

Hickman County Curriculum Map

Third Grade

Reading/Language Arts

Fourth Six Weeks

Grade Level Expectations	Checks for Understanding	State Performance Indicator(s)
GLE 4.1 GLE 4.2 GLE 4.3 GLE 7.1 GLE 7.2	<u>Reading</u> 4.1 Define and narrow a topic for research. 4.2 Identify three or more resources using more than one medium to support a research topic. 4.3 Use reference materials (e.g. dictionary, thesaurus, atlas, and encyclopedia). 4.4 Visit the library/media center as a source of information for research. 4.5 Organize information gathered using a simple graphic organizer. 4.6 Write a simple research report demonstrating the research skills. 7.1 Use media to access information (e.g. online catalog, nonfiction books, encyclopedias, CD-ROM references, internet). 7.2 Use media to enhance reports and oral presentations.	SPI 4.1 Identify the most reliable sources of information to support a research topic. SPI 4.2 Complete a simple graphic (e.g. chart, web) organizing information from text or technological sources. SPI 4.3 Select appropriate sources from which to gather information on a given topic. SPI 4.4 From a given list identify information that is (or is not) available in certain reference source (e.g. what information does one find in a thesaurus). SPI 7.1 Determine the main idea in a visual image. SPI 7.2 Select the most appropriate medium or media for accessing information, writing a report, or making a presentation. SPI 7.3 Recognize the sort of information available through a specific medium (e.g. the accent and emotion through

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GLE 1.2	<p>7.3 Understand the main idea or message in a visual image (e.g. pictures, cartoons, weather reports on television, newspapers, photographs).</p> <p>7.4 Visit libraries/media centers and regularly check out materials.</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>audio tapes, visual images through videos).</p> <p>SPI 7.4 Choose the most effective medium to enhance a short oral presentation (e.g. still pictures, a model, short video clip, recording).</p>
GLE 5.1	5.1 Distinguish fact from opinion.	SPI 1.13 Recognize grade level compound words, contractions, and common abbreviations within context.
GLE 5.2	5.2 Distinguish cause from effect.	SPI 1.15 Recognize root words and their various inflections (e.g. walks, walking, walked).
GLE 5.3	5.3 Compare and contrast two characters, ideas, or stories.	SPI 1.19 Recognize grade appropriate vocabulary, including multiple-meaning words within context.
GLE 5.3	5.4 Draw inferences and adjust predictions during reading.	SPI 5.1 Draw appropriate inferences and conclusions from text.
		SPI 5.2 Distinguish between fact and opinion within text.
		SPI 5.3 Identify stated cause-effect relationships in text.
		SPI 5.4 Determine sequence of events in text.

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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>5.5 Draw conclusions based on evidence acquired during reading.</p> <p>5.6 Indicate the sequence of events in text.</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>8.7 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 8.4 Recognize basic plot features of fairy tales, folk tales, fables, and myths.</p> <p>SPI 8.5 Identify the author’s purpose (e.g. to entertain, to inform, to describe, to share feelings).</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>8.12 Explore the concept of first person point of view.</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>1.2 Recognize and avoid errors in standard English usage (e.g. to/too/two, their/there/they're).</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</p>	<p>SPI 1.3 Identify 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 1.9 Identify the correct use of commas with dates, addresses, items in a series, and the greeting and closing of a friendly letter.</p> <p>SPI 1.11 Rearrange and identify words in alphabetical order (e.g. lists, phone directory).</p>
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	<p>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>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>3.1 Write on a specific topic to a specified audience (e.g. self, peers, adults).</p> <p>3.2 Write for a variety of purposes: to entertain, persuade, inform, demonstrate knowledge, answer</p>	<p>SPI 1.12 Choose correctly (or incorrectly) spelled words in context.</p> <p>SPI 1.14 Recognize usage errors occurring within context (e.g. double negatives, troublesome words: to/too/two, their/there/they’re).</p>
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<p>GLE 3.1</p> <p>GLE 3.2</p> <p>GLE 3.3</p>	<p>questions, tell a story, respond to literature.</p> <p>3.3 Write friendly letters.</p> <p>3.4 Write in journals.</p> <p>3.5 Practice writing to a prompt within a specified time.</p> <p>3.6 Compare characters, settings, and events within and between stories.</p> <p>3.7 Write poems, stories, and essays based upon thoughts, feelings, and experiences.</p> <p>3.8 Use all steps in the writing process: brainstorm and organize ideas, create a first draft, revise and proofread draft, share completed work.</p> <p>3.9 Construct graphic organizers to group ideas for writing (e.g. webs, charts, graphs, diagrams, illustrations).</p> <p>3.10 Select and refine a topic.</p> <p>3.11 Write in complete sentences developed into a logical, coherent paragraph with a topic sentence, supporting details, and a concluding sentence.</p> <p>3.12 Use correct page format (e.g. paragraphs,</p>	<p>SPI 3.1 Identify the purpose for writing (e.g. to entertain, to inform , to respond to a picture, story, or art).</p> <p>SPI 3.2 Identify the audience for which a text is written.</p> <p>SPI 3.3 Choose a topic sentence for a paragraph.</p> <p>SPI 3.4 Choose a supporting sentence that best fits the context and flow of ideas in a paragraph.</p> <p>SPI 3.5 Identify unnecessary information in a paragraph.</p> <p>SPI 3.6 Rearrange sentences to form a sequential, coherent paragraph.</p> <p>SPI 3.7 Choose the most specific word to complete a simple sentence.</p> <p>SPI 3.8 Select an appropriate title that reflects the topic of a written selection.</p> <p>SPI 3.9 Complete a simple graphic organizer to group ideas for writing.</p>
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	<p>margins, indentations, and titles).</p> <p>3.13 Revise writing to improve detail after determining what could be added or deleted (e.g. reread; rearrange words, sentences, paragraphs; add descriptive words; remove unneeded information; incorporate suggestions; vary sentence structures).</p> <p>3.14 Use resources (e.g. dictionary, thesaurus, computer) to aid in the writing process.</p> <p>3.15 Use a rubric to evaluate own and others' writing through small group discussion and shared work.</p> <p>3.16 Use technology to publish and present.</p> <p>3.17 Identify opportunities for publication (e.g. national and/or local contests, internet websites, newspapers, periodicals).</p>	
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