

## School Curriculum Prioritization and Mapping (Content Area and Grade)

Timeline	Topic	Priority	Standard	Learning Targets
6 WEEKS	Unit 1 : Fantasy Realistic fiction		RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can ask and answer questions about the text I have read. I can look back at the text to find answer.
Aug. 18th-Oct.3			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).	I can describe characters in a story. I can explain how characters' actions affect the story.
Assess. Week Sept. 29-Oct. 3rd			RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	I can figure out the meaning of words and phrases in a story. I can separate 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.	I can use proper terms to name parts of text. I can describe how the parts build upon each other.
			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).	I can explain how illustrations support the text.
			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.	I can read and comprehend grade-level fiction texts.
			W3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	I can write a narrative text. I can introduce readers to a situation and characters and organize events in a story.
			W3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	I can use dialogue and good descriptions to develop the characters and events in a story.
			W3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use temporal words and phrases to signal event order.	I can use words and phrases to show the order of events.
			W3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d. Provide a sense of closure.	I can write a conclusion.
			<b>LDC: for Character study</b>	
4 Weeks	Unit 2: Technical Non-Fiction		R.I. 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 ask and answer questions about an informational text. I can look back at the text to find my answers.

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Oct 13th- Nov. 17 Assessment week: Nov. 3rd- Nov.7th			RI3.3 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.	I can describe the relationship between ideas using key words to show time, sequence, and cause and effect.
			RI3.5. 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 important information.
			RI3.7 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).	I can use text and visuals to help me understand a topic.
			RI3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	I can use sentences and paragraphs to figure out the text structure.
			RI3.10. 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.	I can read and comprehend grade-level informational texts.
			<b>LDC:</b>	
5 Weeks	Unit 3: Historical Non- Fiction Biographies		RI3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can ask and answer questions about an informational text. I can look back at the text to find my answers.
Nov. 10th- Dec.19th			RI3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	I can tell the main idea and supporting details of a text.
Assessment week: Dec.15th- Dec.19th			RI3.3 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.	I can describe the relationship between ideas using key words to show time, sequence, and cause and effect.
			RI3.6 Distinguish their own point of view from that of the author of a text.	I can tell the difference between my own point of view and the author's point of view in informational text.
			RI3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	I can use sentences and paragraphs to figure out the text structure.
			RI3.10. 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.	I can read and comprehend grade-level informational texts.
			W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	I can write an informaional text. I can organize my writing and provide illustrations to help readers better understand a topic.

## School Curriculum Prioritization and Mapping (Content Area and Grade)

			W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	I can use facts, definitions, and details to support the topic.
			W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	I can use linking words and phrases to connect ideas within sections.
			W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	I can use words specific to my topic
			W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. e. Provide a concluding statement or section related to the information or explanation presented.	I can write a concluding statement
			<b>LDC Point of view informational</b>	
6 Weeks	Unit 4: Drama and Poetry		RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	I can describe the relationship between ideas using key words to show time, sequence, and cause and effect.
Jan.5th-Feb.12th			RL3.5 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.	I can use proper terms to name parts of text. I can describe how the parts build upon each other.
Assessment Week: Feb. 9-12			RL3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	I can figure out the meaning of words and phrases in a story. I can separate literal from nonliteral language.
			RL3.6 Distinguish their own point of view from that of the narrator or those of the characters.	I can compare my point of view to that of the narrator or characters.
			L3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Recognize and observe differences between the conventions of spoken and written standard English.	I can use what I know about language when writing, speaking, reading, or listening. I can recognize the difference between spoken and written language.
			L3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.*	I can choose words and phrases to change the meaning of my writing.
			L3.5 5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	I understand word relationship and differences in word meanings.
			RL3.10 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.	I can read and comprehend grade-level fiction texts.

## School Curriculum Prioritization and Mapping (Content Area and Grade)

			W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	I can write an opinion piece with reasons to support it. I can organize my writing to support an opinion.
			W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. b. Provide reasons that are supported by facts and details.	I can use reasons to support an opinion.
			W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	I can use linking words and phrases to connect an opinion and reasons.
			W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. d. Provide a concluding statement or section related to the opinion presented.	I can write concluding statements.
5 weeks	Unit 5: Scientific Non-Fiction		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.	I can ask and answer questions about an informational text. I can look back at the text to find my answers.
Feb. 17th-Mar.20th			RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can figure out the meaning of words and phrases in informational text.
Assessment Week: Mar. 16-20th			RI.3.8.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	I can use sentences and paragraphs to figure out the text structure.
			RI.3.9.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	I can compare and contrast two informational texts on the same topic.
5 weeks	Unit 6: Fables, Folktales and Myths		R.L.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 ask and answer questions about the text I have read. I can look back at the text to find answer.
Mar. 23-May 1st			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 retell stories using details and use them to understand the main idea.
Assessment Week: April 27th-May 1st			R.L.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).	I can explain how illustrations support the text.
			R.L.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).	I can compare and contrast themes, setting, and plots of stories that have something in common, such as the same author.

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