



GRANITE SCHOOL DISTRICT
3rd Grade ELA Core Curriculum Maps at a Glance

QUARTER 1

READING LITERATURE – Key Indicators

RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL 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).

READING INFORMATIONAL – Key Indicators

RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI 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).

READING FOUNDATIONAL SKILL – Key Indicators

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

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W 4 is also a component when determining proficiency).

Additional Indicators

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (L 2 and L 3 are also components when determining proficiency).

W 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 (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

SL 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 2 and SL 3 are also components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 2

READING LITERATURE – Key Indicators

RL 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. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

READING INFORMATIONAL – Key Indicators

RI 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI 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.

RI 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

READING FOUNDATIONAL SKILL – Key Indicators

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

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons (W 4 is also a component when determining proficiency).

Additional Indicators

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (L 2 and L 3 are also components when determining proficiency).

W 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 (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

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L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 3

READING LITERATURE – Key Indicators

RL 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 6. Distinguish their own point of view from that of the narrator or those of the characters.

RL 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).

READING INFORMATIONAL – Key Indicators

RI 6. Distinguish their own point of view from that of the author of a text.

RI 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI 9. Compare and contrast the most important points and key details presented in two texts on the same topic.

READING FOUNDATIONAL SKILL – Key Indicators

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

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Additional Indicators

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (L 2 and L 3 are also components when determining proficiency).

W 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 (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

SL 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 5, SL 6, L 1, and L3 are components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (RL 4, RI 4, L 4, and L 5 are also components when determining proficiency).

QUARTER 4

READING LITERATURE – Key Indicators

RL 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 6. Distinguish their own point of view from that of the narrator or those of the characters.

RL 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).

Additional Indicators

RL 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. Recognize and begin to read documents written in cursive (L 3 is also a component when considering proficiency).

READING INFORMATIONAL – Key Indicators

RI 6. Distinguish their own point of view from that of the author of a text.

RI 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI 9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Additional Indicators

RI 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. Recognize and begin to read documents written in cursive.

READING FOUNDATIONAL SKILL – Key Indicators

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

RF 4. Read with sufficient accuracy and fluency to support comprehension.

WRITING – Key Indicators

W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W 4 is also a component when determining proficiency).

Additional Indicators

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (L 2 and L 3 are also components when determining proficiency).

W 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 (W 7 and W8 are also components when determining proficiency).

SPEAKING AND LISTENING – Additional Indicators

SL 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 5, SL 6, L 1, and L3 are components when determining proficiency).

LANGUAGE – Additional Indicators

L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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