

## ELA Essential Elements – 3<sup>rd</sup> Grade Curriculum Map by Quarter

|                         | I Can Statements   | Standards-based Essential Elements   | Activities/Formative Assessments   | Text Examples  |
|-------------------------|--|--|--|--|
| 1 <sup>st</sup> Quarter | I can answer who and what questions about details in a story.  | EE.RL.3.1- Answer who and what questions to demonstrate understanding of details in a text.                    | - When asking questions, allow students to use the text/illustrations to support their response. You may need to provide options for students to pick their answer from. | Literature text examples:<br><br>2 <sup>nd</sup> -3 <sup>rd</sup> DLM Book List<br><a href="https://www.dlmpd.com/grade-band-2-3/">https://www.dlmpd.com/grade-band-2-3/</a><br><br>Tales from Deckawoo Drive Series<br><br>The Sandwich Swap<br><br>Mapping Sam |
|                         | I can listen to a folktale, fable or story from a different culture and match the details with the correct event(s). | EE.RL.3.2- Associate details with events in stories from diverse cultures.                                     | -Use visuals/sentence stems to match the details with the correct events   |  |
|                         | I can identify feelings words that describe a character in a story.  | EE.RL.3.3- Identify the feelings of characters in a story.   | -Use a pointer to identify a feeling word that describes how the character is feeling  |  |
|                         | I can complete a sentence with the correct word or phrase.   | EE.RL.3.4- Determine words and phrases that complete literal sentences in a text.                              | -Give students words/phrases that they can choose from to complete the sentence (You could color code if students need that support)                                     |  |
|                         | I can put events from a story in the order they happened (beginning, middle, and end).                               | EE.RL.3.5-Determine the beginning, middle, and end of a familiar story with a logical order.                   | -Visuals of events to put in order   |  |
|                         | I can identify the point of view of each story.  | EE.RL.3.6- Identify personal point of view about a text.   | -have visuals for students to pick from to identify point of view (examples: boy, girl, animals, adults)   |  |
|                         | I can match illustrations or information to the setting or event that it goes with.                                  | EE.RL.3.7-Identify parts of illustrations or tactual information that depicts a particular setting, or event.  | -sort illustrations or objects to the setting/event  |  |
|                         | I can identify the characters, setting, and events that happen across two stories in a series.                       | EE.RL.3.9- Identify common elements in two stories in a series.  | -Use a thinking map to sort the story elements in a series   |  |
|                         | I can listen and interact with my teacher during shared readings.  | EE.RL.3.10- Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry. | -Use core vocabulary chart to participate in shared reading  |  |

| 1 <sup>st</sup> Quarter- 3rd grade Writing Standards |  |   |   |  |
|--|--|---|---|--|
|  | I can pick an event and write a story about it with people from my life. | EE.W.3.3- Write about events or personal experiences.<br>-Select an event or personal experience and write about it including the names of people involved. | -Given different pictures of events students will draw or write about it (may need to use aided writing tool, examples: abc chart, visual picture choices, magnetic letters, sight word list)   |  |
|  | I can add more details to my stories with help from my teacher.          | EE.W.3.4-With guidance and support, produce writing that expresses more than one idea.  | -Verbally talk with students about their writing/drawing to add more details. Some students may benefit from visual choices to add details, some details could be as simple as adding color to the drawing or color words to the writing. |  |
|  | I can make my writing stronger with help.                                | EE.W.3.5- With guidance and support from adults/peers, revise own writing.  | -Make a revising checklist for students to follow   |  |

|                         |   |   |   |  |
|-------------------------|---|---|---|--|
| 2 <sup>nd</sup> Quarter | I can identify detail in informational text and answer questions about the text.                          | EE.RI.3.1- Answer who and what questions to demonstrate understanding of details in a text.   | -Students can identify the topic from a list, students can match details (they came up with, found in the text, or were provided with). Answer questions given 3 visual choices.                | <p>Informational Text Resources to support your Science or Social Studies topics...</p> <p>Create a free account on GetEpic.com to have access to free books.</p> <p>Lovely Beasts</p> <p>Made for Each Other: Why Dogs and People Are Perfect Partners</p> <p>Who HQ Series</p> |
|                         | I can identify a detail in the text to support the topic.   | EE.RI.3.2-Identify details in a text.   | -Sort details to the correct topics   |  |
|                         | I can put events in order using first and next.   | EE.RI.3.3- Order two events from a text as “first” and “next.”  | -Make First, Next headings for students to use to sort events (give visual of event or use picture from the text).  |  |
|                         | I can complete a sentence with the correct word or phrase.  | EE.RI.3.4- Determine words and phrases that complete literal sentences in a text.   | -Give students words/phrases that they can choose from to complete the sentence (You could color code if students need that support)  |  |
|                         | I can use headings and key words to locate information in the text with some help from my teacher.        | EE.RI.3.5- With guidance and support, use text features including headings and key words to locate information in a text.                     | -Use highlighter tape for students to locate headings/key words in the text. Color code if it is on a worksheet.  |  |
|                         | I can identify the point of view of each story.   | EE.RI.3.6- Identify personal point of view about a text.  | -Have the point of view options ready for students; to entertain, inform, persuade  |  |
|                         | I can use the text to help me answer who and what questions.  | EE.RI.3.7- Use information gained from visual elements and words in the text to answer explicit who and what questions.                       | -Answer wh- questions using the text for support  |  |
|                         | I can identify why facts go together (they are on the same topic).  | EE.RI.3.8- Identify two related points the author makes in an informational text.   | -Match facts on the same topics; prep facts on sticky notes and have topic headings on charts for students to sort  |  |
|                         | I can identify facts, points, and/or claims that are similar between two informational texts.             | EE.RI.3.9-Identify similarities between two texts on the same topic.  | -Make a double bubble map; have students point out facts/points/claims during reading and write them on the chart in the correct place (similar in the texts or individual to the certain text) |  |
|                         | I can show that I understand the text by listening during shared reading and interacting with my teacher. | EE.RI.3.10-Demonstrate understanding of text while actively engage in shared reading of history/social studies, science, and technical texts. | -Use core vocabulary chart to participate in shared reading   |  |

| 2 <sup>nd</sup> Quarter- 3rd grade Writing Standards |   |   |   |  |
|--|---|---|---|--|
|  | I can pick a topic and write to inform (tell) about the topic with one fact and a detail. | EE.W.3.2- Write to share information supported by details. -Select a topic and write about it including one fact or detail.         | -Given different pictures of informational topics students will draw or write about it (may need to use aided writing tool, examples: abc chart, visual picture choices about the topic, magnetic letters, sight word list) |  |
|  | I can use technology to make a group writing project with my peers.                       | EE.W.3.6- With guidance and support from adults, use technology to produce writing while interacting and collaborating with others. | -Write together on the smart board/use book creator, or power point.  |  |

|                         |  |  |  |  |
|-------------------------|--|--|--|--|
| 3 <sup>rd</sup> Quarter | I can answer who and what questions about details in a story.  | EE.RL.3.1- Answer who and what questions to demonstrate understanding of details in a text.                    | - When asking questions, allow students to use the text/illustrations to support their response. You may need to provide options for students to pick their answer from. | Literature text examples:<br><br>2 <sup>nd</sup> -3 <sup>rd</sup> DLM Book List<br><a href="https://www.dlmpd.com/grade-band-2-3/">https://www.dlmpd.com/grade-band-2-3/</a><br><br>Evelyn Del Ray is Moving Away<br><br>The Day You Begin<br><br>How to Be a Lion |
|                         | I can listen to a folktale, fable or story from a different culture and match the details with the correct event(s). | EE.RL.3.2- Associate details with events in stories from diverse cultures.                                     | -Use visuals/sentence stems to match details with the correct events   |  |
|                         | I can identify feelings words that describe a character in a story.  | EE.RL.3.3- Identify the feelings of characters in a story.   | -Use a pointer to identify a feeling word that describes how the character is feeling  |  |
|                         | I can complete a sentence with the correct word or phrase.   | EE.RL.3.4- Determine words and phrases that complete literal sentences in a text.                              | -Give students words/phrases that they can choose from to complete the sentence (You could color code if students need that support)                                     |  |
|                         | I can put events from a story in the order they happened (beginning, middle, and end).                               | EE.RL.3.5-Determine the beginning, middle, and end of a familiar story with a logical order.                   | -Visuals of events to put in order   |  |
|                         | I can identify the point of view of each story.  | EE.RL.3.6- Identify personal point of view about a text.   | -have visuals for students to pick from to identify point of view (examples: boy, girl, animals, adults)   |  |
|                         | I can match illustrations or information to the setting or event that it goes with.                                  | EE.RL.3.7-Identify parts of illustrations or tactual information that depicts a particular setting, or event.  | -sort illustrations or objects to the setting/event  |  |
|                         | I can identify the characters, setting, and events that happen across two stories in a series.                       | EE.RL.3.9- Identify common elements in two stories in a series.  | -Use a thinking map to sort the story elements in a series   |  |
|                         | I can listen and interact with my teacher during shared readings.  | EE.RL.3.10- Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry. | -Use core vocabulary chart to participate in shared reading  |  |

| 3 <sup>rd</sup> Quarter- 3rd grade Writing Standards |  |   |   |  |
|--|--|---|---|--|
|  | I can pick an event and write a story about it with people from my life with more than one idea. | EE.W.3.3- Write about events or personal experiences.<br>-Select an event or personal experience and write about it including the names of people involved.<br>EE.W.3.4-With guidance and support, produce writing that expresses more than one idea. | -Given different pictures of events students will draw or write about it (may need to use aided writing tool, examples: abc chart, visual picture choices, magnetic letters, sight word list) |  |
|  | I can sort information from my experience into 2 categories and write about each one.            | EE.W.3.8-Sort information on a personal experience into 2 categories and write about each.  | -Give students categories to sort their information into so they can have a plan to write about each one.   |  |
|  | I can pick a text and write my opinion on the text with one reason to support it.                | EE.W.3.1- Write opinions about topics or text. Write one reason to support an opinion about a text.   | -Talk with students about their opinions on text; favorite character; best event, etc. In my opinion,<br>_____.   |  |

|                         |   |   |   |   |
|-------------------------|---|---|---|---|
| 4 <sup>th</sup> Quarter | I can identify detail in informational text and answer questions about the text.                          | EE.RI.3.1- Answer who and what questions to demonstrate understanding of details in a text.   | -Students can identify the topic from a list, students can match details (they came up with, found in the text, or were provided with). Answer questions given 3 visual choices.                | Informational Text Examples: Use topics to address Science and Social Studies topics as well<br><br>Who HQ Series |
|                         | I can identify a detail in the text to support the topic.   | EE.RI.3.2-Identify details in a text.   | -Sort details to the correct topics   |   |
|                         | I can put events in order using first and next.   | EE.RI.3.3- Order two events from a text as “first” and “next.”  | -Make First, Next headings for students to use to sort events (give visual of event or use picture from the text).  |   |
|                         | I can complete a sentence with the correct word or phrase.  | EE.RI.3.4- Determine words and phrases that complete literal sentences in a text.   | -Give students words/phrases that they can choose from to complete the sentence (You could color code if students need that support)  |   |
|                         | I can use headings and key words to locate information in the text with some help from my teacher.        | EE.RI.3.5- With guidance and support, use text features including headings and key words to locate information in a text.                     | -Use highlighter tape for students to locate headings/key words in the text. Color code if it is on a worksheet.  |   |
|                         | I can identify the point of view of each story.   | EE.RI.3.6- Identify personal point of view about a text.  | -Have the point of view options ready for students; to entertain, inform, persuade  |   |
|                         | I can use the text to help me answer who and what questions.  | EE.RI.3.7- Use information gained from visual elements and words in the text to answer explicit who and what questions.                       | -Answer wh- questions using the text for support  |   |
|                         | I can identify why facts go together (they are on the same topic).  | EE.RI.3.8- Identify two related points the author makes in an informational text.   | -Match facts on the same topics; prep facts on sticky notes and have topic headings on charts for students to sort  |   |
|                         | I can identify facts, points, and/or claims that are similar between two informational texts.             | EE.RI.3.9-Identify similarities between two texts on the same topic.  | -Make a double bubble map; have students point out facts/points/claims during reading and write them on the chart in the correct place (similar in the texts or individual to the certain text) |   |
|                         | I can show that I understand the text by listening during shared reading and interacting with my teacher. | EE.RI.3.10-Demonstrate understanding of text while actively engage in shared reading of history/social studies, science, and technical texts. | -Use core vocabulary chart to participate in shared reading   |   |

| 4 <sup>th</sup> Quarter- 3rd grade Writing Standards |   |   |   |  |
|--|---|---|---|--|
|  | I can pick a topic and write to inform (tell) about the topic with one fact and a detail. | EE.W.3.2- Write to share information supported by details. -Select a topic and write about it including one fact or detail. | -Given different pictures of informational topics students will draw or write about it (may need to use aided writing tool, examples: abc chart, visual picture choices about the topic, magnetic letters, sight word list) |  |
|  | I can find information on a topic for a research project.                                 | EE.W.3.7-Identify information about a topic for a research project.   | -Highlight important information  |  |
|  | I can pick a text and write my opinion on the text with one reason to support it.         | EE.W.3.1- Write opinions about topics or text. Write one reason to support an opinion about a text.                         | -Talk with students about their opinions on text; favorite character; best event, etc. In my opinion, _____.  |  |
|  | I can respond to different writing prompts with help from my teacher.                     | EE.W.3.10-Write routinely for a variety of tasks, purposes, and audiences.  | -Have writing prompts for students to pick from, question of the day, funny pictures  |  |

- Embedded throughout the year:
- Phonics and Word Recognition**
- EE.RF.3.3- Use letter-sound knowledge to read words
- a. In context, demonstrate basic knowledge of letter-sound correspondences.
  - b. With models and support, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).
  - c. Not applicable.
  - d. Recognize 40 or more written words.
- Fluency**
- EE.RF.3.4- Read words in text.
- a. Read familiar text comprised of known words.
  - b. Not applicable.
  - c. Use context to determine missing words in familiar texts.



**Speaking and Listening Essential Elements:**

EE.SL.3.1- Engage in collaborative discussions.

- a. Engage in collaborative interactions about texts.
- b. Listen to others' ideas before responding.
- c. Indicate confusion or lack of understanding about information presented.
- d. Express ideas clearly.

EE.SL.3.2- Identify details in a text read aloud or information presented orally or through other media.

EE.SL.3.3-Ask or answer questions about the details provided by the speaker.

EE.SL.3.4- Recount a personal experience, story, or topic including details.

EE.SL.3.5- Create a multimedia presentation of a story or poem.

EE.SL.3.6-Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.

Examples to support the Speaking and Listening EE's:

-Use of communication board, use a talking stick or item to show how to have a back and forth conversation, comprehension questions with visual answer choices, help or I don't know visual for emerging communicators, visuals of familiar people, place, things, events in school (teachers, library, cafeteria, gym, books, school supplies, events that happen at school), visuals of things that happen at those events or items you need for lunch/PE, visual of emotions for students to touch or say during Morning Meeting, cool down area with visuals, tell me more visual or point to more on communication board to clarify.

**Conventions of Standard English Essential Elements:**

EE.L.3.1- Demonstrate standard English grammar and usage when communicating.

- a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.
- b. Use regular plural nouns in communication.
- c. Not applicable.
- d. Use present and past tense verbs.
- e. Not applicable.
- f. Not applicable.
- g. Use common adjectives.
- h. Not applicable.
- i. Ask simple questions.

EE.L.3.2- Demonstrate understanding of conventions of standard English.

- a. Capitalize the first letter of familiar names.
- b. During shared writing, indicate the need to add a period at the end of a sentence.
- c. Not applicable.
- d. Not applicable.
- e. Use resources as needed to spell common high-frequency words accurately.
- f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.
- g. Consult print in the environment to support reading and spelling.

## **Knowledge of Language**

EE.L.3.3- Use language to achieve desired outcomes when communicating.

- a. Use language to make simple requests, comment, or share information.
- b. Not applicable.

Taught in Quarter 1/Quarter 3- it is a required EE to be assessed

## **Vocabulary Acquisition and Use Essential Elements:**

EE.L.3.4- Demonstrate knowledge of word meanings.

- a. With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud.
- b. With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.
- c. Not applicable.
- d. Not applicable.

EE.L.3.5-Demonstrate understanding of word relationships and use.

- a. Determine the literal meaning of words and phrases in context.
- b. Identify real-life connections between words and their use (e.g., happy: “I am happy.”).
- c. Identify words that describe personal emotional states.

EE.L.3.6-Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).