

Hickman County Curriculum Map

Third Grade

Reading/Language Arts

Sixth 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 1.16 Determine word meanings using prefixes and suffixes and/or context clues.</p> <p>SPI 1.17 Select appropriate synonyms and antonyms within context.</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	5.3 Compare and contrast two characters, ideas, or stories.	SPI 5.3 Identify stated cause-effect relationships in text.
	5.4 Draw inferences and adjust predictions during reading.	SPI 5.4 Determine sequence of events in text.
	5.5 Draw conclusions based on evidence acquired during reading.	
	5.6 Indicate the sequence of events in text.	SPI 6.2 Identify the stated main idea in a reading selection.

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GLE 6.1	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).	
GLE 6.2	6.2 Demonstrate strategies for determining meaning while reading (e.g. formulate clarifying questions, predict outcomes, create a mental image).	
	6.3 Check for understanding after reading (e.g. draw conclusions based on evidence while reading, identify the stated or implied main idea).	
	6.4 Identify the main idea and supporting details in text.	
	6.5 Distinguish fiction from nonfiction.	
	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).	SPI 8.1 Identify and/or select rhyming words.
GLE 8.1		SPI 8.2 Identify setting, characters, and plot in a reading selection.
GLE 8.2		SPI 8.3 Identify forms of text as poems, plays, or stories.
GLE 8.3		SPI 8.5 Identify the author’s purpose (e.g. to entertain, to inform, to describe, to share feelings).
GLE 8.4	8.2 Demonstrate strategies for determining meaning while reading (e.g. formulate clarifying questions,	SPI 8.6 Determine the problem and recognize its solution.

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	<p>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>8.10 Explore the use of language in literary texts (e.g. rhythm, beat, imagery, simile, and metaphor).</p> <p>8.11 Identify and produce rhyming words.</p> <p>8.12 Explore the concept of first person point of view.</p> <p>8.14 Read longer narrative and expository texts independently, including chapter books.</p>	
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<p>GLE 1.1</p> <p>GLE 1.3</p>	<p>8.15 Discuss literature (e.g. book discussions, literacy circles, writing, and 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 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 1.7 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> <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>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>	
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