><i>Being a Writer</i> Social Skills assessments</p> <p><i>Being a Writer</i> Class assessment</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Readers' Theater</p> <p>Content Area Reading</p>

	<p>CC.1.5.3.D * Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly with adequate volume, appropriate pacing and clear pronunciation.</p> <p>CC.1.5.3.E * Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>			
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### Third Grade ELA Curriculum Map Trimester #3

CONTENT	COMMON CORE STANDARDS	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p><b>FOUNDATIONAL SKILLS</b> (Spelling and Word Work)</p>	<p>CC.1.1.3.D * Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>• Decode words with common Latin suffixes.</li> <li>• Decode multisyllable words.</li> <li>• Read grade-appropriate irregularly spelled words.</li> </ul>	<p>R-Controlled Vowels</p> <p>Suffixes (-er, -est, -ly, -ful, -able, -ible, -less, -ous)</p> <p>Prefixes (un-, re-, dis-, pre-, mis-, in-, non-)</p> <p>Vowel Variants</p>	<p>Included, but not limited to:</p> <p>Weekly/Cycle spelling texts/sorts</p> <p>Teacher made assessments</p> <p>Running Records</p> <p>Student writing</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Developmental Spelling Lists</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Reader’s Theater</p> <p>Content Area Reading</p>

(Fluency)	<p>CC.1.1.3.E * Read with accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding.</li> </ul>	<p>Accuracy</p> <p>Pace</p> <p>Reading Rate</p> <p>Phrasing</p> <p>Intonation</p> <p>Expression</p>	<p>Included, but not limited to:</p> <p>Weekly/Cycle spelling tests/sorts</p> <p>Teacher made assessments</p> <p>Running Records</p> <p>Student writing</p>	
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### Third Grade ELA Curriculum Map Trimester #3

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p><b>READING INFORMATIONAL TEXT</b></p> <p><i>Key Ideas and Details</i> <i>Craft and Structure</i> <i>Integration of Knowledge and Ideas</i> <i>Vocabulary Acquisition and Use</i> <i>Range of Reading</i></p>	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support main idea.</p> <p>CC.1.2.3.B * Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p> <p><b>CC.1.2.3.C</b> Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause and effect.</p> <p><b>CC.1.2.3.D</b></p>	<p>E03.B-K.1.1.1 * Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>E03.B-K.1.1.3</b> 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.</p>	<p>Compare and Contrast</p> <p>Sequence</p> <p>Cause and Effect</p> <p>Making Inferences</p> <p>Figurative Language (rhyme, rhythm, personification)</p> <p>Reading Strategies (Use prior knowledge, make predictions, monitor comprehension, ask questions, summarize)</p>	<p>Included, but not limited to:</p> <p>StoryTown Comprehension Skill/Strategy and Vocabulary assessments</p> <p>AR Quizzes</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student projects and rubrics</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Content Area Reading</p>

<p><b>READING INFORMATIONAL TEXT (cont.)</b></p>	<p>Explain the point of view of the author.</p> <p>CC.1.2.3.F * Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p><b>CC.1.2.3.I</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>CC.1.2.3.J * Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p><b>CC.1.2.3.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.3.L</b></p>	<p><b>E03.B-C.3.1.2</b> Compare and contrast the most important points and key details presented in two texts on the same topic</p> <p>E03.B-V.4.1.1 * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use context as a clue to the meaning of words or phrases.</li> <li>• Determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>• Determine the meaning of general academic and domain-specific words and phrases used in a text.</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root.</li> </ul> <p>E03.B-V.4.1.2 *</p>	<p>Compare and Contrast</p> <p>Sequence</p> <p>Cause and Effect</p> <p>Making Inferences</p> <p>Figurative Language (rhyme, rhythm, personification)</p>	<p>Included, but not limited to:</p> <p>StoryTown Comprehension Skill/Strategy and Vocabulary assessments</p> <p>AR Quizzes</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student projects and rubrics</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Content Area Reading</p>
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	Read and comprehend literary non-fiction and informational text on grade-level, reading independently and proficiently.	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>Distinguish the literal and nonliteral meanings of words and phrases in context.</li> <li>Distinguish shades of meaning among related words.</li> </ul> <p>E03.B-C.3.1.1 Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third).</p>			
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### Third Grade ELA Curriculum Map Trimester #3

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<p><b>READING LITERATURE</b></p> <p><i>Key Ideas and Details</i> <i>Craft and Structure</i> <i>Integration of Knowledge and Ideas</i></p>	<p><b>CC.1.3.3.D</b> Explain the point of view of the author.</p> <p>CC.1.3.3F * Determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.</p> <p>CC.1.3.3.I * Determine or clarify the meaning of unknown and multiple-meaning words and</p>	<p><b>E03.A-C.2.1.1</b> Understand the point of view from which a story is narrated, including the difference between first-and third-person narrations.</p> <p>E03.B-V.4.1.1 * Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>Use context as a clue to the</li> </ul>	<p>Compare and Contrast</p> <p>Sequence</p> <p>Cause and Effect</p> <p>Making Inferences</p> <p>Figurative Language (rhyme, rhythm, personification)</p> <p>Theme</p> <p>Reading Strategies (Use prior knowledge, make predictions, monitor</p>	<p>Included, but not limited to:</p> <p>StoryTown Comprehension Skill/Strategy and Vocabulary assessments</p> <p>AR Quizzes</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Content Area Reading</p>

<p><i>Vocabulary Acquisition and Use</i> <i>Range of Reading</i></p> <p><b>READING LITERATURE (cont.)</b></p>	<p>phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.3.J * Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p><b>CC.1.3.3.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>meaning of a word or phrase.</p> <ul style="list-style-type: none"> <li>Determine the meaning of the new word formed when a known affix is added to a known word.</li> <li>Determine the meaning of general academic and domain-specific words and phrases used in a text.</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root</li> </ul> <p>E03.B-V.4.1.2 * Determine understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>Distinguish the literal and nonliteral meanings of words and phrases in context.</li> <li>Distinguish shades of meaning among related words.</li> </ul>	<p>comprehension, ask questions, summarize)</p> <p>Compare and Contrast</p> <p>Sequence</p> <p>Cause and Effect</p> <p>Making Inferences</p> <p>Figurative Language (rhyme, rhythm, personification)</p> <p>Theme</p>	<p>Other assessments as determined by the grade level team.</p> <p>Student projects and rubrics</p> <p>Included, but not limited to:</p> <p>StoryTown Comprehension Skill/Strategy and Vocabulary assessments</p> <p>AR Quizzes</p> <p>Grade level chosen Performance Task (1 per trimester)</p> <p>Grade level report card assessments</p> <p>Other assessments as determined by the grade level team.</p> <p>Student projects and rubrics</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p> <p>Content Area Reading</p>
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### Third Grade ELA Curriculum Map Trimester #3

CONTENT	COMMON CORE STANDARDS	ELIGIBLE CONTENT	CORE GOALS/ SKILLS	ASSESSMENTS	RESOURCES
<b>WRITING</b>	<p><b>CC.1.4.3.A</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CC.1.4.3.B</b> Identify and introduce the topic.</p> <p><b>CC.1.4.3.C</b></p>	<p><b>E03.C.1.2.1</b> Introduce a topic for the intended audience and group related information together to support the writer's purpose.</p> <p><b>E03.C.1.2.2</b> Develop the topic with facts, definitions, and/or details.</p>	<p>Possessive Nouns (singular and plural)</p> <p>Verbs (regular, irregular, verb tenses)</p> <p>Subject-Verb Agreement</p> <p>Adverbs</p>	<p>Included, but not limited to:</p> <p>Writing conferences</p> <p>Teacher selected writing samples</p> <p>StoryTown grammar tests</p> <p>Teacher made assessments</p>	<p>Select from:</p> <p><i>Being a Writer</i>, Fiction genre</p> <p><i>Being a Writer</i>, Opinion genre</p> <p>Informative writing materials</p> <p>StoryTown Themes 1-6</p> <p>HWOT</p>

<p><b>WRITING</b> <b>(cont.)</b></p>	<p>Develop the topic with facts, definitions, details, and illustrations, as appropriate.</p> <p><b>CC.1.4.3.D</b> Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.</p> <p><b>CC.1.4.3.E</b> Choose words and phrases for effect.</p> <p>CC.1.4.3.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.</p> <p>CC.1.4.3.T * With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>E03.C.1.2.3</b> Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p><b>E03.1.2.4</b> Provide a concluding statement or section.</p> <p><b>E03.D.1.1.1</b> Explain the function of nouns, pronouns, verbs, adjectives, adverbs in general and their functions in particular sentences.</p> <p>E03.D.1.1.6 Ensure subject-verb agreement and pronoun-antecedent agreement.</p> <p>E03.D.1.1.7 Form and use comparative and superlative adjective and adverbs, and choose between them depending on what is to be modified.</p> <p><b>E03.D.1.1.8</b> Use coordinating and subordinating conjunctions.</p> <p><b>E03.D.1.1.9</b> Produce simple, compound, and complex sentences.</p> <p>E03.D.1.2.2 Use commas in addresses</p> <p>E03.D.1.2.3 * Use commas and quotation marks in dialogue.</p>	<p>(comparative and superlative)</p> <p>Coordinating Conjunctions</p> <p>Subordinating Conjunctions</p> <p>Simple, Compound, and Complex Sentences</p> <p>Capitalize titles</p> <p>Commas in addresses and dialogue</p> <p>Quotation Marks in dialogue</p>	<p>Student writing</p>	<p><i>(Handwriting Without Tears)</i></p>
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	<p>CC.1.4.3.U With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>CC.1.4.3.V Conduct short research projects that build knowledge about a topic.</p> <p>CC.1.4.3.W Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CC.1.4.3.X Write for routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>E03.D.1.2.4 Form and use possessives.</p> <p>E03.D.1.2.5 * Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p> <p>E03.D.1.2.6 * Use spelling patterns and generalization in writing words.</p>			
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**Third Grade ELA Curriculum Map Trimester #3**

<b>CONTENT</b>	<b>COMMON CORE STANDARDS</b>	<b>CORE GOALS/ SKILLS</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
<b>SPEAKING AND LISTENING</b>	<p>CC.1.5.3.A * Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.3.B</p>	<p>Discussion skills</p> <p>Presentation skills</p> <p>Retell/Paraphrase/Summarize</p> <p>Listening skills</p> <p>Ask questions</p>	<p>Included, but not limited to:</p> <p>Rubrics</p> <p>Peer feedback</p> <p><i>Being a Writer</i> Social Skills assessments</p>	<p>Select from:</p> <p>StoryTown Themes 1-6</p> <p>Selected Paired Selections</p> <p>Novels</p> <p>Guided/Leveled Readers</p>



	English when speaking based on grade 3 level and content.			
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