CSD Literacy Curriculum Maps–Grade 3		*Priority Skills=Bold & Italics
Trimester 1	**Trimester 2**	**Trimester 3**

<table>
<tr><td rowspan="2">READING</td><td>LITERARY</td><td>INFORMATIONAL TEXT-Non-Literary</td><td>INFORMATIONAL-Literary</td></tr>
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NEW LEARNING
- ***Retell w/Central Message/Moral***-conveyed through key details (including fables and folktales from diverse cultures)-RL2.2
- ***Character*** traits, motivations, feelings and how actions contribute to sequence of events-RL3.3
- Literary Genre/Structure-Elements/layout of stories, drama, poetry (including chapter, scene, stanza, illustrations)-RL3.5
- ***Point of View/Voice-***their point of view vs. narrator & character's-RL3.6
- Compare & Contrast stories (theme, settings, plots) by same author, same or similar characters (e.g., books in series)-RL3.9

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NEW LEARNING
- ***Main Idea*** of text and how key details support main idea-RI3.2
- Relationship btw series of historical events, ideas, concepts, steps in technical procedures (language of time, sequence, cause/effect)-RI3.3
- ***Text Features*** and search tools (key words, sidebars, hyperlinks) to locate info-RI3.5
- Connections btw sentences & paragraphs (e.g. cause/effect, comparison)-RI3.8
- Compare & Contrast two texts on same topic-important points, key details-RI3.9

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NEW LEARNING
- Main Idea-key details support main idea-RI3.2
- Text Features and search tools (key words, sidebars, hyperlinks) to locate info-RI3.5
- ***Point of View***-their point of view/author's-RI3.6
- Connections btw sentences & paragraphs (e.g. cause/effect, comparison)-RI3.8
- ***Compare & Contrast*** two texts on same topic-important points, key details-RI3.9

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On-Going Learning-Reading
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers-RL3.1, RI3.1
- Determine the meaning of words and phrases as used in text, distinguishing literal from non-literal language-RL3.4
- Determine the meaning of academic and domain-specific words and phrases in text-RI3.4
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from an array of strategies-(sentence level context, affixes, root words)-L3.4
- Use illustrations and images to further understanding-RL3.7, RI3.7
- ***Apply grade level phonics and word analysis skills in decoding***-RFS3.3
- ***Read with sufficient accuracy and fluency to support comprehension***-RFS3.4
- **Read-comprehends literature & informational texts at the high end of grades 2-3 text complexity independently and proficiently-RL3.10**

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<tr><td rowspan="2">WRITING</td><td>

NEW LEARNING
Narrative-W3.3
- Center focus
- Narrator
- Sequence of events
- Dialogue and descriptions of actions, thoughts, feelings
- Temporal words
- Closure

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NEW LEARNING
Informative-W3.2
- Topic and group related information together
- Facts and definitions to develop points
- Linking words, phrases (e.g., also, another, and, more, but)
- Concluding statement or section
- Information from print/digital sources; notes and sort evidence into provided categories-W3.8

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NEW LEARNING
Opinion-W3.1
- Introduce book/topic
- Opinion
- Organizational structure
- Reasons that support opinion
- Linking words (e.g., because, therefore, since, for example)
- Concluding statement or section
- Information from print/digital sources; notes and sort evidence into provided categories-W3.8

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On-Going Learning-Writing
- With guidance-support from adults, focus on a topic and strengthen writing as needed by planning, revising and editing-W3.5
- With guidance-support from adults, use technology to produce and publish writing, in collaboration with peers-W3.6
- Conduct short research projects that build knowledge-W3.7
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences-W3.10

SPEAKING/LISTENING

NEW LEARNING
Collaborative Conversations-w/ diverse partners (peers and adults) on grade 3 topics/texts - build on other's ideas and expressing themselves clearly-SL3.1
- Preparation for discussion
- Rules for discussion
- Ask for clarification
- Stay on topic
- Link comments to remarks of others

NEW LEARNING
Report on a topic or recount text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace-SL3.4

NEW LEARNING
Audio recordings of stories or poems; add drawings, visual displays, recount experiences-SL3.5

On-Going Learning-Speaking Listening
- Determine the main ideas and supporting details of text read aloud or presented in diverse formats-SL3.2
- *Ask and answer questions* about information from a speaker, offering appropriate elaboration and detail-SL3.3
- Produce complete sentences when appropriate to the task in order to provide requested detail or clarification-SL3.6

LANGUAGE

NEW LEARNING
Conventions of English grammar in writing and speaking-L3.1
- Function of nouns, pronouns, verbs, adjectives, and adverbs
- Plural nouns-regular & irregular
- Abstract nouns (e.g. childhood)
Conventions of English capitalization, punctuation, spelling when writing-L3.2
- Capitalize words in Titles

NEW LEARNING
Conventions of English grammar in writing and speaking-L3.1
- Regular and irregular verbs
- Simple verb tenses (e.g. I walked; I walk; I will walk)
- Subject-verb, pronoun-antecedent agreement
Conventions of English capitalization, punctuation, spelling when writing-L3.2
- Commas in addresses

NEW LEARNING
Conventions of English grammar in writing and speaking-L3.1
- Comparative and superlative adjectives and adverbs
- Coordinating and subordinating conjunctions
Conventions of English capitalization, punctuation, spelling when writing-L3.2
- Commas in quotation marks in dialogue

On-Going Learning-Language:
- Use knowledge of language and its conventions when writing, speaking, reading and listening-compare spoken and written language-L3.3
- Demonstrate understanding of word relationships and nuances in word meanings-words and their use, shades of meaning (e.g., knew, believed, suspected, heard, wondered)-L3.5
- Use conventional spelling for high-frequency & other studied words for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)-L3.2e
- Generalize learned spelling patterns when writing (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts)-L3.2f
- Consult reference materials as needed to check spelling (dictionaries)-L3.2g
- Use 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)-L3.6

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