3rd Grade ELA Curriculum Map

	Standard	Trimester 1	Trimester 2	Trimester 3
Reading: Literature	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		
	RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain their actions contribute to the sequence of events		
	RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		
	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.		
	RL.3.6		Distinguish their own point of view from that of the narrator or those of the characters.	
	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)	
	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)	
	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.		
Reading: Informational	RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.		Determine the main idea of a text; recount the key details and explain how they support the main idea.
	RI.3.3	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.		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.
	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.		Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	RI.3.6	Distinguish their own point of view from that of the author of a text.		
	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).		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).
	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).		Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	RI.3.9			Compare and contrast the most important points and key details presented in two texts on the same topic.
	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	RI.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.		Know and apply grade-level phonics and word analysis skills in decoding words.
	RI.3.4	Read with sufficient accuracy and fluency to support comprehension.		

Writing	W.3.1		Write opinion pieces on topics or texts, supporting a point of view with reasons.	
	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
	W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)		
	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)		
	W.3.6		With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
	W.3.7	Conduct short research projects that build knowledge about a topic.		
	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.		Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
	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.		
Speaking and Listening	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.		
	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
	SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
	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.		
	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.		
	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)		
Language	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	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.		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.
	L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.		
	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		

Social Emotional Learning		
Goal	**Learning Standard**	**Suggested Performance Descriptors**
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.	A. Identify and manage one's emotions and behavior.	1A.2a. Describe a range of emotions and the situations that cause them.
		1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.
	B. Recognize personal qualities and external supports.	1B.2a. Describe personal skills and interests that one wants to develop.
		1B.2b. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.

	C. Demonstrate skills related to achieving personal and academic goals.	1C.2a. Describe the steps in setting and working toward goal achievement.
		1C.2b. Monitor progress on achieving a shortterm personal goal.
Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships	A: Recognize the feelings and perspectives of others.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.
		2A.2b. Describe the expressed feelings and perspectives of others.
	B: Recognize individual and group similarities and differences.	2B.2a. Identify differences among and contributions of various social and cultural groups.
		2B.2b. Demonstrate how to work effectively with those who are different from oneself.
	C: Use communication and social skills to interact effectively with others.	2C.2a. Describe approaches for making and keeping friends.
		2C.2b. Analyze ways to work effectively in groups.
	D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.2a. Describe causes and consequences of conflicts
		2D.2b. Apply constructive approaches in resolving conflicts.
Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	A: Consider ethical, safety, and societal factors in making decisions.	3A.2a. Demonstrate the ability to respect the rights of self and others.
		3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.
	B: Apply decision making skills to deal responsibly with daily academic and social situations.	3B.2a. Identify and apply the steps of systematic decision making.
		3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.
	C. Contribute to the well-being of one's school and community. 1st trimester	3C.2a. Identify and perform roles that contribute to the school community.
		3C.2b. Identify and perform roles that contribute to one's local community.

ISTE Standards

Empowered Learner	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	**Computational Thinker**	Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
Digital Citizenship	Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.	**Creative Communicator**	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
Knowledge Constructor	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	**Global Collaborator**	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
Innovative Designer	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.		