

Hickman County Curriculum Map

Third Grade

Reading/Language Arts

Second Six Weeks

Grade Level Expectations	Checks for Understanding	State Performance Indicator(s)
<p>GLE 6.1</p> <p>GLE 6.2</p>	<p><u>Reading</u></p> <p>6.1 Develop and use pre-reading strategies (e.g. identify a purpose for reading, make predictions using text features, preview text using illustrations, graphics, text format, text structures, and skimming).</p> <p>6.2 Demonstrate strategies for determining meaning while reading (e.g. formulate clarifying questions, predict outcomes, create a mental image).</p> <p>6.3 Check for understanding after reading (e.g. draw conclusions based on evidence while reading, identify the stated or implied main idea).</p> <p>6.4 Identify the main idea and supporting details in text.</p> <p>6.5 Distinguish fiction from nonfiction.</p> <p>6.6 Use text features to locate information (e.g. charts, table of contents, maps, illustrations).</p> <p>6.7 Follow multi-task instructions in informational and technical texts (e.g. follow a recipe, complete assembly instructions).</p>	<p>SPI 6.1 Select questions used to focus and clarify thinking before, during, and after reading text.</p> <p>SPI 6.2 Identify the stated main idea in a reading selection.</p> <p>SPI 6.3 Indicate which illustration or graphic best supports a particular text.</p> <p>SPI 6.4 Locate information using available text features (e.g. charts, maps, graphics).</p> <p>SPI 6.5 Recognize the parts of a book (e.g. glossary, table of contents, index).</p> <p>SPI 6.6 From a list of statements, locate the factual statements from the fictional ones.</p> <p>SPI 6.7 Arrange a set of instructions in sequential, step-by-step order.</p>

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<p>GLE 8.2</p> <p>GLE 8.3</p> <p>GLE 8.4</p>	<p>8.2 Demonstrate strategies for determining meaning while reading (e.g. formulate clarifying questions, predict outcomes, create a mental image).</p> <p>8.3 Check for understanding after reading (e.g. draw conclusions based on evidence gained while reading, identify the stated or implied main idea).</p> <p>8.4 Read with increasing fluency and confidence from a variety of texts (e.g. paired readings, shared reading, choral reading, teacher-led reading, reading from tapes/CDs).</p> <p>8.5 Build vocabulary by listening to literature and participating in discussions.</p> <p>8.7 Read and review various literary examples (e.g. short stories, fairy tales, folk tales, poetry, plays, and nonfiction).</p> <p>8.8 Define and identify setting, characters (including main and minor characters), and plot (including sequence of events).</p> <p>8.9 Compare and contrast different versions/representations of similar stories, legends, lessons or events reflecting different cultures.</p> <p>8.14 Read longer narrative and expository text</p>	<p>SPI 8.3 Identify forms of text as poems, plays, or stories.</p> <p>SPI 8.5 Identify the author’s purpose (e.g. to entertain, to inform, to describe, to share feelings).</p> <p>SPI 8.6 Determine the problem in a story and recognize its solution.</p>
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<p>GLE 1.1</p> <p>GLE 1.3</p>	<p>independently, including chapter books.</p> <p>8.15 Discuss literature (e.g. book discussions, literacy circles, writing, oral presentations).</p> <p><u>Language and Writing</u></p> <p>1.1 Know and use appropriately the meaning, forms, and functions of nouns (e.g. nouns as subjects, singular, plural, and possessives) pronouns (e.g. subject and object pronouns, substitution for nouns, agreement with antecedents) verbs (e.g. past, present, and future tenses; irregular verb; agreement with simple and compound subjects), adjectives (e.g. vivid descriptive words, comparative/superlative, articles) and adverbs (e.g. common formation and placement in a sentence).</p> <p>1.3 Know and apply correctly the rules of capitalization (e.g. names, dates, cities and states, addresses, holidays, titles of books, first word in a sentence, proper nouns, titles, abbreviations, parts of a friendly letter, first word in a direct quotation).</p> <p>1.4 Understand and use correctly standard marks of punctuation (e.g. end punctuation; periods in initials, abbreviations and titles before names; colon between hour and minutes; parts of a letter).</p>	<p>SPI 1.2 Identify the correct use of verbs (e.g. present, past, and future tense) within context.</p> <p>SPI 1.4 Identify correctly used capital letters in names, dates, and addresses.</p> <p>SPI 1.7 Recognize correct capitalization and end punctuation within context.</p> <p>SPI 1.8 Choose the correct formation of contractions and plurals within context.</p> <p>SPI 1.11 Rearrange and identify words in alphabetical order</p>
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	<p>1.6 Recognize and use contractions and possessives using apostrophes.</p> <p>1.7 Spell correctly high-frequency and commonly misspelled words appropriate to grade level.</p> <p>1.8 Form and spell contractions, plurals, and possessives.</p> <p>1.10 Apply correct orthographic patterns (e.g. consonant doubling, changing “y” to “i”, dropping the final silent “e”).</p> <p>1.11 Arrange and identify words in alphabetical order for practical purposes occurring in everyday life (e.g. lists, phone directory).</p> <p>1.12 Write legibly in manuscript and cursive.</p>	<p>(e.g. lists, phone directory).</p> <p>SPI 1.12 Choose correctly (or incorrectly) spelled words in context.</p> <p>SPI 1.13 Recognize grade level compound words, contractions, and common abbreviations within context.</p>
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