



# GRANITE SCHOOL DISTRICT

## 3<sup>rd</sup> 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 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

#### 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 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.
- RI 7. Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

#### 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.

#### Additional Indicators

- W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W 6. With guidance and support from adults, use technology to produce and publish writing.

Cluster: Research to Build and Present Knowledge (standards W7 and W8)

#### SPEAKING AND LISTENING – Additional Indicators

- Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)
- Cluster: Presentation of Knowledge and Ideas (standards SL4, SL5, and SL6)

#### LANGUAGE – Key Indicators

- Cluster: Conventions of Standard English (standards L1 and L2)
- Cluster: Knowledge of Language (standards L3 and L4)
- Cluster: Vocabulary Acquisition and Use (standards L5 and L6)

## 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 and explain how their actions contribute to the sequence of events.

RL 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

### **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 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.

RI 5. Use text features and search tools 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 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

#### **Additional Indicators**

W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 6. With guidance and support from adults, use technology to produce and publish writing.

Cluster: Research to Build and Present Knowledge (standards W7 and W8)

### **SPEAKING AND LISTENING – Additional Indicators**

Cluster: Comprehension and Collaboration (standards SL1, SL2, and SL3)

Cluster: Presentation of Knowledge and Ideas (standards SL4, SL5, and SL6)

### **LANGUAGE – Key Indicators**

Cluster: Conventions of Standard English (standards L1 and L2)

Cluster: Knowledge of Language (standards L3 and L4)

Cluster: Vocabulary Acquisition and Use (standards L5 and L6)

## QUARTER 3

### READING LITERATURE – Key Indicators

- RL 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 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.

### READING INFORMATIONAL – Key Indicators

- RI 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.
- 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.
- 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 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

#### Additional Indicators

- W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
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## QUARTER 4

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- 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.

### 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.

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- RI 8. Describe the logical connection between particular sentences and paragraphs in a text.
- 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

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