

# Hickman County Curriculum Map

Third Grade

Reading/Language Arts

Fifth Six Weeks

Grade Level Expectations	Checks for Understanding	State Performance Indicator(s)
GLE 1.2	<p><u>Reading</u></p> <p>1.19 Define and recognize word synonyms and antonyms.</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 1.17 Select appropriate synonyms and antonyms within context.</p> <p>SPI 1.19 Recognize grade appropriate vocabulary, including multiple-meaning words within context.</p> <p>SPI 1.20 Determine word meaning through context clues.</p>
GLE 5.1	5.1 Distinguish fact from opinion.	SPI 5.1 Draw appropriate inferences and conclusions from text.
GLE 5.2	5.2 Distinguish cause from effect.	SPI 5.2 Distinguish between fact and opinion within text.
GLE 5.3	<p>5.3 Compare and contrast two characters, ideas, or stories.</p> <p>5.4 Draw inferences and adjust predictions during reading.</p> <p>5.5 Draw conclusions based on evidence acquired</p>	<p>SPI 5.3 Identify stated cause-effect relationships in text.</p> <p>SPI 5.4 Determine sequence of events in text.</p> <p>SPI 6.1 Select questions used to focus and clarify thinking</p>



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GLE 8.2	graphics}, preview text using illustrations, graphics, text format, text structures, and skimming).	SPI 8.4 Recognize basic plot features of fairy tales, folk tales, fables, and myths.
GLE 8.3		
GLE 8.4	<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, 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>8.9 Compare and contrast different versions/representations of similar stories, legends, lessons, or events reflecting different cultures.</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>8.12 Explore the concept of first person point of view.</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>1.2 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 letter, first word in a direct quotation).</p> <p>1.4 Understand and use correctly standard marks of</p>	<p>SPI 1.6 Select the compound sentence that correctly combines two simple sentences.</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> <p>SPI 1.12 Choose correctly (or incorrectly) spelled words in context.</p>
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	<p>punctuation (e.g. end punctuation; periods in initials, abbreviations and titles before names; colon between hour and minutes; parts of a letter).</p> <p>1.5 Use commas in direct address, dates, locations and addresses, and items in a series.</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>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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