

Hickman County Curriculum Map

Third Grade

Reading/Language Arts

Third Six Weeks

Grade Level Expectations	Checks for Understanding	State Performance Indicator(s)
<p>GLE 2.1</p> <p>GLE 2.2</p>	<p><u>Reading</u></p> <p>2.1 Consistently use established rules for polite conversation and attentive listening (e.g. take turns, raise hands, ask questions, do not interrupt, face speaker).</p> <p>2.2 Demonstrate the ability to follow oral directions up to three steps.</p> <p>2.3 Respond to questions from teachers and other group members and pose follow-up questions for clarity.</p> <p>2.4 Listen and respond to a variety of media (e.g. books, audio tapes, videos).</p> <p>2.5 Summarize information presented orally by others.</p> <p>2.6 Recognize the main idea conveyed in a speech.</p> <p>2.7 Construct a brief summary of a speech.</p> <p>2.8 Consistently use rules for conversation and verbal participation.</p> <p>2.9 Give oral directions up to three steps.</p>	<p>SPI 2.1 Identify the main idea of a speech.</p> <p>SPI 2.2 Given a list of interactive behaviors (e.g. taking turns, behaving courteously, not interrupting, listening, remaining on task), identify those that are appropriate (or inappropriate) for group activities.</p> <p>SPI 2.3 Given a written summary of a speech, choose from a list of ideas the one not mentioned in the speech.</p>

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<p>GLE 1.2</p>	<p>2.10 Participate in group discussions.</p> <p>2.11 Show evidence of expanding oral language through vocabulary growth.</p> <p>2.12 Participate in creative and expressive responses to text (e.g. choral reading, discussion, dramatizations, oral presentations, personal experiences).</p> <p>1.20 Use a variety of previously learned strategies (e.g. roots and affixes, context, reference resources) to determine the meanings of unfamiliar words.</p>	<p>SPI 1.13 Recognize grade level compound words, contractions, and common abbreviations within context.</p> <p>SPI 1.15 Recognize root words and their various inflections (e.g. walks, walking, walked).</p> <p>SPI 1.20 Determine word meaning through context clues.</p>
<p>GLE 5.1</p>	<p>5.2 Distinguish cause from effect.</p>	<p>SPI 5.1 Draw appropriate inferences and conclusions from text.</p>
<p>GLE 5.2</p>	<p>5.3 Compare and contrast two characters, ideas, or stories.</p>	<p>SPI 5.3 Identify stated cause-effect relationships in text.</p>
<p>GLE 5.3</p>	<p>5.4 Draw inferences and adjust predictions during reading.</p>	
	<p>5.5 Draw conclusions based on evidence acquired</p>	

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<p>GLE 8.1</p> <p>GLE 8.2</p> <p>GLE 8.3</p> <p>GLE 8.4</p>	<p>during reading.</p> <p>8.1 Develop and use pre-reading strategies (e.g. identify a purpose for reading {for information, for enjoyment, for understanding a writer’s purpose}, make predictions using text features {illustrations, graphics}, preview text using illustrations, graphics, text format, text structures, and skimming).</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 class discussions.</p> <p>8.6 Recognize varying forms of text (e.g. poems {lines and stanzas}, plays {acts, stage directions}, and novels {chapters}).</p> <p>8.7 Read and review various literary (e.g. short stories,</p>	<p>SPI 8.2 Identify setting, characters, and plot in a reading selection.</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 and recognize its solution.</p>
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<p>GLE 1.1</p> <p>GLE 1.3</p>	<p>fairy tales, folk tales, poetry, plays, and nonfictions).</p> <p>8.8 Define and identify setting, characters (including main and minor characters), and plot (including sequence of events).</p> <p>8.14 Read longer narrative and expository text independently, including chapter books.</p> <p>8.15 Discuss literature (e.g. book discussions, literary 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>SPI 1.3 Identify the correct use of adjectives (e.g. comparative and superlative) 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>1.4 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>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 within context.</p> <p>SPI 1.13 Recognize grade level compound words, contractions, and common abbreviations within context.</p>
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