

Grade Three

Tecumseh School District
ELA Curriculum Map

First Quarter

indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	<p>answer questions to understand text</p> <p>Refer explicitly to the text to answer questions</p>	X		X SLO	Refer Evidence Explicit Cite Text Basis Print
RL2 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	<p>Determine the moral of a fable</p> <p>Determine how the central message, lesson or moral is conveyed through key details in the text</p> <p>Recount: stories from diverse cultures fables from diverse cultures</p>	X		X (fables)	Story Element Convey Theme Key details(point) Plot Setting
RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p>Retell the sequence of events using time order words</p> <p>Describe a character's feelings/emotions based on information found in the text</p> <p>Explain how a character's actions contribute to the sequence of events</p>	X			Emotions/feelings Trait Motivation Contribute Sequence

RL 4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Identify literal and nonliteral words and phrases in a text	X		X SLO	Phrase Determine Distinguish Literal Nonliteral
RL7 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)	Identify specific aspects of a text's illustrations Recognize the mood of a story	X			Specific Aspects Mood
RL10 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.		x		DRA	
RI 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to text as the basis for the answers	answer questions to understand text Refer explicitly to the text to answer questions	x			Comprehension
RI 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 key details of a text	X		SLO	Main Idea Recount
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.		X			
RI 5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Determine how readers use search tools (e.g., keywords sidebars hyperlinks) Use various text features to locate key facts or information in a text Use search tools to locate key facts or information in a text	X			Keyword Sidebar Hyperlink Digital Resources

<p>RI7 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).</p>	<p>Demonstrate an understanding of text using information from illustrations: maps photographs</p> <p>Demonstrate an understanding of text using information from words that tell: where when why how key events occur</p>	<p>X</p>		<p>Scholastic News</p>	<p>Gain Map Photograph Occur Define Statement Paragraph</p>
<p>RI9 Compare and contrast the most important points and key details presented by two texts on the same topic.</p>	<p>Identify:</p> <ul style="list-style-type: none"> • the most important points in each text • the key details in each text • similarities of key details • differences in key details 	<p>X</p>		<p>PARCC</p>	<p>Point Similar Differenced</p>
<p>W 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Define character Identify story element</p>	<p>X</p>			<p>Imagine Response Experiences Natural Dialogue (dialect)</p>
<p>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.</p>	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>X</p>			<p>Engage Explore</p>
<p>SL2 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.</p>	<p>Determine the main idea of an oral or media presentation including: visual quantitative oral</p>	<p>X</p>			<p>Format Diverse Quantitatively</p>

SL6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification					Pace Fluency
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Second Quarter

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
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RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	Explain how aspects of: illustrations contribute to the words in a story text illustrations create the mood of a story text illustrations emphasize: o a character o the setting		X	x	Refer Evidence Explicit Cite Text Basis Print
RL2 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	Determine the lesson of a folktale and central message of a myth Determine how the central message, lesson or moral is conveyed through key details in the text		X	X(folktales0	
RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Describe a character's traits/motivations Infer a character's feelings and/or emotions Analyze a character's feelings and/or emotions Interpret how a character's: traits motivations feelings lead to actions		X	X	Infer

RL 4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Determine the meaning of literal and nonliteral words and phrases as they are used in a text		X	X	Analyze Interpret Literal Nonliteral
RL7 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)	Explain how aspects of: illustrations contribute to the words in a story text illustrations create the mood of a story text illustrations emphasize: • a character • o the setting		X		Create Emphasize

RL10 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.			X	DRA	
RI 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to text as the basis for the answers	Explain how aspects of: illustrations contribute to the words in a story text illustrations create the mood of a story text illustrations emphasize: o a character o the setting		x		Comprehension
RI 2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Explain how the key details support the main idea of a text		X	X	Explain
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.	Identify relationships within text Describe the relationship that occurs in a text between: • historical events • scientific ideas or concepts • the steps from a procedure	X			Relationships Pertain Time Temporal/signal
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.			x		
RI 5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Determine how readers use search tools (e.g., keywords sidebars hyperlinks) Use various text features to locate key facts or information in a text Use search tools to locate key facts or information in a text		X	Scholastic news	Aides
RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Explain how sentences and paragraphs in text are logically connected	X			Logical Connection

<p>RI9 Compare and contrast the most important points and key details presented by two texts on the same topic.</p>	<p>Identify:</p> <ul style="list-style-type: none"> • the most important points in each text • the key details in each text • similarities of key details • differences in key details 				<p>Point Similar Differenced</p>
<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>Define point of view</p> <p>Recognize the purpose of a concluding statement</p> <p>Recognize linking words and phrases (e.g., because, therefore, since, for example) that connect opinions and reasons</p>	<p>X</p>			<p>Recognize Linking words</p>
<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section</p>	<p>Identify:</p> <ul style="list-style-type: none"> • topic • facts • definitions • details • linking words and phrases to connect ideas within • categories of information • concluding statements or section 	<p>X</p>			<p>Irrelevant Relevant Discriminate Sort Graphic Organizers</p>

<p>W 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure</p>	<p>Define: narrator character</p> <p>Identify:</p> <ul style="list-style-type: none"> • story elements • structure of a narrative • how writers establish a situation • correct use of dialogue <p>Explain how: writers use dialogue to develop a narrative writers develop characters</p> <p>Identify how temporal words and phrases are used to develop a sequence of events</p> <p>Recognize closure in others' writing</p>		x		Establish Situation
<p>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.</p>	<p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>Explain their own ideas and understanding in light of the discussion.</p>		x		
<p>SL2 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.</p>	<p>Determine supporting details of an oral or media presentation including:</p> <ul style="list-style-type: none"> • visual • quantitative • oral 		x		

Third Quarter

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
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RL2 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	Determine the central message of a myth Determine how the central message, lesson or moral is conveyed through key details in the text		X	X(myth)	Myth
RL5 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.	Refer to parts of dramas when speaking or writing about text Refer to parts of scenes when speaking or writing about text	X		x	Drama Scene

RL6 Distinguish their own point of view from that of the narrator or those of the characters.	Recognize own point of view Identify the: <ul style="list-style-type: none"> narrator's point of view characters' point of view 	X			Narrator Compare Contrast Point of View
RL9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in book from a series).	Identify: <ul style="list-style-type: none"> theme setting plot Compare and contrast the: <ul style="list-style-type: none"> theme in stories written by the same author about the same or similar characters setting in stories written by the same author about the same or similar characters plot in stories written by the same author about the same or similar characters 	X		PARCC	Same Similar Series
RL10 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.					

<p>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.</p>	<p>Identify relationships within text</p> <p>Define and use terms pertaining to cause and effect.</p> <p>Describe the sequence of events using language that pertains to cause/effect</p> <p>Describe the relationship that occurs in a text between: historical events scientific ideas or concepts the steps from a procedure</p>		<p>X</p>	<p>X</p>	<p>Cause and Effect</p>
<p>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.</p>			<p>X</p>		
<p>RI 5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>Determine how readers use search tools efficiently</p>		<p>X</p>		<p>Efficiently</p>
<p>RI6 : Distinguish their own point of view from that of the author of a text.</p>	<p>Recognize own point of view</p> <p>Identify the author’s point of view</p> <p>Compare/contrast own point of view to the author’s point of view</p>	<p>x</p>			
<p>RI7 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).</p>	<p>Demonstrate an understanding of text using information from words that tell:</p> <ul style="list-style-type: none"> • where • when • why • how <p>key events occur</p>		<p>X</p>	<p>Scholastic News</p>	

<p>RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Identify structure(s) of</p> <ul style="list-style-type: none"> • paragraphs (e.g., comparison, • cause/effect, • first/second/third in a • sequence) <p>Determine how a text is organized (e.g., comparison, cause/effect, first/second/third in a sequence)</p>		<p>X</p>		<p>Structure Organize</p>
<p>RI9 Compare and contrast the most important points and key details presented by two texts on the same topic.</p>				<p>DRA</p>	
<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>Select a topic or text for an opinion piece</p> <p>Determine an opinion about the text or topic and reasons that support the opinion</p> <p>Create an organizational structure for listing reasons for the opinion; select appropriate linking words and phrases</p> <p>Plan a concluding statement or section</p>		<p>x</p>		

<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section</p>	<p>Develop:</p> <ul style="list-style-type: none"> • a topic that groups related information together • illustrations when useful to aiding comprehension • a topic with: facts, definitions , details • linking words and phrases to connect ideas within categories of information • a concluding statement or section <p>to:</p> <ul style="list-style-type: none"> • examine a topic • convey ideas • convey information clearly 		X		Categories Research
<p>W 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure</p>	<p>Establish a situation in writing</p> <p>Formulate appropriate dialogue between characters</p> <p>Develop:</p> <ul style="list-style-type: none"> • characters through dialogue, actions, thoughts feelings, as well as responses to situations • events through dialogue, actions, thoughts and feelings <p>Use temporal words to organize narrative into logical sequence</p> <p>Formulate logical conclusions</p>		x		
<p>W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</p>		X			

<p>W 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, rewriting, or trying a new approach.</p>		<p>X</p>			
<p>W8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories</p>	<p>Recognize print and digital sources</p> <p>Gather information from print and digital sources</p> <p>Provide brief notes from sources</p> <p>Sort evidence from sources into provided categories</p>	<p>x</p>			<p>Brief Notes</p>
<p>SI3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Identify where questioning is needed about what a speaker says</p> <p>Identify appropriate elaboration and detail when answering questions about information from a speaker</p> <p>Formulate appropriate questions about information from a speaker</p> <p>Formulate answers about information from a speaker, offering appropriate elaboration and detail</p>	<p>X</p>			<p>Appropriate Elaborate</p>

Fourth Quarter

Indicator	Learning Targets	Introduce	Continue	Assess	Vocabulary
RL2 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	Determine the central message of a myth from diverse cultures Determine how the central message, lesson or moral is conveyed through key details in the text		X		
RL5 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.	Refer to parts of poems when speaking or writing about text Refer to parts of stanzas when speaking or writing about text		X		Stanza Successive
RL6 Distinguish their own point of view from that of the narrator or those of the characters.	Compare/contrast own point of view to the narrator's or the character's point of view		X		

<p>RL9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in book from a series).</p>	<p>Compare and contrast the:</p> <ul style="list-style-type: none"> • theme in stories written by the • same author about the same or • similar characters • setting in stories written by the • same author about the same or • similar characters • plot in stories written by the • same author about the same or • similar characters 		X		
<p>RL10 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.</p>			X	DRA	
<p>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.</p>	<p>Identify relationships within text</p> <p>Define and use terms pertaining to cause and effect.</p> <p>Describe the sequence of events using language that pertains to cause/effect</p> <p>Describe the relationship that occurs in a text between: historical events scientific ideas or concepts the steps from a procedure</p>		X		
<p>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.</p>			X		
<p>RI6 : Distinguish their own point of view from that of the author of a text.</p>	<p>Recognize own point of view</p> <p>Identify the author’s point of view</p> <p>Compare/contrast own point of view to the author’s point of view</p>		X		

<p>RI7 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).</p>	<p>Demonstrate an understanding of text using information from words that tell:</p> <ul style="list-style-type: none"> • where • when • why • how <p>key events occur</p>		X	Scholastic News	
<p>RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>Identify structure(s) of</p> <ul style="list-style-type: none"> • paragraphs (e.g., comparison, cause/effect, first/second/third in a sequence) <p>Determine how a text is organized (e.g., comparison, cause/effect, first/second/third in a sequence)</p>		X		Structure Organize
<p>RI9 Compare and contrast the most important points and key details presented by two texts on the same topic.</p>				DRA	
<p>W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>Create an opinion piece on a topic or text which:</p> <ul style="list-style-type: none"> • supports a point of view with reasons • introduces the topic or text • states an opinion • organizes ideas • provides reasons for the opinion • uses linking words to connect opinions and reasons • provides a conclusion 		x		

<p>W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section</p>	<p>Write informative/explanatory text that include(s):</p> <ul style="list-style-type: none"> • a topic that groups related information together • illustrations when useful to aiding comprehension • a developed topic with: <ul style="list-style-type: none"> • facts • definitions • details • linking words and phrases to connect ideas within categories of information • a concluding statement or section 		X		
<p>W 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure</p>	<p>Write a narrative that:</p> <ul style="list-style-type: none"> • establishes a situation • introduces a narrator or character(s) • uses dialogue & descriptions to reveal actions, thoughts, feelings • uses temporal words and phrases • includes a sense of closure 		x		
<p>W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose</p>			x		
<p>W 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising editing, rewriting, or trying a new approach.</p>			x		

W8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories	Sort evidence from sources into provided categories using note cards in an organized manner		x		
SL3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Ask detailed questions about information from a speaker Answer questions about information from a speaker, offering appropriate elaboration and detail		X		
SL4 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	Determine: <ul style="list-style-type: none"> • appropriate supportive facts • relevant descriptive details Speak clearly at an understandable pace while: <ul style="list-style-type: none"> • reporting on topic or text • telling a story • recounting an experience with appropriate facts and relevant, descriptive details 	X			
SL5 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.	Emphasize/enhance facts by adding visual displays when appropriate Emphasize/enhance details by adding visual displays when appropriate Read stories or poems fluently for audio recordings Create audio recordings that demonstrate fluid reading Create visual displays	X			Audio Enhance Emphasis