CSD Literacy Curriculum Maps–Grade 3		*Priority Skills=Bold & Italics
3	**Trimester 1**	**Trimester 2**	**Trimester 3**

	LITERARY	**INFORMATIONAL TEXT-*Non-Literary***	**INFORMATIONAL-*Literary***

READING

ON-GOING READING
- *Read with sufficient accuracy and fluency to support comprehension*-RF.3.4
- *Read-comprehends literature & informational texts at the high end of grades 2-3 text complexity independently and proficiently-RL3.10*
- *Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers-RL.3.1, RI.3.1, SL3.3*
- Collaborative Conversations-diverse partners (peers and adults) on grade 3 texts - build on other's ideas and expressing themselves clearly-SL3.1 (book groups)

NEW READING	**NEW READING**	**NEW READING**
• *Retell w/Central Message/Theme*- through key details (stories, diverse fables and folktales, myths)-R.L.3.2 • *Character* traits, motivations, feelings, and how actions contribute to sequence of events-R.L.3.3 • *Point of View/Voice*-their point of view vs. narrator & character's-R.L.3.6 • Text Structure-(e.g., plot, theme, chapter)-R.L.3.5 • Meaning of words and phrases in text, literal from non-literal language-R.L.3.4 • Compare & Contrast stories (theme, settings, plots) by same author, similar characters (e.g., series)-R.L.3.9	• *Main Idea* of text and how key details support main idea-R.I.3.2, SL3.2 • *Text Structure/Features* and search tools (key words, sidebars, hyperlinks) to locate info-R.I.3.5 • Illustrations and images to further understanding-R.L.3.7, R.I.3.7 • Meaning of academic and domain-specific words and phrases in text-R.I.3.4 • Relationships and connections within historical events, concepts, steps in technical procedures (sequence, cause/effect)-R.I.3.3-science and social studies	• *Point of View*-their point of view/author's-R.I.3.6 • *Compare & Contrast* two texts on same topic-important points, key details-R.I.3.9 • Connections between sentences & paragraphs (e.g., cause/effect, comparison)-R.I.3.8

	NARRATIVE	**INFORMATIVE**	**OPINION**

WRITING

ON-GOING WRITING (across content areas)
- *Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences-*W.3.10 *(in response to reading and across content areas)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing-L.3.2
- With guidance-support, focus on a topic and strengthen writing as needed by planning, revising and editing-W.3.5
- With guidance-support, use technology to produce and publish writing, in collaboration with peers-W.3.6

Narrative (mini)- W.3.3	*Informative-* W.3.2	*Opinion-*W.3.1
• *Establish situation/focus* • Intro narrator/Character • *Sequence of events* • Dialogue, descriptions of actions, thoughts, feelings • Temporal words • Sense of closure • Commas and quotation marks in dialogue-L.3.2.C • Capitolize titles-L.3.2.a	• *Topic and group related information* together • Facts and definitions to develop points • *Linking words, phrases* (e.g., also, another) • Concluding statement or section • Information from print/digital sources; notes sorting evidence into provided categories-W.3.8 • *Conduct short research projects* that build knowledge-W3.7 • Report on a topic/ text with facts, descriptive details, speaking clearly, appropriate pace-SL3.4	• *Introducing a book/topic, state an opinion* • Organizational structure • *Reasons that support opinion* • *Linking words* (e.g., because, therefore, since, for example) • Concluding statement or section • Information from print/digital sources; notes and sorting evidence into provided categories-W3.8 • Commas in addresses-L.3.2.b

	CSD Literacy Curriculum Maps Grade 5		*Priority Skills=Bold & Italics

<table>
<tr>
<td rowspan="3">WORD STUDY</td>
<td colspan="3">
<u>Ongoing Word Study-See</u> <u>Grade 3 Scope and Sequence</u>

Generalize learned spelling patterns when writing (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts)-L3.2f
Decode multisyllable words-RF.3.3.C
Read grade-appropriate irregularly spelled words-RF.3.3.D
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from strategies L3.4

</td>
</tr>
<tr>
<td>
<u>Word Study</u>

Know and apply grade-level phonics and word analysis skills in decoding words-RF.3.3
Decode multisyllable words-R.F.3.3.C-one syllable

</td>
<td>
<u>WORD STUDY</u>

Decode multisyllable words-RF.3.3.C-two syllable
Generalize learned spelling patterns when writing (syllable patterns)-L.3.2f

</td>
<td>
<u>WORD STUDY</u>

Inflected Endings-regular and irregular- for adding suffixes to base words-spelling -L.3.2e
Common prefixes and derivational suffixes-Identify and know the meaning-R.F.3.3. A
Common Latin suffixes-decode-R.F.3.3. B

</td>
</tr>
</table>

7/2025