

## HCS 3rd Grade KCAS ELA Curriculum Map

Quarter	Standards	Learning Targets	Success Criteria	Content Vocabulary
1	<b>R.L. 3.1 Ask and answer questions, and make and support logical inferences to construct meaning from the text</b>	<ul style="list-style-type: none"> <li>● We are learning to ask and answer questions and make logical inferences to construct meaning from the text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can ask questions from the text to gain understanding.</li> <li>● I can answer questions from the text to gain understanding.</li> <li>● I can identify inferences.</li> <li>● I can support logical inferences.</li> </ul>	Support Logical inferences Who, What, Where, When, Why, Restate, Infer, Background Knowledge, author, question, demonstrate, understanding, text, answer, details, sequence
	<b>R.L.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.</b>	<ul style="list-style-type: none"> <li>● We are learning to identify and cite relevant implicit and explicit information from a summary to determine the theme of a story.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the word implicit</li> <li>● I can identify the word explicit</li> <li>● I can identify implicit information from a summary.</li> <li>● I can identify explicit information from a summary.</li> <li>● I can determine the author's message from implicit and explicit information.</li> <li>● I can determine the lesson learned or moral of the summary.</li> <li>● I can determine the lesson of a folktale.</li> <li>● I can recount fables from diverse cultures.</li> <li>● I can recount folktales from diverse cultures.</li> <li>● I can recount myths from</li> </ul>	relevant, summary, theme, lesson, moral, fables, folktales, myths, cultures/diversity, fairy tales, central message, recount recount, convey, key detail(s), text

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			<p>diverse cultures</p> <ul style="list-style-type: none"> <li>● I can use details from a text to explain how the lesson is conveyed.</li> <li>● I can use details from the text to explain how the message is conveyed.</li> <li>● I can use details from a text to explain how the moral is conveyed</li> </ul>	
	<p>R.L. 3.3 Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.</p>	<ul style="list-style-type: none"> <li>● We are learning to describe characters in a story and explain how they affect the plot.</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe the characters in a story. <ul style="list-style-type: none"> <li>-Character Traits</li> <li>-Internal Traits</li> <li>-External Traits</li> <li>-Motivation</li> <li>-Actions</li> <li>-Feelings</li> </ul> </li> <li>● I can identify the plot.</li> <li>● I can explain how a character's actions affected the plot.</li> </ul>	<p>Character, Trait, Internal Traits, External Traits, motivation, actions, conflict, sequence, plot, dialogue, feelings Affect</p> <p>describe, interpretation of characters, character, emotion (feelings), problem, resolution</p>
	<p><b>R.L.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.</b></p>	<ul style="list-style-type: none"> <li>● We are learning the meaning of words and phrases as they are used in text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify and determine the meaning of literal and non-literal words and phrases as they are used in a text.</li> <li>● I can identify literal language.</li> <li>● I can identify nonliteral language.</li> <li>● I can distinguish literal from nonliteral language.</li> <li>● I can describe how literal and nonliteral language</li> </ul>	<p>literal vs. nonliteral, figurative, idioms, hyperboles, phrases, alliteration, rhyme, rhythm, simile, metaphor determine, context clues, distinguish</p>

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			<p>shape the meaning of the text.</p> <ul style="list-style-type: none"> <li>● I can identify an idiom.</li> <li>● I can distinguish an idiom in text.</li> <li>● I can describe how an idiom can shape the meaning of the text.</li> <li>● I can identify a hyperbole.</li> <li>● I can distinguish hyperbole from text.</li> <li>● I can describe how a hyperbole can shape the meaning of a text.</li> </ul>	
	<p>R.L. 3.5 Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas including but not limited to linear, non-linear, and circular structures</p>	<ul style="list-style-type: none"> <li>● We are learning to describe and provide evidence how text contributes to poems, stories, and dramas.</li> </ul>	<p><i>Poem</i></p> <ul style="list-style-type: none"> <li>● I can identify a poem.</li> <li>● I can describe parts of a poem. when writing or speaking about a text.</li> <li>● I can identify evidence.</li> <li>● I can provide evidence of how the text contributes to the poem.</li> </ul> <p><i>Story</i></p> <ul style="list-style-type: none"> <li>● I can identify text.</li> <li>● I can identify evidence.</li> <li>● I can demonstrate how to find evidence.</li> <li>● I can identify and describe parts of a story when writing or speaking about a text.</li> </ul>	<p>Refer, evidence, text contributes, poems, elements, stanza, rhythm, rhyme, scheme, line, stories, chapters, characters, setting, paragraphs, drama/play, scene, acts, cast, dialogue, stage directions, narrator, linear(<i>chronological order</i>), non-linear(<i>out of order</i>), circular (<i>where it begins and where it ends</i>), <b>verse, stanza</b></p>

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			<ul style="list-style-type: none"> <li>● I can describe how parts of a story build on to earlier sections.</li> <li>● I can provide evidence of how the text contributes to the story.</li> </ul> <p style="text-align: center;"><i>Drama</i></p> <ul style="list-style-type: none"> <li>● I can identify a drama.</li> <li>● I can describe parts of a drama when writing or speaking about a text.</li> <li>● I can describe parts of a drama built on earlier sections.</li> <li>● I can identify evidence.</li> <li>● I can provide evidence of how the text contributes to the drama.</li> </ul>	
	R.L. 3.7 Explain how the specific aspects of a text’s illustrations contribute to an effect, including but not limited to creating mood, character and setting.	<ul style="list-style-type: none"> <li>● We are learning to explain how illustrations help contribute to an effect.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify an illustration</li> <li>● I can explain how an illustration can contribute to: <ul style="list-style-type: none"> <li>-mood</li> <li>-character</li> <li>-setting</li> <li>-other</li> </ul> </li> </ul>	Mood, illustrations, captions, effect, illustrator, character, setting, text contribute, contribution, convey, aspect(s)
	<b>R.L.3.9 Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.</b>	<ul style="list-style-type: none"> <li>● We are learning to compare/contrast themes, settings and plots of stories by the same author.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the theme.</li> <li>● I can identify the setting.</li> <li>● I can identify the plot.</li> <li>● I can compare/contrast the theme in stories.</li> <li>● I can compare/contrast the settings in stories.</li> </ul>	author, setting, theme, plot, compare, contrast, similarity, difference, character, author, text

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			<ul style="list-style-type: none"> <li>I can compare/contrast the plot in stories.</li> </ul>	
	<p>R.L.3.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently</p>	<ul style="list-style-type: none"> <li>We are learning to use comprehension strategies to read, comprehend, and analyze text.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions to understand the text.</li> <li>I can answer questions to understand the text.</li> <li>I can use prior knowledge to better understand the text.</li> <li>I can visualize to better understand the text.</li> <li>I can identify inferences.</li> <li>I can make an inference to determine what the author is telling me.</li> <li>I can identify summarize</li> <li>I can explain how to summarize a text.</li> <li>I can summarize the text to show comprehension.</li> <li>I can determine what is important in the text.</li> </ul>	<p>Analyze questioning, monitoring, visualizing, inferencing, summarizing, prior knowledge, determining importance, comprehend, literature, story, drama, poetry, independently, proficiently, chart</p>
	<p><b>R.I. 3.1 Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.</b></p>	<ul style="list-style-type: none"> <li>We are learning to ask and answer questions and make logical inferences.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions from the text to gain understanding.</li> <li>I can answer questions from the text to gain understanding.</li> <li>I can identify logical inference</li> <li>I can support logical inferences to construct meaning from the text.</li> </ul>	<p>Support, logical, inference, context clues, prior background knowledge, evidence, support, question, answer, demonstrate, understanding text</p>
	<p><b>R.I.3.2 Identify and cite relevant implicit and explicit information from a</b></p>	<ul style="list-style-type: none"> <li>We are learning to identify and cite relevant information to</li> </ul>	<ul style="list-style-type: none"> <li>I can identify implicit information.</li> <li>I can cite implicit</li> </ul>	<p>identify, cite, relevant, implicit, explicit, summary, central idea/main idea</p>

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	<p><b>summary to determine the central idea of a text.</b></p>	<p>determine the central idea of a text.</p>	<p>information.</p> <ul style="list-style-type: none"> <li>● I can identify explicit information.</li> <li>● I can cite explicit information.</li> <li>● I can determine the central idea of a text.</li> <li>● I can cite relevant implicit and explicit information to determine the central idea of a text.</li> </ul>	<p>determine, recount, key details, support.</p>
	<p>R.I.3.3 Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</p>	<ul style="list-style-type: none"> <li>● We are learning to describe the relationships over the course of a text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe the relationship between individuals in a text.</li> <li>● I can identify historical events.</li> <li>● I can sequence historical events from a text.</li> <li>● I can describe the relationship between historical events in a text.</li> <li>● I can explain the cause and effect of historical events in a text.</li> <li>● I can describe the relationships of a technical procedure.</li> <li>● I can sequence the steps of a scientific procedure that I read about in a text.</li> <li>● I can explain the cause and effect of scientific procedure in a text.</li> </ul>	<p>cause/effect, sequence words, procedures, relationship describe individuals historical event scientific idea technical procedure events, concepts</p> <p><i>*Insert specific name(s)/information in your Success Criteria.</i></p>
	<p><b>R.I.3.5 Identify and describe informational text</b></p>	<ul style="list-style-type: none"> <li>● We are learning to identify and describe</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify an informational text structure.</li> </ul>	<p>informational text, structure, compare, cause, effect,</p>

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	<p><b>structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.</b></p>	<p>informational text structures.</p>	<ul style="list-style-type: none"> <li>● I can describe informational text structure.</li> <li>● I can compare text structures.</li> <li>● I can recognize cause and effect in an informational text.</li> <li>● I can recognize a problem and solution in an informational text.</li> <li>● I can identify a logical connection between sentences.</li> <li>● I can identify a logical connection between phases.</li> <li>● I can recognize the overall structure of an informational text.</li> </ul>	<p>problem, solution, logical connection</p>
	<p>R.I.3.7 Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text</p>	<ul style="list-style-type: none"> <li>● We are learning to identify and explain how visuals in the text contribute to the understanding of the text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the following visuals: <i>(List the ones that you will be covering for the day)</i> <ul style="list-style-type: none"> <li>➤ diagram</li> <li>➤ graph</li> <li>➤ photograph</li> <li>➤ caption</li> <li>➤ side bar</li> <li>➤ chart/table</li> <li>➤ heading</li> <li>➤ subheading</li> <li>➤ glossary</li> <li>➤ index</li> <li>➤ table of contents</li> </ul> </li> <li>● I can explain how the (name specific visual) contributed</li> </ul>	<p>diagram, graph, photograph, caption, side bar, chart/table, heading, subheading, glossary, index, table of contents  determine, information, convey, map, map key/legend, event, illustration</p>

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			to the clarity of the text.	
	<b>R.I.3.8 Describe how reasons and evidence support specific claims the author makes in a text.</b>	<ul style="list-style-type: none"> <li>We are learning how reasons and evidence support specific authors' claims in a text.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify an author's claims in a text.</li> <li>I can identify reasons in a text that supports claims.</li> <li>I can identify evidence in a text that supports claims.</li> </ul>	author, claims, text, reasons, supports, evidence, connections determine, author's message, detail, comparison, cause/effect, sequential order
	<b>R.I.3.9 Explain the relationship between information from two or more texts on the same theme or topic.</b>	<ul style="list-style-type: none"> <li>We are learning to explain the relationship between information between two or more texts.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and contrast the most important points and key details in two texts on the same topic.</li> <li>I can identify the most important and key points in two texts on the same topic.</li> <li>I can distinguish (identify) between key details and important points in a text.</li> <li>I can identify the relationship between information in two or more texts.</li> </ul>	theme, compare, contrast, relationship, key details, important points, text
	R.I.3.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and	<p><i>By the end of the year</i></p> <ul style="list-style-type: none"> <li>We are learning to use a variety of comprehension strategies to read, comprehend and analyze literary text.</li> </ul>	<ul style="list-style-type: none"> <li>I can use comprehension strategies to read and comprehend text.</li> <li>I can analyze text.</li> <li>I can ask and answer questions to understand the text.</li> <li>I can make an inference to determine what the author is telling me.</li> <li>I can summarize the text to show the author's meaning of the text.</li> </ul>	comprehension, questioning, monitoring, visualizing, inferencing, summarizing, prior knowledge, importance, analyze, grade-level appropriate, complex, informational texts  literary texts, informational texts, fiction, non-fiction



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	proficiently.			
	<p><b>L.3.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to demonstrate the the proper usage of English grammar</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the parts of speech. <ul style="list-style-type: none"> <li>➤ Noun</li> <li>➤ Pronoun</li> <li>➤ Verb</li> <li>➤ Adjective</li> <li>➤ Adverb</li> <li>➤ Preposition</li> <li>➤ Conjunction</li> <li>➤ Interjection</li> </ul> </li> <li>● I can demonstrate the command</li> </ul>	<p>nouns, verbs, verb tenses, plural, singular, irregular, regular, subject-verb agreement, abstract nouns, pronouns, adjectives, adverbs, compound/complex/simple sentences, question/command/statement/exclamation, syllables, conjunctions  <b>comparative, superlative, specific, object</b></p>
	<p><b>L.3.2 When writing:</b></p> <p><b>a. Capitalize appropriate words in titles.</b></p> <p><b>b. Use commas in addresses.</b></p> <p><b>c. Use commas and quotation marks in dialogue.</b></p> <p><b>d. Use possessives.</b></p> <p><b>e. Use conventional spelling for high-frequency words where suffixes are added to base words.</b></p> <p><b>f. Use spelling patterns and generalizations in writing words.</b></p> <p><b>g. Consult reference materials as needed to check and correct spellings</b></p>	<ul style="list-style-type: none"> <li>● We are learning to demonstrate proper writing conventions to include capitalization, punctuation (commas), and spelling patterns.</li> </ul>	<ul style="list-style-type: none"> <li>● I can capitalize appropriate words in titles when writing.</li> <li>● I can use commas in addresses when writing.</li> <li>● I can use commas in dialogue when writing.</li> <li>● I can use quotation marks in dialogue when writing.</li> <li>● I can use possessives when writing.</li> <li>● I can use conventional spelling for high frequency words when writing.</li> <li>● I can add suffixes to base words when writing.</li> <li>● I can use spelling patterns when writing words.</li> <li>● I can make generalizations</li> </ul>	<p>capitalization, commas, quotation marks, dialogue, possessives, suffixes, base words, dictionaries, , spelling patterns, generalizations, reference materials, high-frequency words  <b>analogies, generalization, roots, compound and simple sentences, conjunctions, quotes</b></p>

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			<p>when writing words.</p> <ul style="list-style-type: none"> <li>● I can consult (use) reference materials as needed to check and correct spellings when writing.</li> <li>● I can identify a dictionary.</li> <li>● I can define capitalization.</li> <li>● I can identify a comma.</li> <li>● I can define possessives.</li> <li>● I can identify spelling patterns.</li> <li>● I can identify base words.</li> <li>● I can identify suffixes.</li> </ul>	
	<p><b>L.3.4 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.</b></p> <p><b>a. Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <p><b>b. Determine the meaning of the new word formed when a known affix is added to a known word.</b></p> <p><b>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</b></p> <p><b>d. Use glossaries or beginning dictionaries to determine or clarify the</b></p>	<ul style="list-style-type: none"> <li>● We are learning to determine the meaning and multiple-meanings of words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify words in texts.</li> <li>● I can identify phrases in texts.</li> <li>● I can determine the meaning of an unknown word in a text using context clues.</li> <li>● I can determine the meaning of an unknown phrase in a text using context clues.</li> <li>● I can identify an affix.</li> <li>● I can determine the meaning of an unknown word when an affix is added.</li> <li>● I can identify a root word.</li> <li>● I can determine the meaning of an unknown word by using the root word.</li> <li>● I can identify a glossary.</li> <li>● I can identify a dictionary.</li> <li>● I can use a glossary to determine the meaning of a</li> </ul>	<p>words, phrases, meanings, multiple-meanings, context clues, affix, root word, text, glossary, dictionary, grade-appropriate</p>

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	<p><b>precise meaning of key words and phrases.</b>  <b>e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</b></p>		<p>word.</p> <ul style="list-style-type: none"> <li>● I can use a dictionary to determine the meaning of a word</li> <li>● I can use a glossary to determine the meaning of a phrase.</li> <li>● I can use a dictionary to determine the meaning of a phrase.</li> <li>● I can use grade-appropriate words.</li> <li>● I can use grade-appropriate phrases.</li> </ul>	
	<p><b>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</b>  <b>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</b>  <b>b. Demonstrate understanding of words by relating them to their synonyms and antonyms.</b>  <b>c. Distinguish shades of meaning among related words that describe degrees of certainty.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to understand word relationships and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>● I can understand word meanings.</li> <li>● I can understand word relationships in word meanings.</li> <li>● I can understand nuances in word meanings.</li> <li>● I can recognize literal meanings of words in context.</li> <li>● I can recognize nonliteral meanings of words in context.</li> <li>● I can recognize literal meanings of phrases in context.</li> <li>● I can recognize nonliteral meanings of phrases in context.</li> <li>● I can define a synonym.</li> <li>● I can define an antonym.</li> </ul>	<p>word meanings, relationships, nuances, literal meanings, nonliteral meanings, words, phrases, context, synonym, antonym, shades of meaning, degrees of certainty</p>

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			<ul style="list-style-type: none"> <li>● I can recognize the relationship between words and their synonyms.</li> <li>● I can recognize the relationship between words and their antonyms.</li> <li>● I can distinguish shades of meaning among words to describe degrees of certainty.</li> </ul>	
	<p><b>C.3.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to compose an opinion writing piece.</li> </ul>	<ul style="list-style-type: none"> <li>● I can introduce the topic or text I am writing about.</li> <li>● I can state an opinion about the topic.</li> <li>● I can support my opinion with reasons using an organizer.</li> <li>● I can provide reasons to support my opinion.</li> <li>● I can gather information from multiple sources.</li> <li>● I can use linking words and phrases to connect opinions and reasons.</li> <li>● I can write a conclusion.</li> </ul>	<p>Opinion, digital, agree, disagree, debate, support, argue, revise, edit, rough draft, compare, reason/point, indent, detail/examples, topic sentence, transitions, introduction, conclusion, body, thesis On Demand 12 Point Checklist (Sutton) fact/opinion, topic, point of view, statements, organizational structure, linking words</p>
	<p><b>C.3.4. With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</b></p>	<ul style="list-style-type: none"> <li>● With guidance and support, we are learning to use digital resources to create and publish products.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use a digital resource to create my product.</li> <li>● I can use a digital resource to publish my product.</li> <li>● I can use technology to interact and collaborate with others.</li> </ul>	<p>digital resources, publishing product, collaborate, technology, create</p>
	<p><b>C.3.6 Summarize information from</b></p>	<ul style="list-style-type: none"> <li>● We are learning to summarize, gather, and</li> </ul>	<ul style="list-style-type: none"> <li>● I can summarize information from</li> </ul>	<p>summarize, experience, digital/print resources,</p>

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	<p><b>experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.</b></p>	<p>analyze information from print or digital sources.</p>	<p>experiences.</p> <ul style="list-style-type: none"> <li>● I can gather information from print.</li> <li>● I can gather information from digital sources.</li> <li>● I can take notes from print and/or digital sources.</li> <li>● I can analyze and sort information into categories.</li> </ul>	<p>analyze, sorting, notes, categorize</p>
	<p>C.3.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	<ul style="list-style-type: none"> <li>● We are learning to compose writing over an extended time frame.</li> </ul>	<ul style="list-style-type: none"> <li>● I can compose writing for an extended time frame.</li> <li>● I can compose writing for a shorter period of time.</li> <li>● I can identify my writing task.</li> <li>● I can identify my purpose</li> <li>● I can identify my audience.</li> <li>● I can organize my composed writing.</li> </ul>	<p>situation, purpose, audience, task, inform, persuade, entertain, prompt  <b>research, report, narrative, reflection, revise, proofread, edit, audience, proofreading, checklist</b></p>
	<p><b>R.F.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p><b>a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.</b></p> <p><b>b. Decode multisyllabic words.</b></p> <p><b>c. Read grade-appropriate irregularly spelled words.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to know and apply phonics and word analysis skills in decoding words.</li> </ul>	<p><b>a)</b></p> <ul style="list-style-type: none"> <li>● I can identify prefixes.</li> <li>● I can identify suffixes.</li> <li>● I can tell you the meaning of a prefix.</li> <li>● I can tell you the meaning of a suffix.</li> <li>● I can read words with common suffixes.</li> </ul> <p><b>b)</b></p> <ul style="list-style-type: none"> <li>● I can read words that have multiple syllables.</li> </ul> <p><b>c)</b></p> <ul style="list-style-type: none"> <li>● I can read words that do not follow a spelling pattern.</li> </ul>	<p>prefix, suffix, syllable, Greek/Latin roots  <b>decode, multi-syllable, appropriate, irregular, analyze</b></p>

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	<p><b>R.F.3.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</b></p> <p><b>a. Read grade-level text with purpose and understanding.</b></p> <p><b>b. Fluently read grade-level prose and poetry orally on successive readings.</b></p> <p><b>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to read fluently and comprehend.</li> </ul>	<ul style="list-style-type: none"> <li>● I can read with accuracy.</li> <li>● I can read with speed.</li> <li>● I can read with prosody.</li> <li>● I can answer questions to demonstrate comprehension.</li> </ul> <p>a)</p> <ul style="list-style-type: none"> <li>● I can read text with a purpose.</li> <li>● I can read text for understanding.</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>● I can read poetry fluently.</li> <li>● I can read poetry with expression.</li> </ul> <p>c)</p> <ul style="list-style-type: none"> <li>● I can use context clues to self-correct words.</li> <li>● I can use context clues to confirm word meaning.</li> <li>● I can reread when necessary to help me understand words.</li> </ul>	<p>accuracy, speed, prosody, purpose, understanding, poetry, expression, context clues, self correct, word meaning, necessary, confirm</p> <p>District Fluency Check 3 times a year.</p> <p>selection, strategies, paragraph, fluently, expression, skimming, scanning, self-monitor</p>
	<p>H.3.1 Legibly form cursive letters, words, and sentences with accepted norms.</p>	<ul style="list-style-type: none"> <li>● We are learning to write cursive.</li> </ul>	<ul style="list-style-type: none"> <li>● I can form uppercase cursive letters.</li> <li>● I can form lowercase cursive letters.</li> <li>● I can form cursive letters legibly.</li> <li>● I can form cursive words.</li> <li>● I can form cursive sentences.</li> </ul>	<p>cursive, uppercase, lowercase, legibly, sentences</p>

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2	<p><b>R.L. 3.1 Ask and answer questions, and make and support logical inferences to construct meaning from the text</b></p>	<ul style="list-style-type: none"> <li>● We are learning to ask and answer questions and make logical inferences to construct meaning from the text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can ask questions from the text to gain understanding.</li> <li>● I can answer questions from the text to gain understanding.</li> <li>● I can identify inferences.</li> <li>● I can support logical inferences.</li> </ul>	<p>Support Logical inferences Who, What, Where, When, Why, Restate, Infer, Background Knowledge, author, question, demonstrate, understanding, text, answer, details, sequence</p>
	<p><b>R.L.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to identify and cite implicit and explicit information to determine the author’s message or moral.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the word implicit</li> <li>● I can identify the word explicit</li> <li>● I can identify implicit information from a summary.</li> <li>● I can identify explicit information from a summary.</li> <li>● I can determine the author’s message from implicit and explicit information.</li> <li>● I can determine the lesson learned or moral of the summary.</li> <li>● I can determine the lesson of a folktale.</li> <li>● I can recount fables from diverse cultures.</li> <li>● I can recount folktales from diverse cultures.</li> <li>● I can recount myths from diverse cultures</li> <li>● I can use details from a text to explain how the lesson is</li> </ul>	<p>relevant, summary, theme, lesson, moral, fables, folktales, myths, cultures/diversity, fairy tales, central message, recount, recount, convey, key detail(s), tex</p>

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			<p>conveyed.</p> <ul style="list-style-type: none"> <li>● I can use details from the text to explain how the message is conveyed.</li> <li>● I can use details from a text to explain how the moral is conveyed.</li> </ul>	
	<p><b>R.L.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.</b></p>	<ul style="list-style-type: none"> <li>● We are learning the meaning of words and phrases as they are used in text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify and determine the meaning of literal and non-literal words and phrases as they are used in a text.</li> <li>● I can identify literal language.</li> <li>● I can identify nonliteral language.</li> <li>● I can distinguish literal from nonliteral language.</li> <li>● I can describe how literal and nonliteral language shape the meaning of the text.</li> <li>● I can identify an idiom.</li> <li>● I can distinguish an idiom in text.</li> <li>● I can describe how an idiom can shape the meaning of the text.</li> <li>● I can identify a hyperbole.</li> <li>● I can distinguish hyperbole from text.</li> <li>● I can describe how a hyperbole can shape the meaning of a text.</li> </ul>	<p>literal vs. nonliteral, figurative, idioms, hyperboles, phrases, alliteration, rhyme, rhythm, simile, metaphor, <b>determine, context clues, distinguish</b></p>



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	<p><b>R.L.3.6 Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to distinguish perspective(s) of a text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify perspective (point of view). I can identify the narrator.</li> <li>● *I can compare/contrast my own point of view with the narrator's point of view in text..</li> <li>● I can compare/contrast my own point of view with the character's point of view in text..</li> <li>● I can identify the narrator's point of view in text.</li> <li>● I can identify the Character's point of view in text.</li> <li>● I can describe my point of view in text.</li> <li>● I can describe the narrator's point of view in text.</li> <li>● I can describe the character's point of view in text.</li> </ul>	<p>compare and contrast, perspective, characters, narrator, text structure, point of view, distinguish, first person, third person, narrator</p>
	<p><b>R.L.3.9 Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to compare/contrast themes, settings and plots of stories by the same author.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the theme.</li> <li>● I can identify the setting.</li> <li>● I can identify the plot.</li> <li>● I can compare/contrast the theme in stories.</li> <li>● I can compare/contrast the settings in stories.</li> <li>● I can compare/contrast the plot in stories.</li> </ul>	<p>author, setting, theme, plot, compare, contrast, similarity, difference, character author, text</p>
	<p>R.L.3.10 By the end of the year, flexibly use a variety of comprehension strategies</p>	<p><i>By the end of the Year:</i></p> <ul style="list-style-type: none"> <li>● We are learning to use comprehension</li> </ul>	<ul style="list-style-type: none"> <li>● I can ask questions to understand the text.</li> <li>● I can answer questions to</li> </ul>	<p>Analyze questioning, monitoring, visualizing, inferencing,</p>

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	<p>(i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p>	<p>strategies to read, comprehend, and analyze text.</p>	<p>understand the text.</p> <ul style="list-style-type: none"> <li>● I can use prior knowledge to better understand the text.</li> <li>● I can visualize to better understand the text.</li> <li>● I can identify inference.</li> <li>● I can make an inference to determine what the author is telling me.</li> <li>● I can identify summarize</li> <li>● I can explain how to summarize a text.</li> <li>● I can summarize the text to show comprehension.</li> <li>● I can determine what is important in the text.</li> </ul>	<p>summarizing, prior knowledge, determining importance comprehend, literature, story, drama, poetry, independently, proficiently, chart</p>
	<p><b>R.I. 3.1 Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to ask and answer questions and make logical inferences.</li> </ul>	<ul style="list-style-type: none"> <li>● I can ask questions from the text to gain understanding.</li> <li>● I can answer questions from the text to gain understanding.</li> <li>● I can identify logical inference</li> <li>● I can support logical inferences to construct meaning from the text.</li> </ul>	<p>Support, logical, inference, context clues, prior background knowledge, evidence, support, question, answer, demonstrate, understanding, text</p>
	<p><b>R.I.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to identify and cite relevant information to determine the central idea of a text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify implicit information.</li> <li>● I can cite implicit information.</li> <li>● I can identify explicit information.</li> <li>● I can cite explicit information.</li> <li>● I can determine the central</li> </ul>	<p>identify, cite, relevant, implicit, explicit, summary, central idea/main idea determine, recount, key details, support</p>

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			<p>idea of a text.</p> <ul style="list-style-type: none"> <li>I can cite relevant implicit and explicit information to determine the central idea of a text.</li> </ul>	
	<p><b>R.I.3.5 Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.</b></p>	<ul style="list-style-type: none"> <li>We are learning to identify and describe informational text structures.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify an informational text structure.</li> <li>I can describe informational text structure.</li> <li>I can compare text structures.</li> <li>I can recognize cause and effect in an informational text.</li> <li>I can recognize a problem and solution in an informational text.</li> <li>I can identify a logical connection between sentences.</li> <li>I can identify a logical connection between phases.</li> <li>I can recognize the overall structure of an informational text.</li> </ul>	<p>informational text, structure, compare, cause, effect, problem, solution, logical connection</p>
	<p><b>R.I.3.6 Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.</b></p>	<ul style="list-style-type: none"> <li>We are learning to distinguish their own perspective from the author of the text and describe how perspective shapes the content and style of a text.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify my perspective (point of view) and support with text.</li> <li>I can identify the author's perspective (point of view) and support with text.</li> <li>I can compare my perspective (point of view) from the author's point of view.</li> </ul>	<p>compare and contrast, perspective, narrator, style, point of view</p>

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			<ul style="list-style-type: none"> <li>● I can contrast my perspective (point of view) from the author's point of view.</li> <li>● I can identify how perspective (point of view) shapes the content of a text.</li> <li>● I can identify how perspective (point of view) shapes the style of a text.</li> </ul>	
	<b>R.I. 3.8 Describe how reasons and evidence support specific claims the author makes in a text.</b>	<ul style="list-style-type: none"> <li>● We are learning how reasons and evidence support specific claims in a text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain how sentences and paragraphs in text are logically connected.</li> <li>● I can identify evidence in the text that supports the author's claims.</li> </ul>	claims, reasons, evidence, support determine, author's message, detail, comparison, cause/effect, sequential order
	<b>R.I.3.9 Explain the relationship between information from two or more texts on the same theme or topic.</b>	<ul style="list-style-type: none"> <li>● We are learning to explain the relationship between information between two or more texts.</li> </ul>	<ul style="list-style-type: none"> <li>● I can compare and contrast the most important points and key details in two texts on the same topic.</li> <li>● I can identify the most important and key points in two texts on the same topic.</li> <li>● I can distinguish (identify) between key details and important points in a text.</li> <li>● I can identify the relationship between information in two or more texts.</li> </ul>	theme, compare, contrast, relationship
	<b>L.3.1 When writing or speaking, demonstrate command of the conventions of standard</b>	<ul style="list-style-type: none"> <li>● We are learning to demonstrate the the proper usage of English grammar</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the parts of speech.</li> <li>➤ Noun</li> </ul>	nouns, verbs, verb tenses, plural, singular, irregular, regular, subject-verb agreement, abstract nouns,

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	<p><b>English grammar and usage.</b></p>		<ul style="list-style-type: none"> <li>➤ Pronoun</li> <li>➤ Verb</li> <li>➤ Adjective</li> <li>➤ Adverb</li> <li>➤ Preposition</li> <li>➤ Conjunction</li> <li>➤ Interjection</li> <li>● I can demonstrate the command</li> </ul>	<p>pronouns, adjectives, adverbs, compound/complex/simple sentences, question/command/statement/exclamation, syllables, conjunctions  <b>comparative, superlative, specific, object</b></p>
	<p><b>L.3.2 When writing:</b>  <b>a. Capitalize appropriate words in titles.</b>  <b>b. Use commas in addresses.</b>  <b>c. Use commas and quotation marks in dialogue.</b>  <b>d. Use possessives.</b>  <b>e. Use conventional spelling for high-frequency words where suffixes are added to base words.</b>  <b>f. Use spelling patterns and generalizations in writing words.</b>  <b>g. Consult reference materials as needed to check and correct spellings</b></p>	<ul style="list-style-type: none"> <li>● We are learning to demonstrate proper writing conventions to include capitalization, punctuation (commas), and spelling patterns.</li> </ul>	<ul style="list-style-type: none"> <li>● I can capitalize appropriate words in titles when writing.</li> <li>● I can use commas in addresses when writing.</li> <li>● I can use commas in dialogue when writing.</li> <li>● I can use quotation marks in dialogue when writing.</li> <li>● I can use possessives when writing.</li> <li>● I can use conventional spelling for high frequency words when writing.</li> <li>● I can add suffixes to base words when writing.</li> <li>● I can use spelling patterns when writing words.</li> <li>● I can make generalizations when writing words.</li> <li>● I can consult (use) reference materials as needed to check and correct spellings when writing.</li> <li>● I can identify a dictionary.</li> </ul>	<p>capitalization, commas, quotation marks, dialogue, possessives, suffixes, base words, dictionaries, , spelling patterns, generalizations, reference materials, high-frequency words  <b>analogies, generalization, roots, compound and simple sentences, conjunctions, quotes</b></p>

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			<ul style="list-style-type: none"> <li>● I can define capitalization.</li> <li>● I can identify a comma.</li> <li>● I can define possessives.</li> <li>● I can identify spelling patterns.</li> <li>● I can identify base words.</li> <li>● I can identify suffixes.</li> </ul>	
	<p><b>L.3.4 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.</b></p> <p><b>a. Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <p><b>b. Determine the meaning of the new word formed when a known affix is added to a known word.</b></p> <p><b>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</b></p> <p><b>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</b></p> <p><b>e. Acquire and use accurately grade-appropriate conversational, general</b></p>	<ul style="list-style-type: none"> <li>● We are learning to determine the meaning and multiple-meanings of words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify words in texts.</li> <li>● I can identify phrases in texts.</li> <li>● I can determine the meaning of an unknown word in a text using context clues.</li> <li>● I can determine the meaning of an unknown phrase in a text using context clues.</li> <li>● I can identify an affix.</li> <li>● I can determine the meaning of an unknown word when an affix is added.</li> <li>● I can identify a root word.</li> <li>● I can determine the meaning of an unknown word by using the root word.</li> <li>● I can identify a glossary.</li> <li>● I can identify a dictionary.</li> <li>● I can use a glossary to determine the meaning of a word.</li> <li>● I can use a dictionary to determine the meaning of a word</li> <li>● I can use a glossary to determine the meaning of a</li> </ul>	<p>words, phrases, meanings, multiple-meanings, context clues, affix, root word, text, glossary, dictionary, grade-appropriate</p>

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	<p><b>academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</b></p>		<p>phrase.</p> <ul style="list-style-type: none"> <li>● I can use a dictionary to determine the meaning of a phrase.</li> <li>● I can use grade-appropriate words.</li> <li>● I can use grade-appropriate phrases.</li> </ul>	
	<p><b>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</b>  <b>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</b>  <b>b. Demonstrate understanding of words by relating them to their synonyms and antonyms.</b>  <b>c. Distinguish shades of meaning among related words that describe degrees of certainty.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to understand word relationships and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>● I can understand word meanings.</li> <li>● I can understand word relationships in word meanings.</li> <li>● I can understand nuances in word meanings.</li> <li>● I can recognize literal meanings of words in context.</li> <li>● I can recognize nonliteral meanings of words in context.</li> <li>● I can recognize literal meanings of phrases in context.</li> <li>● I can recognize nonliteral meanings of phrases in context.</li> <li>● I can define a synonym.</li> <li>● I can define an antonym.</li> <li>● I can recognize the relationship between words and their synonyms.</li> <li>● I can recognize the relationship between words and their antonyms.</li> </ul>	<p>word meanings, relationships, nuances, literal meanings, nonliteral meanings, words, phrases, context, synonym, antonym, shades of meaning, degrees of certainty</p>

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			<ul style="list-style-type: none"> <li>I can distinguish shades of meaning among words to describe degrees of certainty.</li> </ul>	
	<p><b>C.3.2 Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.</b></p>	<ul style="list-style-type: none"> <li>We are learning to compose informative and/or explanatory texts to examine a topic and provide information.</li> </ul>	<ul style="list-style-type: none"> <li>I can introduce a topic and group related information when writing informative text.</li> <li>I can include illustrations to help with understanding when writing informative text.</li> <li>I can write informative/explanatory texts that include facts, definitions and details.</li> <li>I can write informative/explanatory texts to examine a topic.</li> <li>I can write informative/explanatory texts to convey ideas and information clearly.</li> <li>I can write informative/explanatory texts that include linking words and phrases to connect ideas within categories.</li> <li>I can write informative/explanatory that includes a concluding statement.</li> </ul>	<p>informative, explanatory, examine, organization, topic, illustrations, facts, supporting details, text structure, transitions, paragraph, conclusion, body, plan, revise, edit, research, linking words and phrases</p>
	<p><b>C.3.5 Conduct short research projects that build</b></p>	<ul style="list-style-type: none"> <li>We are learning to conduct short research</li> </ul>	<ul style="list-style-type: none"> <li>I can conduct a short research project to build my</li> </ul>	<p>research, topic, sources, tools, irrelevant information,</p>



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	<b>knowledge about a topic.</b>	projects that build knowledge about a topic.	<p>knowledge about a topic.</p> <ul style="list-style-type: none"> <li>● I can use various sources and tools to conduct a short resource project.</li> <li>● I can examine information gathered during research.</li> <li>● I can discriminate between irrelevant and relevant information.</li> </ul>	relevant information, online
	<b>C.3.6 Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.</b>	<ul style="list-style-type: none"> <li>● We are learning to summarize information from experiences or gather information from print and digital sources and analyze by sorting into appropriate categories.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify print sources.</li> <li>● I can identify digital sources.</li> <li>● I can summarize information from experiences.</li> <li>● I can gather information from print sources.</li> <li>● I can gather information from digital sources.</li> <li>● I can analyze information gathered to determine reliability of source.</li> <li>● I can categorize information gathered from print or digital sources.</li> <li>● I can take notes on information gathered from print/digital sources.</li> </ul>	information, experiences, print sources, digital sources, notes, analyze, sort, reliability, categorize, internet, library
	HW.3.1 Legibly form cursive letters, words, and sentences with accepted norms.	<ul style="list-style-type: none"> <li>● We are learning to write cursive.</li> </ul>	<ul style="list-style-type: none"> <li>● I can form uppercase cursive letters.</li> <li>● I can form lowercase cursive letters.</li> <li>● I can form cursive letters legibly.</li> <li>● I can form cursive words.</li> </ul>	cursive, uppercase, lowercase, legibly

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			<ul style="list-style-type: none"> <li>I can form cursive sentences.</li> </ul>	
<p><b>R.F.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b></p> <p><b>a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.</b></p> <p><b>b. Decode multisyllabic words.</b></p> <p><b>c. Read grade-appropriate irregularly spelled words.</b></p>	<ul style="list-style-type: none"> <li>We are learning to know and apply phonics and word analysis skills in decoding words.</li> </ul>	<p><b>a)</b></p> <ul style="list-style-type: none"> <li>I can identify prefixes.</li> <li>I can identify suffixes.</li> <li>I can tell you the meaning of a prefix.</li> <li>I can tell you the meaning of a suffix.</li> <li>I can read words with common suffixes.</li> </ul> <p><b>b)</b></p> <ul style="list-style-type: none"> <li>I can read words that have multiple syllables.</li> </ul> <p><b>c)</b></p> <ul style="list-style-type: none"> <li>I can read words that do not follow a spelling pattern.</li> <li>I can read with accuracy.</li> <li>I can read with speed.</li> <li>I can read with prosody.</li> <li>I can answer questions to demonstrate comprehension</li> </ul>	<p>prefix, suffix, syllable, greek/latin roots</p> <p>decode, multi-syllable, appropriate, irregular, analyze</p>	
<p><b>R.F.3.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</b></p> <p><b>a. Read grade-level text with purpose and understanding.</b></p> <p><b>b. Fluently read grade-level prose and poetry orally on successive readings.</b></p> <p><b>c. Use context to confirm or self-correct word</b></p>	<ul style="list-style-type: none"> <li>We are learning to read fluently and comprehend.</li> </ul>	<p><b>a)</b></p> <ul style="list-style-type: none"> <li>I can read text with a purpose.</li> <li>I can read text for understanding.</li> </ul> <p><b>b)</b></p> <ul style="list-style-type: none"> <li>I can read poetry fluently.</li> <li>I can read poetry with expression.</li> </ul> <p><b>c)</b></p> <ul style="list-style-type: none"> <li>I can use context clues to self-correct words.</li> </ul>	<p>accuracy, speed, prosody, purpose, understanding, poetry, expression, context clues, self correct, word meaning, necessary, confirm</p> <p>District Fluency Check 3 times a year.</p> <p>selection, strategies, paragraph, fluently, expression, skimming, scanning, self-monitor</p>	

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	<b>recognition and understanding, rereading as necessary.</b>		<ul style="list-style-type: none"> <li>● I can use context clues to confirm word meaning.</li> <li>● I can reread when necessary to help me understand words.</li> </ul>	
<b>3</b>	<b>R.L. 3.1 Ask and answer questions, and make and support logical inferences to construct meaning from the text.</b>	<ul style="list-style-type: none"> <li>● We are learning to ask and answer questions and make logical inferences to construct meaning from the text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can ask questions from the text to gain understanding.</li> <li>● I can answer questions from the text to gain understanding.</li> <li>● I can identify inferences.</li> <li>● I can support logical inferences.</li> </ul>	Support Logical inferences Who, What, Where, When, Why, Restate, Infer, Background Knowledge, author, question, demonstrate, understanding, text, answer, details, sequence,
	<b>R.L.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.</b>	<ul style="list-style-type: none"> <li>● We are learning to identify and cite relevant implicit and explicit information from a summary to determine the theme of a story.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the word implicit</li> <li>● I can identify the word explicit</li> <li>● I can identify implicit information from a summary.</li> <li>● I can identify explicit information from a summary.</li> <li>● I can determine the author's message from implicit and explicit information.</li> <li>● I can determine the lesson learned or moral of the summary.</li> <li>● I can determine the lesson of a folktale.</li> <li>● I can recount fables from diverse cultures.</li> <li>● I can recount folktales from</li> </ul>	relevant, summary, theme, lesson, moral, fables, folktales, myths, cultures/diversity, fairy tales, central message, recount recount, convey, key detail(s), text

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			<p>diverse cultures.</p> <ul style="list-style-type: none"> <li>● I can recount myths from diverse cultures</li> <li>● I can use details from a text to explain how the lesson is conveyed.</li> <li>● I can use details from the text to explain how the message is conveyed.</li> <li>● I can use details from a text to explain how the moral is conveyed.</li> </ul>	
	<p><b>R.L.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.</b></p>	<ul style="list-style-type: none"> <li>● We are learning the meaning of words and phrases as they are used in text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify and determine the meaning of literal and non-literal words and phrases as they are used in a text.</li> <li>● I can identify literal language.</li> <li>● I can identify nonliteral language.</li> <li>● I can distinguish literal from nonliteral language.</li> <li>● I can describe how literal and nonliteral language shape the meaning of the text.</li> <li>● I can identify an idiom.</li> <li>● I can distinguish an idiom in text.</li> <li>● I can describe how an idiom can shape the meaning of the text.</li> <li>● I can identify a hyperbole.</li> <li>● I can distinguish hyperbole</li> </ul>	<p>literal vs. nonliteral, figurative, idioms, hyperboles, phrases, alliteration, rhyme, rhythm, simile, metaphor  <span style="background-color: #e0ffff;">determine, context clues, distinguish</span></p>

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			<p>from text.</p> <ul style="list-style-type: none"> <li>I can describe how a hyperbole can shape the meaning of a text.</li> </ul>	
	<p><b>R.L.3.6 Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.</b></p>	<ul style="list-style-type: none"> <li>We are learning to distinguish perspective(s) of a text.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify perspective (point of view). I can identify the narrator.</li> <li>I can compare/contrast my own point of view with the narrator's point of view in text..</li> <li>I can compare/contrast my own point of view with the character's point of view in text..</li> <li>I can identify the narrator's point of view in text.</li> <li>I can identify the Character's point of view in text.</li> <li>I can describe my point of view in text.</li> <li>I can describe the narrator's point of view in text.</li> <li>I can describe the character's point of view in text.</li> </ul>	<p>compare and contrast, perspective, characters, narrator, text structure, point of view distinguish, first person, third person, narrator</p>
	<p><b>R.L.3.9 Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.</b></p>	<ul style="list-style-type: none"> <li>We are learning to compare/contrast themes, settings and plots of stories by the same author.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the theme.</li> <li>I can identify the setting.</li> <li>I can identify the plot.</li> <li>I can compare/contrast the theme in stories.</li> <li>I can compare/contrast the settings in stories.</li> <li>I can compare/contrast the</li> </ul>	<p>author, setting, theme, plot, compare, contrast, similarity, difference, character, author, text</p>

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			plot in stories.	
	<b>R.I. 3.1 Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.</b>	<ul style="list-style-type: none"> <li>We are learning to ask and answer questions and make logical inference questions.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions from the text to gain understanding.</li> <li>I can answer questions from the text to gain understanding.</li> <li>I can identify logical inference</li> <li>I can support logical inferences to construct meaning from the text.</li> </ul>	Support, logical, inference, context clues, prior background knowledge, evidence, support, question, answer, demonstrate, understanding, text
	<b>R.I.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.</b>	<ul style="list-style-type: none"> <li>We are learning to identify and cite relevant information to determine the central idea of a text.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify implicit information.</li> <li>I can cite implicit information.</li> <li>I can identify explicit information.</li> <li>I can cite explicit information.</li> <li>I can determine the central idea of a text.</li> <li>I can cite relevant implicit and explicit information to determine the central idea of a text.</li> </ul>	identify, cite, relevant, implicit, explicit, summary, central idea/main idea determine, recount, key details, support
	<b>R.I.3.4 Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.</b>	<ul style="list-style-type: none"> <li>We are learning to determine the meaning of general academic words and phrases in text.</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the meaning of words.</li> <li>I can determine the meaning of phrases.</li> <li>I can describe how words shape the meaning of text.</li> <li>I can describe how phrases shape the meaning of texts.</li> </ul>	academic words, grade-level text, phrases, meaning

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	<p><b>R.I.3.5 Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to identify and describe informational text structures.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify an informational text structure.</li> <li>● I can describe informational text structure.</li> <li>● I can compare text structures.</li> <li>● I can recognize cause and effect in an informational text.</li> <li>● I can recognize a problem and solution in an informational text.</li> <li>● I can identify a logical connection between sentences.</li> <li>● I can identify a logical connection between phases.</li> <li>● I can recognize the overall structure of an informational text.</li> </ul>	<p>informational text, structure, compare, cause, effect, problem, solution, logical connection</p>
	<p><b>R.I.3.6 Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to distinguish their own perspective from the author of the text and describe how perspective shapes the content and style of a text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify my perspective (point of view) and support it with text.</li> <li>● I can identify the author's perspective (point of view) and support it with text.</li> <li>● I can compare my perspective (point of view) from the author's point of view.</li> <li>● I can contrast my perspective (point of view) from the author's point of view.</li> <li>● I can identify how</li> </ul>	<p>compare and contrast, perspective, narrator, style, point of view</p>

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			<p>perspective (point of view) shapes the content of a text.</p> <ul style="list-style-type: none"> <li>● I can identify how perspective (point of view) shapes the style of a text.</li> </ul>	
	<p><b>R.I. 3.8 Describe how reasons and evidence support specific claims the author makes in a text.</b></p>	<ul style="list-style-type: none"> <li>● We are learning how reasons and evidence support specific claims in a text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain how sentences and paragraphs in text are logically connected.</li> <li>● I can identify evidence in the text that supports the author's claims.</li> </ul>	<p>claims, reasons, evidence, support  determine, author's message, detail, comparison, cause/effect, sequential order</p>
	<p><b>R.I.3.9 Explain the relationship between information from two or more texts on the same theme or topic.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to explain the relationship between information between two or more texts.</li> </ul>	<ul style="list-style-type: none"> <li>● I can compare and contrast the most important points and key details in two texts on the same topic.</li> <li>● I can identify the most important and key points in two texts on the same topic.</li> <li>● I can distinguish (identify) between key details and important points in a text.</li> <li>● I can identify the relationship between information in two or more texts.</li> </ul>	<p>theme, compare, contrast, relationship, key details, important points, text</p>
	<p><b>L.3.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to demonstrate the proper usage of English grammar.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the parts of speech. <ul style="list-style-type: none"> <li>➤ Noun</li> <li>➤ Pronoun</li> <li>➤ Verb</li> <li>➤ Adjective</li> <li>➤ Adverb</li> </ul> </li> </ul>	<p>nouns, verbs, verb tenses, plural, singular, irregular, regular, subject-verb agreement, abstract nouns, pronouns, adjectives, adverbs, compound/complex/simple sentences, question/command/statement/exclamation, syllables,</p>



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			<ul style="list-style-type: none"> <li>➤ Preposition</li> <li>➤ Conjunction</li> <li>➤ Interjection</li> <li>● I can demonstrate the command</li> </ul>	<p>conjunctions comparative, superlative, specific, object</p>
	<p><b>L.3.2 When writing:</b>  <b>a. Capitalize appropriate words in titles.</b>  <b>b. Use commas in addresses.</b>  <b>c. Use commas and quotation marks in dialogue.</b>  <b>d. Use possessives.</b>  <b>e. Use conventional spelling for high-frequency words where suffixes are added to base words.</b>  <b>f. Use spelling patterns and generalizations in writing words.</b>  <b>g. Consult reference materials as needed to check and correct spellings</b></p>	<ul style="list-style-type: none"> <li>● We are learning to demonstrate proper writing conventions to include capitalization, punctuation (commas), and spelling patterns.</li> </ul>	<ul style="list-style-type: none"> <li>● I can capitalize appropriate words in titles when writing.</li> <li>● I can use commas in addresses when writing.</li> <li>● I can use commas in dialogue when writing.</li> <li>● I can use quotation marks in dialogue when writing.</li> <li>● I can use possessives when writing.</li> <li>● I can use conventional spelling for high frequency words when writing.</li> <li>● I can add suffixes to base words when writing.</li> <li>● I can use spelling patterns when writing words.</li> <li>● I can make generalizations when writing words.</li> <li>● I can consult (use) reference materials as needed to check and correct spellings when writing.</li> <li>● I can identify a dictionary.</li> <li>● I can define capitalization.</li> <li>● I can identify a comma.</li> <li>● I can define possessives.</li> <li>● I can identify spelling patterns.</li> </ul>	<p>capitalization, commas, quotation marks, dialogue, possessives, suffixes, base words, dictionaries, , spelling patterns, generalizations, reference materials, high-frequency words  analogies, generalization, roots, compound and simple sentences, conjunctions, quotes</p>

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			<ul style="list-style-type: none"> <li>● I can identify base words.</li> <li>● I can identify suffixes.</li> </ul>	
	<p><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p><b>a.</b> Choose words and phrases for effect.</p> <p><b>b.</b> Recognize and observe differences between the conventions of spoken and written Standard English.</p>	<ul style="list-style-type: none"> <li>● We can use our knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>	<ul style="list-style-type: none"> <li>● I can choose words and phrases for effect.</li> <li>● I can recognize the conventions of language in writing.</li> <li>● I can recognize the conventions of language in speaking.</li> <li>● I can recognize the conventions of language in reading.</li> <li>● I can recognize the conventions of language in listening.</li> <li>● I can recognize the difference between spoken and written Standard English.</li> </ul>	<p>words, phrases, conventions, language, writing, speaking, reading, listening, differences, Standard English</p> <p>purpose, presentation, audience, tone, style, punctuation, grammar, precise, thesaurus, quote, speech</p>
	<p><b>L.3.4</b> 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.</p> <p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Determine the meaning of the new word formed when a known affix is added to a known word.</p>	<ul style="list-style-type: none"> <li>● We are learning to determine the meaning and multiple-meanings of words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify words in texts.</li> <li>● I can identify phrases in texts.</li> <li>● I can determine the meaning of an unknown word in a text using context clues.</li> <li>● I can determine the meaning of an unknown phrase in a text using context clues.</li> <li>● I can identify an affix.</li> <li>● I can determine the meaning of an unknown word when an affix is added.</li> <li>● I can identify a root word.</li> </ul>	<p>words, phrases, meanings, multiple-meanings, context clues, affix, root word, text, glossary, dictionary, grade-appropriate</p>

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	<p><b>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</b></p> <p><b>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</b></p> <p><b>e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</b></p>		<ul style="list-style-type: none"> <li>● I can determine the meaning of an unknown word by using the root word.</li> <li>● I can identify a glossary.</li> <li>● I can identify a dictionary.</li> <li>● I can use a glossary to determine the meaning of a word.</li> <li>● I can use a dictionary to determine the meaning of a word</li> <li>● I can use a glossary to determine the meaning of a phrase.</li> <li>● I can use a dictionary to determine the meaning of a phrase.</li> <li>● I can use grade-appropriate words.</li> <li>● I can use grade-appropriate phrases.</li> </ul>	
	<p><b>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p><b>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</b></p> <p><b>b. Demonstrate understanding of words by relating them to their synonyms and antonyms.</b></p> <p><b>c. Distinguish shades of meaning among related</b></p>	<ul style="list-style-type: none"> <li>● We are learning to understand word relationships and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>● I can understand word meanings.</li> <li>● I can understand word relationships in word meanings.</li> <li>● I can understand nuances in word meanings.</li> <li>● I can recognize literal meanings of words in context.</li> <li>● I can recognize nonliteral meanings of words in context.</li> <li>● I can recognize literal</li> </ul>	<p>word meanings, relationships, nuances, literal meanings, nonliteral meanings, words, phrases, context, synonym, antonym, shades of meaning, degrees of certainty</p>

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	<p><b>words that describe degrees of certainty.</b></p>		<p>meanings of phrases in context.</p> <ul style="list-style-type: none"> <li>● I can recognize nonliteral meanings of phrases in context.</li> <li>● I can define a synonym.</li> <li>● I can define an antonym.</li> <li>● I can recognize the relationship between words and their synonyms.</li> <li>● I can recognize the relationship between words and their antonyms.</li> <li>● I can distinguish shades of meaning among words to describe degrees of certainty.</li> </ul>	
	<p><b>C.3.2 Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to compose informative and/or explanatory texts to examine a topic and provide information.</li> </ul>	<ul style="list-style-type: none"> <li>● I can introduce a topic and group related information when writing informative text.</li> <li>● I can include illustrations to help with understanding when writing informative text.</li> <li>● I can write informative/explanatory texts that include facts, definitions and details.</li> <li>● I can write informative/explanatory texts to examine a topic.</li> <li>● I can write informative/explanatory texts to convey ideas and</li> </ul>	<p>informative, explanatory, examine, organization, topic, illustrations, facts, supporting details, text structure, transitions, paragraph, ideas, conclusion, body, plan, revise, edit, research, linking words and phrases, connections, categories</p>

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			<p>information clearly.</p> <ul style="list-style-type: none"> <li>● I can write informative/explanatory texts that include linking words and phrases to connect ideas within categories.</li> <li>● I can write informative/explanatory that includes a concluding statement.</li> </ul>	
	<p><b>C.3.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.</b></p>	<ul style="list-style-type: none"> <li>● We can compose narratives.</li> </ul>	<ul style="list-style-type: none"> <li>● I can compose (write) a narrative.</li> <li>● I can write using digital resources to develop real or imagined experiences.</li> <li>● I can use digital resources to develop multiple events or ideas using effective techniques.</li> <li>● I can write using descriptive details.</li> <li>● I can write using clear sequences.</li> </ul>	<p>compose, write, narrative, digital resources, real or imagined experiences, multiple events, ideas, effective technique, descriptive details, clear sequences</p>
	<p><b>C.3.5 Conduct short research projects that build knowledge about a topic.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to conduct short research projects that build knowledge about a topic.</li> </ul>	<ul style="list-style-type: none"> <li>● I can conduct a short research project to build my knowledge about a topic.</li> <li>● I can use various sources and tools to conduct a short resource project.</li> <li>● I can examine information gathered during research.</li> <li>● I can discriminate between irrelevant and relevant information.</li> </ul>	<p>research, topic, sources, tools, irrelevant information, relevant information, online</p>

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	<p><b>C.3.6 Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to summarize information from experiences or gather information from print and digital sources and analyze by sorting into appropriate categories.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify print sources.</li> <li>● I can identify digital sources.</li> <li>● I can summarize information from experiences.</li> <li>● I can gather information from print sources.</li> <li>● I can gather information from digital sources.</li> <li>● I can analyze information gathered to determine reliability of source.</li> <li>● I can categorize information gathered from print or digital sources.</li> <li>● I can take notes on information gathered from print/digital sources.</li> </ul>	<p>information, experiences, print sources, digital sources, notes, analyze, sort, reliability, categorize, internet, library</p>
	<p>C.3.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	<ul style="list-style-type: none"> <li>● We are learning to compose writing over an extended time frame.</li> </ul>	<ul style="list-style-type: none"> <li>● I can compose writing for an extended time frame.</li> <li>● I can compose writing for a shorter period of time.</li> <li>● I can identify my writing task.</li> <li>● I can identify my purpose</li> <li>● I can identify my audience.</li> <li>● I can organize my composed writing.</li> </ul>	<p>situation, purpose, audience, task, inform, persuade, entertain, prompt</p>
	<p><b>R.F.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b>  <b>a. Identify, decode and</b></p>	<ul style="list-style-type: none"> <li>● We are learning to know and apply phonics and word analysis skills in decoding words.</li> </ul>	<p>a)</p> <ul style="list-style-type: none"> <li>● I can identify prefixes.</li> <li>● I can identify suffixes.</li> <li>● I can tell you the meaning of a prefix.</li> </ul>	<p>prefix, suffix, syllable, greek/latin roots          decode, multi-syllable, appropriate, irregular, analyze</p>

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	<p><b>know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.</b></p> <p><b>b. Decode multisyllabic words.</b></p> <p><b>c. Read grade-appropriate irregularly spelled words.</b></p>		<ul style="list-style-type: none"> <li>● I can tell you the meaning of a suffix.</li> <li>● I can read words with common suffixes.</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>● I can read words that have multiple syllables.</li> </ul> <p>c)</p> <ul style="list-style-type: none"> <li>● I can read words that do not follow a spelling pattern.</li> <li>● I can read with accuracy.</li> <li>● I can read with speed.</li> <li>● I can read with prosody.</li> <li>● I can answer questions to demonstrate comprehension.</li> </ul>	
	<p><b>R.F.3.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</b></p> <p><b>a. Read grade-level text with purpose and understanding.</b></p> <p><b>b. Fluently read grade-level prose and poetry orally on successive readings.</b></p> <p><b>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to read fluently and comprehend.</li> </ul>	<p>a)</p> <ul style="list-style-type: none"> <li>● I can read text with a purpose.</li> <li>● I can read text for understanding.</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>● I can read poetry fluently.</li> <li>● I can read poetry with expression.</li> </ul> <p>c)</p> <ul style="list-style-type: none"> <li>● I can use context clues to self-correct words.</li> <li>● I can use context clues to confirm word meaning.</li> <li>● I can reread when necessary to help me understand words.</li> </ul>	<p>accuracy, speed, prosody, purpose, understanding, poetry, expression, context clues, self correct, word meaning, necessary, confirm</p> <p>District Fluency Check 3 times a year.</p> <p>selection, strategies, paragraph, fluently, expression, skimming, scanning, self-monitor</p>
4	<p><b>R.L. 3.1 Ask and answer questions, and make and</b></p>	<ul style="list-style-type: none"> <li>● We are learning to ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>● I can ask questions from the text to gain understanding.</li> </ul>	<p>Support Logical inferences</p>

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	<p><b>support logical inferences to construct meaning from the text.</b></p>	<p>and make logical inferences to construct meaning from the text.</p>	<ul style="list-style-type: none"> <li>● I can answer questions from the text to gain understanding.</li> <li>● I can identify inferences.</li> <li>● I can support logical inferences.</li> </ul>	<p>Who, What, Where, When, Why, Restate, Infer, Background Knowledge, author, question, demonstrate, understanding, text, answer, details, sequence</p>
	<p><b>R.L.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to identify and cite relevant implicit and explicit information from a summary to determine the theme of a story.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the word implicit</li> <li>● I can identify the word explicit</li> <li>● I can identify implicit information from a summary.</li> <li>● I can identify explicit information from a summary.</li> <li>● I can determine the author's message from implicit and explicit information.</li> <li>● I can determine the lesson learned or moral of the summary.</li> <li>● I can determine the lesson of a folktale.</li> <li>● I can recount fables from diverse cultures.</li> <li>● I can recount folktales from diverse cultures.</li> <li>● I can recount myths from diverse cultures</li> <li>● I can use details from a text to explain how the lesson is conveyed.</li> <li>● I can use details from the</li> </ul>	<p>relevant, summary, theme, lesson, moral, fables, folktales, myths, cultures/diversity, fairy tales, central message, recount recount, convey, key detail(s), text</p>



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			<p>text to explain how the message is conveyed.</p> <ul style="list-style-type: none"> <li>● I can use details from a text to explain how the moral is conveyed.</li> </ul>	
	<p><b>R.L.3.3</b> Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.</p>	<ul style="list-style-type: none"> <li>● We are learning to describe characters in a story and explain how they affect the plot.</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe the characters in a story. <ul style="list-style-type: none"> <li>➤ -Character Traits</li> <li>➤ -Internal Traits</li> <li>➤ -External Traits</li> <li>➤ -Motivation</li> <li>➤ -Actions</li> <li>➤ -Feelings</li> </ul> </li> <li>● I can identify the plot.</li> <li>● I can explain how a character's actions affected the plot.</li> </ul>	<p>Character, Trait, Internal Traits, External Traits, motivation, actions, conflict, sequence, plot, dialogue, feelings</p> <p>Affect, describe, interpretation of characters, character, emotion (feelings), problem, resolution</p>
	<p><b>R.L.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.</p>	<ul style="list-style-type: none"> <li>● We are learning the meaning of words and phrases as they are used in text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify literal language.</li> <li>● I can identify nonliteral language.</li> <li>● I can distinguish literal from nonliteral language.</li> <li>● I can describe how literal and nonliteral language shape the meaning of the text.</li> <li>● I can identify an idiom.</li> <li>● I can distinguish an idiom in text.</li> <li>● I can describe how an idiom can shape the meaning of the text.</li> <li>● I can identify a hyperbole.</li> <li>● I can distinguish hyperbole</li> </ul>	<p>literal vs. nonliteral, figurative, idioms, hyperboles, phrases, alliteration, rhyme, rhythm, simile, metaphor</p> <p>determine, context clues, distinguish</p>

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			<p>in text.</p> <ul style="list-style-type: none"> <li>I can describe how a hyperbole can shape the meaning of a text.</li> </ul>	
	<p><b>R.L.3.5</b> Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas including but not limited to linear, non-linear, and circular structures.</p>	<ul style="list-style-type: none"> <li>We are learning to describe and provide evidence how text contributes to poems, stories, and dramas.</li> </ul>	<p><i>Poem</i></p> <ul style="list-style-type: none"> <li>I can identify a poem.</li> <li>I can describe parts of a poem when writing or speaking about a text.</li> <li>I can identify evidence.</li> <li>I can provide evidence of how the text contributes to the poem.</li> </ul> <p><i>Story</i></p> <ul style="list-style-type: none"> <li>I can identify text.</li> <li>I can identify evidence.</li> <li>I can demonstrate how to find evidence.</li> <li>I can identify and describe parts of a story when writing or speaking about a text.</li> <li>I can describe how parts of a story build on earlier sections.</li> <li>I can provide evidence of how the text contributes to the story.</li> </ul> <p><i>Drama</i></p> <ul style="list-style-type: none"> <li>I can identify a drama.</li> <li>I can describe parts of a drama when writing or speaking about a text.</li> </ul>	<p>Refer, evidence, text contributes, poems, elements, stanza, rhythm, rhyme, scheme, line, stories, chapters, characters, setting, paragraphs, drama/play, scene, acts, cast, dialogue, stage directions, narrator, linear(<i>chronological order</i>), non-linear(<i>out of order</i>), circular(<i>where it begins and where it ends</i>), <b>verse, stanza</b></p>

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			<ul style="list-style-type: none"> <li>● I can describe parts of a drama built on earlier sections.</li> <li>● I can identify evidence.</li> <li>● I can provide evidence of how the text contributes to the drama.</li> </ul>	
	<p><b>R.L.3.6 Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to distinguish perspective(s) of a text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify perspective (point of view). I can identify the narrator.</li> <li>● I can compare/contrast my own point of view with the narrator's point of view in text..</li> <li>● I can compare/contrast my own point of view with the character's point of view in text..</li> <li>● I can identify the narrator's point of view in text.</li> <li>● I can identify the Character's point of view in text.</li> <li>● I can describe my point of view in text.</li> <li>● I can describe the narrator's point of view in text.</li> <li>● I can describe the character's point of view in text.</li> </ul>	<p>compare and contrast, perspective, characters, narrator, text structure, point of view  <b>distinguish, first person, third person, narrator</b></p>
	<p>R.L.3.7 Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood,</p>	<ul style="list-style-type: none"> <li>● We are learning to explain how illustrations help contribute to an effect.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify an illustration</li> <li>● I can explain how an illustration can contribute to:</li> </ul> <p>➤ -mood</p>	<p>Mood, illustrations, captions, effect, illustrator, character, setting, text  <b>contribute, contribution, convey, aspect(s)</b></p>

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	character and setting.		<ul style="list-style-type: none"> <li>➤ -character</li> <li>➤ -setting</li> <li>➤ -other</li> </ul>	
	<p><b>R.L.3.9 Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to compare/contrast themes, settings and plots of stories by the same author.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the theme.</li> <li>● I can identify the setting.</li> <li>● I can identify the plot.</li> <li>● I can compare/contrast the theme in stories.</li> <li>● I can compare/contrast the settings in stories.</li> <li>● I can compare/contrast the plot in stories.</li> </ul>	<p>author, setting, theme, plot, compare, contrast, similarity, difference, character, <b>author, text</b></p>
	<p><b>R.L.3.10</b> By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently</p>	<ul style="list-style-type: none"> <li>● We are learning to use comprehension strategies to read, comprehend, and analyze text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can ask questions to understand the text.</li> <li>● I can answer questions to understand the text.</li> <li>● I can use prior knowledge to better understand the text.</li> <li>● I can visualize to better understand the text.</li> <li>● I can identify inferences.</li> <li>● I can make an inference to determine what the author is telling me.</li> <li>● I can identify summarize</li> <li>● I can explain how to summarize a text.</li> <li>● I can summarize the text to show comprehension.</li> <li>● I can determine what is important in the text.</li> </ul>	<p>Analyze questioning, monitoring, visualizing, inferencing, summarizing, prior knowledge, determining importance <b>comprehend, literature, story, drama, poetry, independently, proficiently, chart</b></p>

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	<p><b>R.I. 3.1 Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to ask and answer questions and make logical inferences.</li> </ul>	<ul style="list-style-type: none"> <li>● I can ask questions from the text to gain understanding.</li> <li>● I can answer questions from the text to gain understanding.</li> <li>● I can identify logical inference</li> <li>● I can support logical inferences to construct meaning from the text.</li> </ul>	<p>Support, logical, inference, context clues, prior background knowledge, evidence, support, question, answer, demonstrate, understanding, text</p>
	<p><b>R.I.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to identify and cite relevant information to determine the central idea of a text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify implicit information.</li> <li>● I can cite implicit information.</li> <li>● I can identify explicit information.</li> <li>● I can cite explicit information.</li> <li>● I can determine the central idea of a text.</li> <li>● I can cite relevant implicit and explicit information to determine the central idea of a text.</li> </ul>	<p>identify, cite, relevant, implicit, explicit, summary, central idea/main idea determine, recount, key details, support</p>
	<p>R.I.3.3 Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</p>	<ul style="list-style-type: none"> <li>● We are learning to describe the relationships over the course of a text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe the relationship between individuals in a text.</li> <li>● I can identify historical events.</li> <li>● I can sequence historical events from a text.</li> <li>● I can describe the relationship between historical events in a text.</li> <li>● I can explain the cause and</li> </ul>	<p>cause/effect, sequence words, procedures, relationship describe individuals historical event scientific idea technical procedure events, concepts</p> <p><i>*Insert specific name(s)/information in your</i></p>

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			<p>effect of historical events in a text.</p> <ul style="list-style-type: none"> <li>● I can describe the relationships of a technical procedure.</li> <li>● I can sequence the steps of a scientific procedure that I read about in a text.</li> <li>● I can explain the cause and effect of scientific procedure in a text.</li> </ul>	<i>Success Criteria.</i>
	<p><b>R.I.3.4</b> Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.</p>	<ul style="list-style-type: none"> <li>● We are learning to determine the meaning of general academic words and phrases in text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can determine the meaning of words.</li> <li>● I can determine the meaning of phrases.</li> <li>● I can describe how words shape the meaning of text.</li> <li>● I can describe how phrases shape the meaning of texts.</li> </ul>	academic words, grade-level text, phrases, meaning
	<p><b>R.I.3.5</b> Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.</p>	<ul style="list-style-type: none"> <li>● We are learning to identify and describe informational text structures.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify an informational text structure.</li> <li>● I can describe informational text structure.</li> <li>● I can compare text structures.</li> <li>● I can recognize cause and effect in an informational text.</li> <li>● I can recognize a problem and solution in an informational text.</li> <li>● I can identify a logical connection between sentences.</li> <li>● I can identify a logical</li> </ul>	informational text, structure, compare, cause, effect, problem, solution, logical connection

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			<p>connection between phases.</p> <ul style="list-style-type: none"> <li>I can recognize the overall structure of an informational text.</li> </ul>	
	<p><b>R.I.3.6 Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.</b></p>	<ul style="list-style-type: none"> <li>We are learning to distinguish their own perspective from the author of the text and describe how perspective shapes the content and style of a text.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify my perspective (point of view) and support it with text.</li> <li>I can identify the author's perspective (point of view) and support it with text.</li> <li>I can compare my perspective (point of view) from the author's point of view.</li> <li>I can contrast my perspective (point of view) from the author's point of view.</li> <li>I can identify how perspective (point of view) shapes the content of a text.</li> <li>I can identify how perspective (point of view) shapes the style of a text.</li> </ul>	<p>compare and contrast, perspective, narrator, style, point of view</p>
	<p><b>R.I.3.7</b> Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.</p>	<ul style="list-style-type: none"> <li>We are learning to identify and explain how visuals in the text contribute to the understanding of the text.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the following visuals:  <i>(List the ones that you will be covering for the day)</i> <ul style="list-style-type: none"> <li>➤ diagram</li> <li>➤ graph</li> <li>➤ photograph</li> <li>➤ caption</li> <li>➤ side bar</li> <li>➤ chart/table</li> <li>➤ heading</li> </ul> </li> </ul>	<p>diagram, graph, photograph, caption, side bar, chart/table, heading, subheading, glossary, index, table of contents  determine, information, convey, map, map key/legend, event, illustration</p>

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			<ul style="list-style-type: none"> <li>➤ subheading</li> <li>➤ glossary</li> <li>➤ index</li> <li>➤ table of contents</li> </ul> <ul style="list-style-type: none"> <li>● I can explain how the (name specific visual) contributed to the clarity of the text.</li> </ul>	
	<b>R.I. 3.8 Describe how reasons and evidence support specific claims the author makes in a text.</b>	<ul style="list-style-type: none"> <li>● We are learning how reasons and evidence support specific claims in a text.</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain how sentences and paragraphs in text are logically connected.</li> <li>● I can identify evidence in the text that supports the author's claims.</li> </ul>	claims, reasons, evidence, support determine, author's message, detail, comparison, cause/effect, sequential order
	<b>R.I.3.9 Explain the relationship between information from two or more texts on the same theme or topic.</b>	<ul style="list-style-type: none"> <li>● We are learning to explain the relationship between information between two or more texts.</li> </ul>	<ul style="list-style-type: none"> <li>● I can compare and contrast the most important points and key details in two texts on the same topic.</li> <li>● I can identify the most important and key points in two texts on the same topic.</li> <li>● I can distinguish (identify) between key details and important points in a text.</li> <li>● I can identify the relationship between information in two or more texts.</li> </ul>	theme, compare, contrast, relationship, key details, important points, text
	<b>R.I.3.10</b> By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge,	<ul style="list-style-type: none"> <li>● We are learning to use a variety of comprehension strategies to read grade-level appropriate, complex informational texts independently.</li> </ul>	<ul style="list-style-type: none"> <li>● can use questioning strategies to comprehend grade-level appropriate, complex informational texts.</li> <li>● I can use monitoring strategies to comprehend</li> </ul>	comprehension, questioning, monitoring, visualizing, inferencing, summarizing, prior knowledge, importance, analyze, grade-level appropriate, complex, informational texts



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	<p>determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>		<p>grade-level appropriate, complex informational texts.</p> <ul style="list-style-type: none"> <li>● I can use visualizing to comprehend grade-level appropriate, complex informational texts.</li> <li>● I can use inferencing to comprehend grade-level appropriate, complex informational texts.</li> <li>● I can use summarizing to comprehend grade-level appropriate, complex informational texts.</li> <li>● I can use prior knowledge to comprehend grade-level appropriate, complex informational texts.</li> <li>● I can determine the importance of comprehending grade-level appropriate, complex informational texts.</li> <li>● I can read grade-level appropriate, complex informational texts independently.</li> </ul>	<p>literary texts, fiction, non-fiction</p>
	<p><b>L.3.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to demonstrate the proper usage of English grammar.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify the parts of speech.             <ul style="list-style-type: none"> <li>➤ Noun</li> <li>➤ Pronoun</li> <li>➤ Verb</li> <li>➤ Adjective</li> </ul> </li> </ul>	<p>nouns, verbs, verb tenses, plural, singular, irregular, regular, subject-verb agreement, abstract nouns, pronouns, adjectives, adverbs, compound/complex/simple sentences,</p>

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			<ul style="list-style-type: none"> <li>➤ Adverb</li> <li>➤ Preposition</li> <li>➤ Conjunction</li> <li>➤ Interjection</li> <li>● I can demonstrate the command of Standard English.</li> </ul>	<p>question/command/statement/exclamation, syllables, conjunctions  <b>comparative, superlative, specific, object</b></p>
	<p><b>L.3.2 When writing:</b>  <b>a. Capitalize appropriate words in titles.</b>  <b>b. Use commas in addresses.</b>  <b>c. Use commas and quotation marks in dialogue.</b>  <b>d. Use possessives.</b>  <b>e. Use conventional spelling for high-frequency words where suffixes are added to base words.</b>  <b>f. Use spelling patterns and generalizations in writing words.</b>  <b>g. Consult reference materials as needed to check and correct spellings</b></p>	<ul style="list-style-type: none"> <li>● We are learning to demonstrate proper writing conventions to include capitalization, punctuation (commas), and spelling patterns.</li> </ul>	<ul style="list-style-type: none"> <li>● I can capitalize appropriate words in titles when writing.</li> <li>● I can use commas in addresses when writing.</li> <li>● I can use commas in dialogue when writing.</li> <li>● I can use quotation marks in dialogue when writing.</li> <li>● I can use possessives when writing.</li> <li>● I can use conventional spelling for high frequency words when writing.</li> <li>● I can add suffixes to base words when writing.</li> <li>● I can use spelling patterns when writing words.</li> <li>● I can make generalizations when writing words.</li> <li>● I can consult (use) reference materials as needed to check and correct spellings when writing.</li> <li>● I can identify a dictionary.</li> <li>● I can define capitalization.</li> <li>● I can identify a comma.</li> </ul>	<p>capitalization, commas, quotation marks, dialogue, possessives, suffixes, base words, dictionaries, , spelling patterns, generalizations, reference materials, high-frequency words  <b>analogies, generalization, roots, compound and simple sentences, conjunctions, quotes</b></p>

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			<ul style="list-style-type: none"> <li>● I can define possessives.</li> <li>● I can identify spelling patterns.</li> <li>● I can identify base words.</li> <li>● I can identify suffixes.</li> </ul>	
	<p><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <p><b>a.</b> Choose words and phrases for effect.</p> <p><b>b.</b> Recognize and observe differences between the conventions of spoken and written Standard English.</p>	<ul style="list-style-type: none"> <li>● We can use our knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>	<ul style="list-style-type: none"> <li>● I can choose words and phrases for effect.</li> <li>● I can recognize the conventions of language in writing.</li> <li>● I can recognize the conventions of language in speaking.</li> <li>● I can recognize the conventions of language in reading.</li> <li>● I can recognize the conventions of language in listening.</li> <li>● I can recognize the difference between spoken and written Standard English.</li> </ul>	<p>words, phrases, conventions, language, writing, speaking, reading, listening, differences, Standard English.</p> <p>purpose, presentation, audience, tone, style, punctuation, grammar, precise, thesaurus, quote, speech</p>
	<p><b>L.3.4 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.</b></p> <p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Determine the meaning</p>	<ul style="list-style-type: none"> <li>● We are learning to determine the meaning and multiple-meanings of words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>● I can identify words in texts.</li> <li>● I can identify phrases in texts.</li> <li>● I can determine the meaning of an unknown word in a text using context clues.</li> <li>● I can determine the meaning of an unknown phrase in a text using context clues.</li> <li>● I can identify an affix.</li> <li>● I can determine the meaning</li> </ul>	<p>words, phrases, meanings, multiple-meanings, context clues, affix, root word, text, glossary, dictionary, grade-appropriate</p>

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	<p><b>of the new word formed when a known affix is added to a known word.</b></p> <p><b>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</b></p> <p><b>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</b></p> <p><b>e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</b></p>		<p>of an unknown word when an affix is added.</p> <ul style="list-style-type: none"> <li>● I can identify a root word.</li> <li>● I can determine the meaning of an unknown word by using the root word.</li> <li>● I can identify a glossary.</li> <li>● I can identify a dictionary.</li> <li>● I can use a glossary to determine the meaning of a word.</li> <li>● I can use a dictionary to determine the meaning of a word</li> <li>● I can use a glossary to determine the meaning of a phrase.</li> <li>● I can use a dictionary to determine the meaning of a phrase.</li> <li>● I can use grade-appropriate words.</li> <li>● I can use grade-appropriate phrases.</li> </ul>	
	<p><b>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p><b>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</b></p> <p><b>b. Demonstrate understanding of words by relating them to their</b></p>	<ul style="list-style-type: none"> <li>● We are learning to understand word relationships and nuances in word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>● I can understand word meanings.</li> <li>● I can understand word relationships in word meanings.</li> <li>● I can understand nuances in word meanings.</li> <li>● I can recognize literal meanings of words in context.</li> <li>● I can recognize nonliteral</li> </ul>	<p>word meanings, relationships, nuances, literal meanings, nonliteral meanings, words, phrases, context, synonym, antonym, shades of meaning, degrees of certainty</p>

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	<p><b>synonyms and antonyms.</b>  <b>c. Distinguish shades of meaning among related words that describe degrees of certainty.</b></p>		<p>meanings of words in context.</p> <ul style="list-style-type: none"> <li>● I can recognize literal meanings of phrases in context.</li> <li>● I can recognize nonliteral meanings of phrases in context.</li> <li>● I can define a synonym.</li> <li>● I can define an antonym.</li> <li>● I can recognize the relationship between words and their synonyms.</li> <li>● I can recognize the relationship between words and their antonyms.</li> <li>● I can distinguish shades of meaning among words to describe degrees of certainty.</li> </ul>	
	<p><b>C.3.2 Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to compose informative and/or explanatory texts to examine a topic and provide information.</li> </ul>	<ul style="list-style-type: none"> <li>● *I can introduce a topic and group related information when writing informative text.</li> <li>● *I can include illustrations to help with understanding when writing informative text.</li> <li>● *I can write informative/explanatory texts that include facts, definitions and details.</li> <li>● I can write informative/explanatory texts to examine a topic.</li> </ul>	<p>informative, explanatory, examine, organization, topic, illustrations, facts, supporting details, text structure, transitions, paragraph, conclusion, body, plan, revise, edit, research, linking words and phrases</p>

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			<ul style="list-style-type: none"> <li>● I can write informative/explanatory texts to convey ideas and information clearly.</li> <li>● I can write informative/explanatory texts that include linking words and phrases to connect ideas within categories.</li> <li>● I can write informative/explanatory that includes a concluding statement.</li> </ul>	
	<p><b>C.3.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.</b></p>	<ul style="list-style-type: none"> <li>● We can compose narratives.</li> </ul>	<ul style="list-style-type: none"> <li>● I can compose (write) a narrative.</li> <li>● I can write using digital resources to develop real or imagined experiences.</li> <li>● I can use digital resources to develop multiple events or ideas using effective techniques.</li> <li>● I can write using descriptive details.</li> <li>● I can write using clear sequences.</li> <li>● I can identify print sources.</li> <li>● I can identify digital sources.</li> </ul>	<p>compose, write, narrative, digital resources, real or imagined experiences, multiple events, ideas, effective technique, descriptive details, clear sequences.</p>
	<p><b>C.3.6 Summarize information from experiences or gather information from print and digital sources; take brief</b></p>	<ul style="list-style-type: none"> <li>● We are learning to summarize information from experiences or gather information from print and digital sources</li> </ul>	<ul style="list-style-type: none"> <li>● I can summarize information from experiences.</li> <li>● I can gather information from print sources.</li> </ul>	<p>information, experiences, print sources, digital sources, notes, analyze, sort, reliability, categorize, internet, library</p>

## HCS 3rd Grade KCAS ELA Curriculum Map

	<p><b>notes on information from various print/digital sources, and analyze by sorting into appropriate categories.</b></p>	<p>and analyze by sorting into appropriate categories.</p>	<ul style="list-style-type: none"> <li>● I can gather information from digital sources.</li> <li>● I can analyze information gathered to determine reliability of source.</li> <li>● I can categorize information gathered from print or digital sources.</li> <li>● I can take notes on information gathered from print/digital sources.</li> </ul>	
	<p><b>C.3.7</b> Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p>	<ul style="list-style-type: none"> <li>● We are learning to compose writing over an extended time frame.</li> </ul>	<ul style="list-style-type: none"> <li>● I can compose writing for an extended time frame.</li> <li>● I can compose writing for a shorter period of time.</li> <li>● I can identify my writing task.</li> <li>● I can identify my purpose.</li> </ul>	<p>situation, purpose, audience, task, inform, persuade, entertain, prompt</p>
	<p><b>R.F.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</b>  <b>a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.</b>  <b>b. Decode multisyllabic words.</b>  <b>c. Read grade-appropriate irregularly spelled words.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to know and apply phonics and word analysis skills in decoding words.</li> </ul>	<p>a)</p> <ul style="list-style-type: none"> <li>● I can identify prefixes.</li> <li>● I can identify suffixes.</li> <li>● I can tell you the meaning of a prefix.</li> <li>● I can tell you the meaning of a suffix.</li> <li>● I can read words with common suffixes.</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>● I can read words that have multiple syllables.</li> </ul> <p>c)</p> <ul style="list-style-type: none"> <li>● I can read words that do not follow a spelling pattern.</li> <li>● I can read with accuracy.</li> <li>● I can read with speed.</li> </ul>	<p>prefix, suffix, syllable, greek/latin roots          decode, multi-syllable, appropriate, irregular, analyze</p>

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			<ul style="list-style-type: none"> <li>● I can read with prosody.</li> <li>● I can answer questions to demonstrate comprehension.</li> </ul>	
	<p><b>R.F.3.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</b></p> <p><b>a. Read grade-level text with purpose and understanding.</b></p> <p><b>b. Fluently read grade-level prose and poetry orally on successive readings.</b></p> <p><b>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b></p>	<ul style="list-style-type: none"> <li>● We are learning to read fluently and comprehend.</li> </ul>	<p>a)</p> <ul style="list-style-type: none"> <li>● I can read text with a purpose.</li> <li>● I can read text for understanding.</li> </ul> <p>b)</p> <ul style="list-style-type: none"> <li>● I can read poetry fluently.</li> <li>● I can read poetry with expression.</li> </ul> <p>c)</p> <ul style="list-style-type: none"> <li>● I can use context clues to self-correct words.</li> <li>● I can use context clues to confirm word meaning.</li> <li>● I can reread when necessary to help me understand words.</li> </ul>	<p>accuracy, speed, prosody, purpose, understanding, poetry, expression, context clues, self correct, word meaning, necessary, confirm selection, strategies, paragraph, fluently, expression, skimming, scanning, self-monitor</p>



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