

CPSD ELA: Grade 3 Curriculum

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Reading (Literature) RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.6 RL.3.7 RL.3.9</p> <p>Reading Foundations RF.3.3 RF.3.4</p> <p>Writing W.3.4 W.3.5 W.3.10</p> <p>Speaking and Listening SL.3.1 SL.3.3</p> <p>Language L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6</p>	<p>Reading (Information) RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9</p> <p>Reading Foundations RF.3.3 RF.3.4</p> <p>Writing W.3.3 W.3.4 W.3.5 W.3.6 W.3.8 W.3.10</p> <p>Speaking and Listening SL.3.1 SL.3.2 SL.3.4</p> <p>Language L.3.1 L.3.2 L.3.3 L.3.4 L.3.6</p>	<p>Reading (Literature & Information) RL.3.1 RL.3.2 RL.3.6 RI.3.1 RI.3.2 RI.3.5</p> <p>Reading Foundations RF.3.3 RF.3.4</p> <p>Writing W.3.3 W.3.4 W.3.5 W.3.6 W.3.8 W.3.10</p> <p>Speaking and Listening SL.3.1 SL.3.4</p> <p>Language L.3.1 L.3.2 L.3.3 L.3.4 L.3.6</p>	<p>Reading (Literature & Information) RL.3.1 RL.3.2 RL.3.6 RL.3.10 RI.3.1 RI.3.2 RI.3.5 RI.3.10</p> <p>Reading Foundations RF.3.3 RF.3.4</p> <p>Writing W.3.1 W.3.2 W.3.4 W.3.5 W.3.7 W.3.8 W.3.10</p> <p>Speaking and Listening SL.3.4 SL.3.5 SL.3.6</p> <p>Language L.3.1 L.3.2 L.3.3 L.3.4 L.3.6</p>

* Power standards are highlighted in yellow.

ELA	Reading: Literary Texts	Writing: Sentences	Grade Level	3	Dates	Quarter 1
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CPSD Power Standards and Learning Indicators

Reading

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - I can use evidence from the text to answer questions about what I read.
 - I can ask questions about what I read to deepen my understanding.
- 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.
 - I can recount a story in the correct order.
 - I can determine the central message, lesson, or moral of a story.
 - I can explain how details from the text support the central message, lesson, or moral of a story.
- RL.3.6 Distinguish their own perspective from that of the narrator or those of the characters, distinguishing the difference between first- and third-person point-of-view narrations. (At grade 3, power standard is limited to the context below).
 - I can determine if a story is told from first-person or third-person point of view and how that impacts the story.
- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. (prefixes, suffixes, syllable types, inflectional endings, root words, and irregularly spelled words)
 - I can use what I know about letters and sounds, word parts, and syllables to read and spell words.
- RF.3.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.
 - I can use close reading strategies to read and understand texts.
 - I can read accurately and fluently to help me understand what I read.

Language

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 3 when writing or speaking.
 - I can identify what pattern a sentence follows. (limited to S +AV; S + LV + PN; S + LV + PA)
 - I can use sentence patterns to write simple and compound sentences correctly.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.
 - I can capitalize the first word of a direct quotation.
 - I can use quotation marks around a speaker or author's exact words in a sentence.
 - I can use punctuation to separate a direct quote from the rest of a sentence.
- 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 effective strategies.
 - I can figure out the meaning of an unknown word.
 - I can determine the correct meaning of a multiple-meaning word.

Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
 - I can write for different purposes and audiences.

Additional Arkansas Standards

- RL. 3.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.
- RL. 3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 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.
- 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)
- RL. 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- SL.3.1 Engage effectively in a range of collaborative conversations/discussions (one-on-one, in groups, teacher-led) on topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.3 Ask and answer questions about information from a speaker in order to clarify comprehension, offering appropriate elaboration and detail.
- L.3.3 Use knowledge of language and its conventions when reading, writing, speaking, or listening.
- L.3.5 Demonstrate understanding of figurative language, words relationships, and nuances in word meanings.
- L.3.6 Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases, including spatial or temporal words.

ELA	Reading: Informational Text	Writing: Narratives/Reflective Narratives	Grade Level	3	Dates	Quarter 2
CPSD Power Standards and Learning Indicators						
Reading						
<ul style="list-style-type: none"> ● RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <ul style="list-style-type: none"> ○ I can use evidence from the text to answer questions about what I read. ○ I can ask questions about what I read to deepen my understanding. ● RI.3.2 Determine the main idea of a text; <i>recount</i> the key details and explain how they support the main idea. <ul style="list-style-type: none"> ○ I can determine the main idea of a text. ○ I can explain how details support the main idea of a text. ● RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. <ul style="list-style-type: none"> ○ I can use text features to locate information quickly. ● RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. (prefixes, suffixes, syllable types, inflectional endings, root words, and irregularly spelled words) <ul style="list-style-type: none"> ○ I can use what I know about letters and sounds, word parts, and syllables to read words. ● RF.3.4 Read grade-level text with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ I can use close reading strategies to read and understand texts. ○ I can read accurately and fluently to help me understand what I read. 						
Writing						
<ul style="list-style-type: none"> ● W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. <ul style="list-style-type: none"> ○ I can use <i>effective techniques</i> to write a clearly sequenced reflective narrative. (<i>limited to the context of a real experience - not imagined experience.</i>) Effective techniques: Strong leads/introductions, introduce a narrator, dialogue, descriptions of actions, thoughts, and feelings, reflections, etc. ● W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <ul style="list-style-type: none"> ○ I can write for a different purposes and audiences. 						
Language						
<ul style="list-style-type: none"> ● L.3.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 3 when writing or speaking. <ul style="list-style-type: none"> ○ I can identify what pattern a sentence follows. (limited to S +AV; S + LV + PN; S + LV + PA) ○ I can use sentence patterns to write simple and compound sentences correctly. ○ I can identify and use coordinating conjunctions to make compound sentences. ○ I can identify and use adverbs that describe verbs. ● L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing. <ul style="list-style-type: none"> ○ I can use a comma before a coordinating conjunction in a compound sentence. ● 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 effective strategies. <ul style="list-style-type: none"> ○ I can figure out the meaning of an unknown word. ○ I can determine the correct meaning of a multiple-meaning word. 						

Additional Arkansas Standards

- 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.
- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topics/subject areas.
- RI.3.6 Distinguish their own perspective from that of the author of a text.
- RI.3.7 Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text.
- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, sequence).
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.8 Recall information from experiences or gather information from print and digital sources.
- SL.3.1 Engage effectively in a range of collaborative conversations/discussions (one-on-one, in groups, teacher-led) on topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.2 Determine the main ideas and supporting details of information that is gained by means other than reading (e.g., texts read aloud, oral presentations of charts, graphs, diagrams; speeches).
- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- L.3.3 Use knowledge of language and its conventions when reading, writing, speaking, or listening.
- L.3.6 Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases, including spatial or temporal words.

ELA	Reading: Informational and Literary Texts Narratives	Writing: Narratives/Reflective	Grade Level	3	Dates	Quarter 3
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CPSD Power Standards and Learning Indicators

Reading

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - I can use evidence from the text to answer questions about what I read.
 - I can ask questions about what I read to deepen my understanding.
- 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.
 - I can recount a story in the correct order.
 - I can determine the central message, lesson, or moral of a story.
 - I can explain how details from the text support the central message, lesson, or moral of a story.
- RL.3.6 Distinguish their own perspective from that of the narrator or those of the characters, distinguishing the difference between first- and third-person point-of-view narrations. (At grade 3, power standard is limited to the context below).
 - I can determine if a story is told from first-person or third-person point of view and how that impacts the story.
- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - I can use evidence from the text to answer questions about what I read.
 - I can ask questions about what I read to deepen my understanding.
- RI.3.2 Determine the main idea of a text; *recount* the key details and explain how they support the main idea.
 - I can determine the main idea of a text.
 - I can explain how details support the main idea of a text.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
 - I can use text features to locate information quickly.
- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. (prefixes, suffixes, syllable types, inflectional endings, root words, and irregularly spelled words)
 - I can use what I know about letters and sounds, word parts, and syllables to read words.
- RF.3.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.
 - I can use close reading strategies to read and understand texts.
 - I can read accurately and fluently to help me understand what I read.

Language

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 3 when writing or speaking.
 - I can identify what pattern a sentence follows. (limited to S +AV; S + LV + PN; S + LV + PA)
 - I can use sentence patterns to write simple and compound sentences correctly.
 - I can make sure subjects and verbs match in sentences.
 - I can identify and use indefinite pronouns.
 - I can identify and use adverbs that describe verbs.
 - I can identify and use coordinating conjunctions to make compound sentences.

- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.
 - I can use a comma before a coordinating conjunction in a compound sentence.
 - I can capitalize the first word of a direct quotation.
 - I can use quotation marks around a speaker or author's exact words in a sentence.
 - I can use punctuation to separate a direct quote from the rest of a sentence.
- 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 effective strategies.
 - I can figure out the meaning of an unknown word.
 - I can determine the correct meaning of a multiple-meaning word.

Writing

- W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
 - I can use *effective techniques* to write a clearly sequenced reflective narrative. (*limited to the context of a real experience - not imagined experience.*) Effective techniques: Strong leads/introductions, introduce a narrator, dialogue, descriptions of actions, thoughts, and feelings, reflections, etc.
- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
 - I can write for different purposes and audiences.

Additional Arkansas Standards

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
- W.3.8 Recall information from experiences or gather information from print and digital sources.
- SL.3.1 Engage effectively in a range of collaborative conversations/discussions (one-on-one, in groups, teacher-led) on topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- L.3.3 Use knowledge of language and its conventions when reading, writing, speaking, or listening.
- L.3.6 Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases, including spatial or temporal words.

ELA	Reading: Informational & Literary Texts	Writing: Informational and Opinion	Grade Level	3	Dates	Quarter 4
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CPSD Power Standards and Learning Indicators

Reading

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - I can use evidence from the text to answer questions about what I read.
 - I can ask questions about what I read.
- 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.
 - I can recount a story in the correct order.
 - I can determine the central message, lesson, or moral of a story.
 - I can explain how details from the text support the central message, lesson, or moral of a story.
- RL.3.6 Distinguish their own perspective from that of the narrator or those of the characters, distinguishing the difference between first- and third-person point-of-view narrations.
 - I can determine if a story is told from first-person or third-person point of view and how it impacts the story.
 - I can compare my perspective to a character's or narrator's perspective.
- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - I can use evidence from the text answer questions about what I read.
 - I can ask questions about what I read.
- RI.3.2 Determine the main idea of a text; *recount* the key details and explain how they support the main idea.
 - I can determine the main idea of a text.
 - I can explain how details support the main idea of a text.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
 - I can use text features to locate information quickly.
- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. (prefixes, suffixes, syllable types, inflectional endings, root words, and irregularly spelled words)
 - I can use what I know about letters and sounds, word parts, and syllables to read words.
- RF.3.4 Read grade-level text with sufficient accuracy and fluency to support comprehension.
 - I can use close reading strategies to read and understand texts.
 - I can read accurately and fluently to help me understand what I read.

Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences
 - I can write for a different purposes and audiences.

Language

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage as appropriate for Grade 3 when writing or speaking.
 - I can identify what pattern a sentence follows. (limited to S +AV; S + LV + PN; S + LV + PA)
 - I can use sentence patterns to write simple and compound sentences correctly.

- I can make sure subjects and verbs match in sentences.
- I can identify and use abstract nouns.
- I can identify and use words that show ownership.
- I can identify and use indefinite pronouns.
- I can identify and use adverbs that describe verbs.
- I can identify and use coordinating conjunctions to make compound sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 3 when writing.
 - I can use a comma before a coordinating conjunction in a compound sentence.
 - I can capitalize the first word of a direct quotation.
 - I can use quotation marks around a speaker or author's exact words in a sentence.
 - I can use punctuation to separate a direct quote from the rest of a sentence.
 - I can use an apostrophe to show ownership.
- 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 effective strategies.
 - I can figure out the meaning of an unknown word.
 - I can determine the correct meaning of a multiple-meaning word.

Additional Arkansas Standards

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
- W.3.1 Write opinion pieces on topics or texts, supporting the opinion with reasons.
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8 Recall information from experiences or gather information from print and digital sources.
- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- L.3.3 Use knowledge of language and its conventions when reading, writing, speaking, or listening.
- L.3.6 Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases, including spatial or temporal words.