



**Content Area: ELA**

**Grade Level: 3rd**

**Curriculum Map/Scope & Sequence (2021)**

<b><u>Unit Name/Time Period</u></b>	<b><u>BIG Ideas/Skills</u></b>	<b><u>IL Priority Learning Standards</u></b>	<b><u>I CAN Statements</u></b>	<b><u>Assessments</u></b>
August September	<ul style="list-style-type: none"> <li>● Summarizing</li> <li>● Main Idea</li> <li>● Important Details</li> </ul>	<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text..</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea</p>	<p><b><u>I CAN</u></b> remember and retell different kinds of stories from many cultures.</p> <p><b><u>I CAN</u></b> figure out the lessons or morals of the stories that I read and explain that message using details from the story.</p> <p><b><u>I CAN</u></b> figure out the main idea of information I read.</p> <p><b><u>I CAN</u></b> talk about the most important details in the information I read and how they support the main idea.</p>	<p>Weekly assessments for vocabulary and comprehension</p> <p>Graphic organizers</p> <p>Written responses</p> <p>Presentations</p> <p>Projects</p>
October	<ul style="list-style-type: none"> <li>● Citing Evidence</li> <li>● Using explicit and inferential reasoning</li> </ul>	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>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 a range of strategies.</p>	<p><b><u>I CAN</u></b> ask and answer questions to show that I understand the stories that I am reading.</p> <p><b><u>I CAN</u></b> find the answers to specific questions within the stories that I read. .</p> <p><b><u>I CAN</u></b> ask and answer questions to show that I understand the information I am reading.</p> <p><b><u>I CAN</u></b> find the answers to specific questions within informational text that I read.</p> <p><b><u>I CAN</u></b> figure out what words mean by using the strategies I know and by thinking about what I have read.</p>	<p>Weekly assessments for vocabulary and comprehension</p> <p>Graphic organizers</p> <p>Written responses</p> <p>Presentations</p> <p>Projects</p>

November	<ul style="list-style-type: none"> <li>Identifying Cause and Effect and Sequencing</li> </ul>	<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>I CAN</b> describe characters in stories and explain how their actions affect the story.</p> <p><b>I CAN</b> describe how some historical events are related.</p> <p><b>I CAN</b> describe how the steps in a set of directions are related.</p>	<p>Weekly assessments for vocabulary and comprehension</p> <p>Graphic organizers</p> <p>Written responses</p> <p>Presentations</p> <p>Projects</p>
December	<ul style="list-style-type: none"> <li>Text Structure</li> </ul>	<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p><b>I CAN</b> write and talk about fiction by using the words for the different parts (chapter, scene, stanza)</p> <p><b>I CAN</b> describe how new parts of fiction build on the parts that have already happened.</p> <p><b>I CAN</b> use the parts of a text that stand out to find information quickly.</p> <p><b>I CAN</b> use search tools on a computer to find information quickly.</p>	<p>Weekly assessments for vocabulary and comprehension</p> <p>Graphic organizers</p> <p>Written responses</p> <p>Presentations</p> <p>Projects</p>
January	<ul style="list-style-type: none"> <li>Key Word &amp; Word Choice</li> <li>Author's Claim, Evidence, and Validity</li> </ul>	<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language</p> <p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p><b>I CAN</b> figure out the meanings of words or groups of words in stories by thinking about how they are used.</p> <p><b>I CAN</b> tell the difference between literal and nonliteral language when I read.</p> <p><b>I CAN</b> describe how the sentences/paragraphs in informative text are connected and follow a logical order.</p> <p><b>I CAN</b> figure out how words are related and how their meanings might be similar.</p>	<p>Weekly assessments for vocabulary and comprehension</p> <p>Graphic organizers</p> <p>Written responses</p> <p>Presentations</p> <p>Projects</p>

February	<ul style="list-style-type: none"> <li>Text Comparisons</li> </ul>	<p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>I CAN</b> compare and contrast stories written by the same author about the same or similar characters.</p> <p><b>I CAN</b> compare and contrast the most important ideas and details in two pieces of information about the same topic.</p>	<p>Weekly assessments for vocabulary and comprehension</p> <p>Graphic organizers</p> <p>Written responses</p> <p>Presentations</p> <p>Projects</p>
March	<ul style="list-style-type: none"> <li>Text Features and Illustrations</li> </ul>	<p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><b>I CAN</b> explain how the author uses illustration to help the meaning of the story. .</p> <p><b>I CAN</b> show what I have learned from informational texts and illustrations by answering questions about where, when, why, and how.</p>	<p>Weekly assessments for vocabulary and comprehension</p> <p>Graphic organizers</p> <p>Written responses</p> <p>Presentations</p> <p>Projects</p>
April	<ul style="list-style-type: none"> <li>Review of Text Structure</li> </ul>	<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p><b>I CAN</b> write and talk about fiction by using the words for the different parts (chapter, scene, stanza)</p> <p><b>I CAN</b> describe how new parts of fiction build on the parts that have already happened.</p> <p><b>I CAN</b> use the parts of a text that stand out to find information quickly. **I can use search tools on a computer to find information quickly.</p>	<p>Weekly assessments for vocabulary and comprehension</p> <p>Graphic organizers</p> <p>Written responses</p> <p>Presentations</p> <p>Projects</p>
May	<ul style="list-style-type: none"> <li>Author's Claim, Evidence, Validity</li> </ul>	<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and</p>	<p><b>I CAN</b> describe how the sentences and paragraphs in informational text are connected and follow a logical order.</p> <p><b>I CAN</b> use the new words and phrases I have learned in different ways to show that I know what they mean.</p>	<p>Weekly assessments for vocabulary and comprehension</p> <p>Graphic organizers</p> <p>Written responses</p> <p>Presentations</p>

		phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		Projects
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