

## 3rd Grade ELA Curriculum Map Revised 2019

<b>Standard: Writing</b>	<b>Third Grade</b>
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<p><b>3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</b></p> <ul style="list-style-type: none"> <li>● 3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.</li> <li>● 3W1b: Use precise language and content-specific vocabulary.</li> <li>● 3W1c: Use linking words and phrases to connect ideas within categories of information.</li> <li>● 3W1d: Provide a concluding statement or section.</li> </ul> <p><b>3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</b></p> <ul style="list-style-type: none"> <li>● 3W2a: Introduce a topic and organize related information together.</li> <li>● 3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.</li> <li>● 3W2c: Use precise language and content-specific vocabulary.</li> <li>● 3W2d: Use linking words and phrases to connect ideas within categories of information.</li> <li>● 3W2e: Provide a concluding statement or section.</li> </ul> <p><b>3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</b></p> <ul style="list-style-type: none"> <li>● 3W3a: Establish a situation and introduce a narrator and/or characters.</li> <li>● 3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>● 3W3c: Use temporal words and phrases to signal event order.</li> <li>● 3W3d: Provide a conclusion.</li> </ul> <p><b>3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other).</b></p> <p><b>3W5: Begins in Grade 4.</b></p> <p><b>3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.</b></p> <p><b>3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</b></p>
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<b>Writing Skills: Ongoing Throughout the Year</b>
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<p><b>*Stronger Focus On Narrative Writing First Trimester</b></p> <ul style="list-style-type: none"> <li>● Develop an interesting story with believable characters and a realistic plot</li> <li>● Show the problem of the story and how one or more characters respond</li> <li>● Show rather than tell how characters feel</li> <li>● Write an engaging beginning and a satisfying ending to a story</li> <li>● Use words that show the passage of time</li> <li>● Describe people by what they do, say, and think and what others say about them</li> <li>● Introduce information in categories and provide interesting supporting details in each category that develops a topic</li> <li>● Introduce, develop, and conclude the topic or story</li> <li>● Develop a logical plot by creating a story problem and addressing it over multiple events until it is resolved</li> <li>● Communicate clearly the main points intended for the reader to understand</li> <li>● Use a variety of transitions and connections: e.g., words, phrases, sentences, and paragraphs</li> <li>● Write fiction and nonfiction narratives that are ordered chronologically</li> <li>● Write stories and informational books that have a beginning, a series of things happening, and an ending or introductory and summary sentences</li> </ul>	<p><b>*Stronger Focus On Informative/Explanatory Writing Second Trimester</b></p> <ul style="list-style-type: none"> <li>● Write an engaging beginning and a satisfying conclusion</li> <li>● Use illustrations and book and print features (e.g., labeled pictures, diagrams, table of contents, headings, sidebars, page numbers) to guide the reader</li> <li>● Provide information that teaches or informs readers about a topic</li> <li>● Introduce information in categories and provide interesting supporting details in each category that develops a topic</li> <li>● Introduce, develop, and conclude the topic</li> <li>● Communicate clearly the main points intended for the reader to understand</li> <li>● Use a variety of transitions and connections: e.g., words, phrases, sentences, and paragraphs</li> <li>● Write an informational text using expository structure that is ordered by logic: e.g., sequences,</li> </ul>	<p><b>*Stronger Focus On Argument to Support a Claim Writing Third Trimester</b></p> <ul style="list-style-type: none"> <li>● Use common (simple) connectives that are frequently used in oral language (words, phrases that clarify relationships and ideas): e.g., and, but, so, because, before, after</li> <li>● Use some sophisticated connectives (words that link ideas and clarify meaning) that are used in written texts, but do not appear often in everyday oral language: e.g., although, however, meantime, meanwhile, moreover, otherwise, therefore, though, unless, until, whenever, yet</li> <li>● Provide evidence from the text or from personal experience to support written statements about a text</li> <li>● Express arguments about a claim</li> <li>● Form and express arguments about a claim in writing and support those arguments with rationales and evidence</li> <li>● Organize information according to purpose</li> </ul>
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<ul style="list-style-type: none"> <li>• Reread and revise the draft or rewrite sections to clarify meaning</li> <li>• Reorganize and revise the writing to better express meaning or make the text more logical</li> </ul>	<p>ideas related to each other, categories of related information</p> <ul style="list-style-type: none"> <li>• Begin to use underlying structural patterns to present different kinds of information in nonfiction: e.g., description, temporal sequence, question and answer, cause and effect, chronological sequence, compare and contrast, problem and solution</li> <li>• Organize information according to purpose</li> <li>• Reread and revise the draft or rewrite sections to clarify meaning</li> <li>• Compose notes, lists, letters, or statements to remember important information</li> <li>• Gather information (with teacher assistance) about a topic from books or other print and media resources while preparing to write about it</li> </ul>	<ul style="list-style-type: none"> <li>• Reread and revise the draft or rewrite sections to clarify meaning</li> </ul>
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\*\*\*\*All three trimesters- students need to demonstrate an understanding of:

- Punctuation
- Capitalization
- Editing/Proofreading
- Identifying Parts of Speech
- Paragraph Indentation
- Providing Evidence from Text in Writing

### Writing Assessments/Expectations

#### First Trimester

##### Basic Paragraph

- Topic Sentences
- Supporting Details
- Concluding Sentences

\*With a strong focus on a Narrative (3W3)

#### Second Trimester

##### Basic Paragraph

- Topic Sentences
- Supporting Details
- Concluding Sentences

\*With a strong focus on Informative/Explanatory (3W2)

#### Third Trimester

##### Multi-Paragraph Essay

- Topic Sentences
- Supporting Details
- Concluding Sentences

\*With a strong focus on writing an argument to support a claim (3W1)

### Standard: Phonics, Spelling, Word Study

### Third Grade

3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3RF3a: Identify and know the meaning of the most common prefixes and suffixes.
- 3RF3b: Decode multisyllabic words.
- 3RF3c: Identify, know the meaning of, and decode words with suffixes.
- 3RF3d: Recognize and read grade-appropriate irregularly spelled words.

**Beginning of First Trimester- Review 2nd grade skills (2.RF.3):**

- Hear and identify long vowel sounds in words and the letters that represent them
- Contrast short and long vowel sounds in words: e.g., at/ate, pet/Pete, bit/bite, hop/hope, cut/cute
- Recognize and use letter combinations that represent long vowel sounds: e.g., chain, play, neat, meet, pie, light, roast, toe, row, blue, fruit, new
- Recognize and use longer high-frequency words, some with more than one syllable: e.g., after, around, before, their, there, these, very, which
- Read and write high-frequency words
- Understand and talk about the concept of a suffix
- Use known word parts (some are words) to solve unknown larger words: e.g., in/into, can/canvas

**Phonics, Spelling, Word Study: Ongoing Throughout the Year****Phonics**

- Hear, say, clap and identify syllables in words with three or more syllables using an/oth/er, bi/cy/cle, fish/er/man, el/e/va/tor, un/u/us/al
- Recognize and use frequently appearing syllable patterns in multisyllabic words: e.g.: **alone, before, enter, imitate, increase, repeat, unhappy, trouble, other, purple, already**
- Understand and discuss the concept of prefixes and recognize their use in determining the meaning of some English words: e.g.: ad-, ant-, anti-, bi-, circu-, com-, con-, contra-, contro-, counter-, dec-, dis-, em-, en-, ex-, in-, inter-, intra-, mal-, mis-, mon-, mono-, multi-, non-, oct-, pent-, per-, poly-, pre-, quadr-, re-, sub-, super-, trans-, tri-, un-, uni-
- Understand and talk about the concept of a suffix
- Recognize and use the suffixes- -er and -est to show comparison: e.g. bright/brighter/brightest, fierce/fiercer/fiercest, sad/sadder/saddest.
- Recognize and use synonyms (words that have almost the same meaning): e.g., *mistake/error, high/tall*
- Understand and discuss the concept of prefixes and recognize their use in determining of some English words: e.g.: ad-, ant-, anti-, bi-, circu-, com-, con-, contra-, contro-, counter-, dec-, dis-, em-, en-, ex-, in-, inter-, intra-, mal-, mis-, mon-, mono-, multi-, non-, oct-, pent-, per-, poly-, pre-, quadr-, re-, sub-, super-, trans-, tri-, un-, uni-

**Standard: Knowledge of Language (Grammar)/Vocabulary Acquisition and Use****Anchor Standard L.1, L.2 (NYS Next Gen ELA Appendix A) \*\*\*Student is expected to know and be able to use the skills by the end of fifth grade****Skills:**

- Produce simple, compound, and complex sentences.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns.
- Form and use regular and irregular verbs.
- Form and use simple verb tenses (e.g., I walked; I walk; I will walk).
- Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb t
- Ensure subject-verb and pronoun-antecedent agreement.
- Use coordinating and subordinating conjunctions.
- Use and identify prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., to, too, two; there, their).

**Grammar**

- Recognize and use synonyms (words that have almost the same meaning): e.g., high/tall
- Recognize and use compound words with common parts: e.g., doghouse, housekeeper, schoolhouse; beside, inside, sidewalk
- Remove the inflectional ending from a base word to read and write other words: e.g., sits/sit, jumping/jump, player/play, wished/wish
- Use connections between or among words that mean the same or almost the same to solve an unknown word: e.g., damp, wet
- Use a glossary to solve and find information about words
- Use a dictionary to solve and find information about words
- Develop interest in vocabulary by recognizing and appreciating aspects of words and by “collecting” and

- Capitalize appropriate words in titles.
- Use correct capitalization
- Use commas in addresses
- Use commas and quotation marks in dialogue
- Use commas and quotation marks to mark direct speech and quotations from a text
- Use a comma before a coordinating conjunction in a compound sentence
- Use a comma to separate an introductory element from the rest of the sentence
- Use punctuation to separate items in a series
- Form and use possessives
- Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness)
- Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words
- Spell grade-appropriate words correctly, consulting references as needed
- Use quotation marks or italics to indicate titles of works

discussing interesting words and using them in conversation

**\*\*\*All three trimesters- students need to know grade-level appropriate prefixes and suffixes- Standards- 3RF3 (3RF3a and 3RF3d)**

**3L3: Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.**

- **3L3a: Choose words and phrases for effect.**
- **3L3b: Recognize and observe differences between the conventions of spoken and written standard English.**

**3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:**

- **3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.**
- **3L4b: 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).**
- **3L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).**
- **3L4d: Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.**

**3L5: Demonstrate understanding of word relationships and nuances in word meanings.**

- **3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).**
- **3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful).**
- **3L5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).**

**3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).**

**Skills:**

- Use some literary language that is different from oral language
- Understand the difference between ordinary language and poetic language
- Understand that the writer is using language to communicate meaning
- Learn ways of using language and constructing texts from other writers (reading books and hearing them read aloud) and apply understandings to one's own writing
- Use memorable words or phrases
- Use language to show instead of tell
- Use language to create sensory images
- Vary word choice to create interesting description and dialogue
- Write in an expressive way but also recognize how language in a book would sound
- Recognize and use interjections.
- Recognize and use phrases and understand their functions in sentences
- Use complete sentences and avoid common sentence problems in writing
- Add new words from texts to vocabulary constantly
- Use contextual information to solve the meaning of new words
- Recognize words with affixes (prefixes and suffixes)

- Connect words that have similar features: e.g., affixes and other word parts, base words, parts of speech
- Recognize and use synonyms (words that have almost the same meaning): e.g., mistake/error, high/tall
- Understand and discuss the concept of prefixes and recognize their use in determining the meaning of some English words: e.g., ad-, ant-, anti-, bi-, circum-, com-, con-, contra-, contro-, counter-, dec-, dis-, em-, en-, ex-, in-, inter-, intra-, mal-, mis-, mon-, mono-, multi-, non-, oct-, pent-, per-, poly-, pre-, quadr-, re-, sub-, super-, trans-, tri-, un-, uni
- Develop interest in vocabulary by recognizing and appreciating aspects of words and by “collecting” and discussing interesting words and using them in conversation
- Understand and talk about the concept of a suffix
- Use connections between or among words that mean the same or almost the same to solve an unknown word: e.g., damp, wet
- Recognize and use phrases and understand their functions in sentences
- Recognize, understand the function of, and use simple connectives
- Recognize and use sophisticated connectives

**Standard: Reading Literary and Informational**

**Third Grade**

**3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL)**

**3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)**

**3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL)**

**3R4: Determine the meaning of words, phrases, figurative language, and academic and content specific words. (RI&RL)**

**3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) In informational texts, identify and use text features to build comprehension. (RI)**

**3R6: Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL)**

**3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)**

**3R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL)**

**3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)**

**Reading Skills: Ongoing Throughout the Year**

**Ongoing Reading Comprehension Strategies**

- Refer to important information and details and use as evidence to support opinions/arguments and statements during discussion
- Use evidence from the text to support statements about the text
- Notice when a fiction writer is communicating a moral lesson
- Infer messages and characters’ intentions, feelings, and motivations as revealed through thought, dialogue, behavior, and what others say or think about them
- Summarize the important information in the text in a clear and logical way without extraneous detail
- Infer character development from evidence in behavior as well as reasons for change
- Infer complex relationships between and among characters by noticing evidence in their responses to each other
- Infer some abstract themes and ideas
- Relate character development to the events of the plot
- Understand how one episode builds on another and use information from the beginning of a story to interpret later episodes
- Express opinions about the characters in a story (evil, dishonest, clever, sly, greedy, brave, loyal), and support with evidence
- Derive the meaning of words from context
- Use some academic language to talk about a book and print features
- Understand many words that have multiple meanings and identify the specific meaning that applies in a sentence or paragraph
- Determine the meaning of words, phrases, figurative language, and academic and content specific words
- Make connections between the events in chapters that are connected to a single plot

- Identify Main Idea
- Supporting Details
- Theme/Central Idea (3.R.2)
- Fact & Opinion
- Making Inferences (3.R.1)
- Compare & Contrast
- Sequencing
- Cause & Effect
- Drawing Conclusions
- Story Elements (3.R.3)
- Using Context Clues (3.R.4)
- Author’s Purpose
- Character Traits (3.R.3)
- Identify Parts of a Story (3.R.5)
- Nonfiction Text Features
- Problem/Solution
- Genres (3.R.9)
- Mood
- Point of View (3.R.6)

- When reading chapter books, make connections between previous events of the plot and what is happening at another point in the text
- Take on perspectives from diverse cultures and bring cultural knowledge to understanding a text
- Notice when the writer uses the second person to talk directly to the reader
- Share opinions of characters and talk about how they could have made different decisions or behaved differently
- Form and state the basis for opinions about authors and illustrators
- Recognize some authors by the style of their illustrations, their topics, characters they use, or typical plots
- Use details from illustrations and text to support points made in discussion
- Notice how illustrations and graphics can reflect the theme in a text
- Notice and infer how illustrations contribute to the mood in a text
- Use previous reading of a book in a series to predict types of characters and plots in a sequel or another book in the series
- Make connections among books in a series
- Infer information from the pictures that add meaning to the text
- Notice recurring themes or motifs in traditional literature and fantasy: e.g., struggle between good and evil
- Talk critically about what a writer does to make a topic interesting or important
- Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension

- Multiple-meaning words and phrases
- Antonyms/Synonyms
- Figurative Language (3.R.4)
- Retelling
- Summarizing

### Standard: Reading Fluency

#### 3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

- **3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.**
- **3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

### Fluency Skills: Ongoing Throughout the Year

- Use multiple sources of information to monitor, search, and self-correct in solving words
- Read orally with integration of all dimensions of fluency: e.g., pausing, phrasing, word stress, intonation, and rate
- Recognize and reflect punctuation with the voice: e.g., period, question mark, exclamation point, dash, comma, ellipses, when reading in chorus or individually
- When reading individually or in unison with others, adjust the voice to reflect the mood of the text: e.g., sadness, tension, joy, humor
- Self-monitor reading using multiple sources of information (i.e., meaning, language structure, visual information) and with little overt self-correction

### Standard: Speaking and Listening

Third Grade

#### 3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.

- **3LS1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under 40 discussion.**
- **3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.**
- **3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.**
- **3SL1d: Explains their own ideas and understanding of the discussion.**
- **3SL1e: Consider individual differences when communicating with others.**

#### 3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).

#### 3SL3: Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.

#### 3SL4: 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.

**3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details.**

**3SL6: Identify contexts that call for academic English or informal discourse.**

### **Reading Skills: Ongoing Throughout the Year**

- Ask and answer questions to deepen understanding
- Recall and state ideas from oral reading and presentations
- Relate and identify central ideas, supporting details, or information presented in diverse texts and formats
- Follow a topic and add to discussion with comments on the same topic
- Listen, respond, and build on the statements of others
- Actively participate in the give and take of conversation
- Listen and respond to a partner by agreeing, disagreeing or adding on, explaining reasons, and connecting to a partners ideas
- Restate points that have been made and extend or elaborate upon them
- Have a plan or notes to support the presentation
- Use language to talk about the messages in texts
- Tell stories and present information in an interesting way
- Vary speaking voice for emphasis
- Speak at an appropriate volume to be heard when addressing large and small groups
- Speak at an appropriate rate to be understood
- Enunciate words clearly enough to be understood by a small group, or the class, (with regional and other accents being acceptable)
- Enunciate words clearly in their own languages as well as English
- Use intonation and word stress to emphasize important ideas
- Vary language according to purpose
- Use mostly conventional grammar (depending on individual opportunities over time)
- Maintain a clear focus on the important or main ideas
- Demonstrate understanding of a topic by providing relevant facts and details
- Use graphics (e.g., charts, illustrations, or other digital media) as appropriate to communicate meaning or to enhance a presentation

### **Assessments**

- **STAR**
- **Writing Assessments (each trimester)**
- **Teacher Assessments**
- **Informal Assessments**
- **F & P (Fall/Winter/Spring)**
- **Sight Word (if needed)**