Jefferson County Public Schools	s Elementary Elteracy			Official and Official and Marca				
	Kentucky Core Academic Standards Curriculum Maps							
Grade 3 ► Weeks 1-6								
CODING KEY								
🖈 = New Standard	🌀 = Continu	ed Focus 🛛 🕨 🕨	= Focus Fading to M	astery				
FOCUS STANDARDS								
Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language			
Comprehension and	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English			
Collaboration		RL.3.1: Ask and answer	RI.3.1: Ask and answer	W.3.3: Write narratives to develop real or imagined	L.3.1: Demonstrate command of the conventions of standard			
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 specific topics and texts</i> ,	Phonological Awareness Phonics and Word Recognition RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multisyllable words. ★ d. Read grade-appropriate irregularly spelled words. ★ Fluency RF.3.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ★ b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ★ c. Use context to confirm or self-correct word recognition and under- standing, rereading as necessary. ★	questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ★ RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ★ Craft and Structure RL.3.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. ★ Integration of Knowledge and Ideas (Begins in Weeks 7-12) Range of Reading and Level of Text Complexity RL.3.10: By the end of the year, read and comprehend literature.	questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ★ Craft and Structure RI.3.4: Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 3 topic or subject area. ★ Integration of Knowledge and Ideas RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understand- ing of the text (e.g., where, when, why, and how key events occur). ★ Range of Reading and Level of Text Complexity RI.3.10: By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band	 experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. ★ b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. ★ c. Use temporal words and phrases to signal event order. ★ Production and Distribution of Writing W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.) ★ W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.) ★ W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ★ Research to Build and Present Knowledge W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. ★ Range of Writing W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) 	 English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. ★ b. Form and use regular and irregular plural nouns. ★ c. Use abstract nouns (e.g., <i>childhood</i>). ★ f. Ensure subject-verb and pronoun-antecedent agreement. ★ i. Produce simple, compound, and complex sentences. ★ L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. ★ c. Use commas and quotation marks in dialogue. ★ d. Form and use possessives. ★ f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. ★ L.3.3: Use knowledge of Language L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. 			

Jenerson County Public Schools Elemental	y Literacy	Kentucky Core	e Academic Standards Curricu	lum Mans				
Grade 3 ► Weeks 7-12 What	Do Good Readers, Wr							
CODING KEY								
	9 = Continued Foc		ding to Mastory					
★ = New Standard FOCUS STANDARDS ► = Focus Fading to Mastery								
Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language			
Comprehension and	Foundational Skills	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English			
Collaboration				W.3.2: Write informative/explanatory texts to	L.3.1: Demonstrate command of the			
	Print Concepts	questions to demonstrate		examine a topic and convey ideas and	conventions of standard English grammar			
SL.3.1: Engage effectively in a range of	Phonological	understanding of a text,		information clearly.	and usage when writing or speaking.			
collaborative discussions (one-on-one, in groups, and teacher-led) with diverse	Awareness	referring explicitly to the text as		a. Introduce a topic and group related	a. Explain the function of nouns, pronouns,			
partners on grade 3 topics and texts,		the basis for the answers.	RI.3.2: Determine the main idea of		verbs, adjectives, and adverbs in general and			
building on others' ideas and expressing	Phonics and Word	RL.3.3: Describe characters in	a text; recount the key details and	useful to aiding comprehension. ★	their functions in particular sentences.			
their own clearly.	Recognition	a story (e.g., their traits,	explain how they support the main		b. Form and use regular and irregular plural			
b. Follow agreed-upon rules for	RF.3.3: Know and apply	motivations, or feelings) and	idea. ★	details. ★	nouns. 🔘			
discussions (e.g., gaining the floor in		explain how their actions	RI.3.3: Describe the relationship	c. Use linking words and phrases (e.g., also,	c. Use abstract nouns (e.g., childhood). 🙆			
respectful ways, listening to others		contribute to the sequence of	between a series of historical	another, and, more, but) to connect ideas	d. Form and use regular and irregular verbs. \bigstar			
with care, speaking one at a time	decoding words.	events. 🙆	events, scientific ideas or	within categories of information.	e. Form and use the simple (e.g., I walked; I			
	a. Identify and know the	Craft and Structure		d. Provide a concluding statement or section.	walk; I will walk) verb tenses. 🛧			
discussion). 🙆		RL.3.4: Determine the meaning	procedures in a text, using	Production and Distribution of Writing	f. Ensure subject-verb and pronoun-			
c. Ask questions to check understanding		of words and phrases as they	language that pertains to time,	W.3.4: With guidance and support from adults,	antecedent agreement.			
of information presented, stay on	 Decede multicullable 	are used in a text,	sequence, and cause/effect. 🖈	produce writing in which the development and	i. Produce simple, compound, and complex			
topic, and link their comments to the	wordo 🙆	distinguishing literal from	Craft and Structure	organization are appropriate to task and	sentences. (9) L.3.2: Demonstrate command of the			
remarks of others. (9) d. Explain their own ideas and	d Dood grada	nonliteral language. ★		purpose. (Grade-specific expectations for writing	conventions of standard English			
understanding in light of the	appropriato irrogularly	RL.3.5: Refer to parts of stories,		types are defined in standards 1-3.) (0	capitalization, punctuation, and spelling			
discussion.	spelled words. 🙆	dramas, and poems when writing or speaking about a text,		W.3.5: With guidance and support from peers	when writing.			
SL.3.2: Determine the main ideas and	Fluency	using terms such as chapter,	subject area. (0)	and adults, develop and strengthen writing as	a. Capitalize appropriate words in titles.			
supporting details of a text read aloud or	RE 3 1: Read with	scene, and stanza; describe	Integration of Knowledge	needed by planning, revising, and editing. (Editing for conventions should demonstrate	c. Use commas and quotation marks in			
		how each successive part		command of Language standards 1-3 up to and	dialogue. 🕨			
and formats, including visually,		builds on earlier sections. 🙆	RI.3.7: Use information gained	including grade 3.)	d. Form and use possessives. 🙆			
quantitatively, and orally. 🛧	comprehension.	Internetion of Knowledge	from illustrations (e.g., maps,	W.3.6: With guidance and support from adults,	e. Use conventional spelling for high-			
SL.3.3: Ask and answer questions	a. Read on-level text with	Integration of Knowledge		use technology to produce and publish writing	frequency and other studied words and for			
about information from a speaker,	purpose and	and Ideas		(using keyboarding skills) as well as to interact	adding suffixes to base words (e.g.,			
offering appropriate elaboration and		RL.3.7: Explain how specific	of the text (e.g., where, when, why,	and collaborate with others. 🙆	sitting, smiled, cries, happiness). 🛧			
details. 🔕	b. Rodd on lovor proco	aspects of a text's illustrations contribute to what is conveyed	and how key events occur).	Research to Build and Present	f. Use spelling patterns and generalizations			
Presentation of Knowledge	and poorly orany with	by the words in a story (e.g.,	Range of Reading and Level	Knowledge	(e.g., word families, position-based spellings, syllable patterns, ending rules,			
and Ideas	accounter, appropriate	create mood, emphasize		W.3.7: Conduct short research projects that	meaningful word parts) in writing words.			
SL.3.4: Report on a topic or text, tell a		aspects of a character or	RI 3 10 . By the end of the year	build knowledge+ about a topic. 🖈	Knowledge of Language			
story, or recount an experience with	readings.	setting). 🛧	read and comprehend	W.3.8: Recall information from experiences or	L.3.3: Use knowledge of language and its			
appropriate facts and relevant,	c. Use context to confirm		informational texts including	gather information from print and digital sources;	conventions when writing, speaking,			
descriptive details, speaking clearly at	or self-correct word	Range of Reading and	history/social studies, science, and	take brief notes on sources and sort evidence	reading, or listening.			
an understandable pace. 🖈	recognition and	Level of Text Complexity	technical texts, at the high end of	into provided categories.	b. Recognize and observe differences			
SL.3.6: Speak in complete sentences	understanding,	RL.3.10: By the end of the year,	the grades 2-3 text complexity	Range of Writing	between the conventions of spoken and			
when appropriate to task and situation	rereauling as	read and comprehend literature,		W.3.10: Write routinely over extended time	written standard English.			
in order to provide requested detail or		including stories, dramas, and poetry, at the high end of the		frames (time for research, reflection, and				
clarification. (See grade 3 Language		grades 2-3 text complexity band		revision) and shorter time frames (a single				
standards 1 and 3 for specific		independently and proficiently.		sitting or a day or two) for a range of discipline-				
expectations.) ()				specific tasks, purposes, and audiences. 🧿				

		Kentucky Co	re Academic Standards Currici	ulum Maps	
Grade 3 ► Weeks 7-12 (cont.)	What Do Good Readers	, Writers & Thinkers Do?			
CODING KEY					
★ = New Standard	🔘 = Continued Foc	us 🛛 🕨 = Focus Fa	ading to Mastery		
FOCUS STANDARDS					
Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language
	Foundational Skills				Vocabulary Acquisition and Use
					 L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. (④) L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). ★ b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). (④) L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

Jefferson County Public Schools Elementary Liter	acy							
		Kentucky Core Academ	ic Standards Curriculum Maps					
Grade 3 ► Weeks 13-18 What I	Do Good Readers, Write	rs & Thinkers Do?						
CODING KEY	ŕ							
1-	Continued Focus	= Focus Fading to I	Mastery					
FOCUS STANDARDS								
Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language			
Comprehension and Collaboration	Foundational Skills	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English			
SL.3.1: Engage effectively in a range of	Print Concepts		RI.3.1: Ask and answer questions to		L.3.1: Demonstrate command of the			
collaborative discussions (one-on-one, in		to demonstrate understanding of a		topics or texts, supporting a point				
groups, and teacher-led) with diverse	Phonological	text, referring explicitly to the text	text, referring explicitly to the text as		usage when writing or speaking.			
partners on grade 3 specific topics and texts,	Awareness	as the basis for the answers.	the basis for the answers. 🕨	a. Introduce the topic or text they	a. Explain the function of nouns, pronouns,			
building on others' ideas and expressing their	Discolar and March	RL.3.3: Describe characters in a	RI.3.2: Determine the main idea of a	are writing about, state an	verbs, adjectives, and adverbs in general and			
own clearly.	Phonics and Word	story (e.g., their traits, motivations,	text; recount the key details and explain		their functions in particular sentences.			
a. Come to discussions prepared, having read		or feelings) and explain how their	how they support the main idea.	organizational structure that	b. Form and use regular and irregular plural			
or studied required material; explicitly draw	RF.3.3: Know and apply	actions contribute to the sequence	RI.3.3: Describe the relationship	lists reasons. ★	nouns. 🕨			
on that preparation and other information	grade-level phonics and	of events.	between a series of historical	b. Provide reasons that support	c. Use abstract nouns (e.g., childhood).			
known about the topic to explore ideas	word analysis skills in	Craft and Structure	events, scientific ideas or concepts,	the opinion.	d. Form and use regular and irregular verbs.			
under discussion. 🛧 b. Follow agreed-upon rules for discussions	decoding words. a. Identify and know the	RL.3.4: Determine the meaning of	or steps in technical procedures in a text, using language that pertains to	(e.g., because, therefore,	e. Form and use the simple (e.g., I walked; I			
(e.g., gaining the floor in respectful ways,	meaning of the most	words and phrases as they are	time, sequence, and cause/effect.	since, for example) to connect	walk; I will walk) verb tenses. (9) f. Ensure subject-verb and pronoun-			
listening to others with care, speaking one	common prefixes and	used in a text, distinguishing literal	Craft and Structure	opinion and reasons. \bigstar	antecedent agreement.			
at a time about the topics and texts under	derivational suffixes.	from nonliteral language.		d. Provide a concluding	g. Form and use comparative and superlative			
discussion). 🕨	b. Decode words with	RL.3.5: Refer to parts of stories, dramas, and poems when writing	RI.3.4: Determine the meaning of	statement or section.	adjectives and adverbs, and choose between			
c. Ask questions to check understanding of	common Latin suffixes. 🛧	or speaking about a text, using terms	general academic and domain-	Production and Distribution				
information presented, stay on topic, and link	c. Decode multisyllable	such as chapter, scene, and stanza;	specific words and phrases in a text	of Writing	i. Produce simple, compound, and complex			
their comments to the remarks of others.	words. ▶	describe how each successive	relevant to a grade 3 topic or	W.3.4: With guidance and support				
d. Explain their own ideas and understanding	d. Read grade-appropriate		subject area. > RI.3.6: Distinguish their own point of	from adults, produce writing in	L.3.2: Demonstrate command of the			
in light of the discussion. 🙆	irregularly spelled words.	RL.3.6: Distinguish their own point	view from that of the author of a	which the development and	conventions of standard English capitalization,			
SL.3.2: Determine the main ideas and	Fluency	of view from that of the narrator or	text. 🛧	organization are appropriate to	punctuation, and spelling when writing.			
supporting details of a text read aloud or		those of the characters. 🛧		task and purpose. (Grade-specific	d.Form and use possessives.			
information presented in diverse media and	accuracy and fluency to	Integration of Knowledge	Integration of Knowledge	expectations for writing types are	e. Use conventional spelling for high-frequency			
formats, including visually, quantitatively, and	support comprehension.	and Ideas	and Ideas	defined in standards 1-3.) ()	and other studied words for adding suffixes			
orally. () SL.3.3: Ask and answer questions about	a. Read on-level text with	RL.3.7: Explain how specific	RI.3.7: Use information gained from	W.3.5: With guidance and	to base words (e.g., sitting, smiled, cries,			
information from a speaker, offering	purpose and	aspects of a text's illustrations	illustrations (e.g. mans	support from peers and adults,	happiness).			
appropriate elaboration and details.	understanding.	contribute to what is conveyed by	photographs) and the words in a	develop and strengthen writing	 f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, 			
Presentation of Knowledge and Ideas	b. Read on-level prose and poetry orally with	the words in a story (e.g., create	text to demonstrate understanding	as needed by planning, revising,	syllable patterns, ending rules, meaningful			
	accuracy, appropriate	mood, emphasize aspects of a	of the text (e.g., where, when, why,	and editing. (Editing for	word parts) in writing words.			
SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate	rate, and expression on	character or setting). 🕨	and how key events occur). 🕨	conventions should demonstrate command of Language				
facts and relevant, descriptive details, speaking		Range of Reading and Level	Range of Reading and Level	standards 1-3 up to and including	Knowledge of Language			
clearly at an understandable pace.	c. Use context to confirm or	of Text Complexity	of Text Complexity	grade 3.) (0	L.3.3: Use knowledge of language and its			
SL.3.6: Speak in complete sentences when	self-correct word			W.3.6: With guidance and support	conventions when writing, speaking, reading,			
appropriate to task and situation in order to	recognition and	read and comprehend literature,	read and comprehend informational	from adults, use technology to	or listening.			
provide requested detail or clarification. (See	understanding, rereading	including stories, dramas, and	texts, including history/social	produce and publish writing	b. Recognize and observe differences between			
grade 3 Language standards 1 and 3 for	as necessary. 🗿	poetry, at the high end of the	studies, science, and technical	(using keyboarding skills) as well	the conventions of spoken and written			
specific expectations.)			, 0	as to interact and collaborate	standard English. ▶			
		independently and proficiently.		with others. 🙆				
			independently and proficiently.					

Kentucky Core Academic Standards Curriculum Maps							
Grade 3 Veeks 13-18 (cont.) What Do Good Readers, Writers & Thinkers Do?							
CODING KEY							
	Continued Focus	Focus Fading to N	Mastery				
FOCUS STANDARDS	1						
Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language		
	Reading Foundational Skills	Reading Literature		Research to Build and Present Knowledge W.3.7: Conduct short research projects that build knowledge about a topic. (9) W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (9) Range of Writing W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (9)	 Vocabulary Acquisition and Use L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). ★ L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe state of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). ★ L.3.6: Acquire and use accurately grade- 		
					appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal		
					relationships (e.g., <i>After dinner that night we went looking for them</i>).		

Jenerson County Public Schools Elemen	Jefferson County Public Schools Elementary Literacy						
			e Academic Standards Cur	riculum Maps			
Grade 3 ⊾ Weeks 19-24	What Do Good Readers, Writers & Thinkers Do?						
CODING KEY							
★ = New Standard	🔘 = Continued Fo	cus 🕨 = Focus Fa	ding to Mastery				
FOCUS STANDARDS							
Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing			
		· · · · ·	•	- · · · ·	Language		
Comprehension and	Foundational Skills	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English		
Collaboration	Print Concepts	,	RI.3.2: Determine the main	· · · · · · · · · · · · · · · · · · ·	L.3.1: Demonstrate command of the		
SL.3.1: Engage effectively in a range	Dhanalasiaal	including fables, folktales, and	idea of a text; recount the key		conventions of standard English grammar		
of collaborative discussions (one-on-	Phonological		details and explain how they		and usage when writing or speaking.		
one, in groups, and teacher-led) with	Awareness		support the main idea. 🕨	a. Establish a situation and introduce a narrator	a. Explain the function of nouns, pronouns,		
diverse partners on grade 3 specific	Phonics and Word		RI.3.3: Describe the	and/or characters; organize an event sequence	verbs, adjectives, and adverbs in general and		
topics and texts, building on others'	Decognition	it is conveyed through key details		that unfolds naturally.	their functions in particular sentences.		
ideas and expressing their own clearly.	Recognition	in the text. ★	of historical events, scientific		d. Form and use regular and irregular verbs.		
		RL.3.3: Describe characters in a	ideas or concepts, or steps in	thoughts, and feelings to develop experiences			
naring road of oldalod roquirod		story (e.g., their traits, motiva-	technical procedures in a text,	and events or show the response of characters	e. Form and use the simple (e.g., I walked; I		
matorial, explicitly araw on that		tions, or feelings) and explain	using language that pertains	to situations.	walk; I will walk) verb tense.		
preparation and other information	decoding words.	how their actions contribute to	to time, sequence, and	c. Use temporal words and phrases to signal event	f. Ensure subject-verb and pronoun-		
another about the topic to explore	a. Identify and know the	the sequence of events. 🕨	cause/effect. ▶	order. (0)	antecedent agreement.		
ideas under discussion.	meaning of the most common prefixes and	Craft and Structure	Craft and Structure	d. Provide a sense of closure. 🎯	g. Form and use comparative and superlative		
d. Explain their own ideas and	derivational suffixes.		RI.3.5: Use text features and	Production and Distribution of Writing	adjectives and adverbs, and choose		
understanding in light of the	b. Decode words with	of words and phrases as they are		W.3.4: With guidance and support from adults,	between them depending on what is to be		
discussion.	common Latin suffixes.		sidebars, hyperlinks) to locate	produce writing in which the development and	modified.		
SL.3.2: Determine the main ideas	d Read grade appropriate		information relevant to a given	organization are appropriate to task and purpose.	h. Use coordinating and subordinating		
and supporting details of a text read	irregularly spelled		topic efficiently. 🛧	(Grade-specific expectations for writing types are	conjunctions. 🕁 i. Produce simple, compound, and complex		
aloud or information presented in	words.	dramas, and poems when writing		defined in standards 1-3.) 🗿	sentences.		
diverse media and formats, including		or speaking about a text, using	point of view from that of the	W.3.5: With guidance and support from peers and	L.3.2: Demonstrate command of the		
visually, quantitatively, and orally.		terms such as chapter, scene,	author of a text. (adults, develop and strengthen writing as needed by	conventions of standard English capitalization,		
Presentation of Knowledge	RF.3.4: Read with	and stanza; describe how each		planning, revising, and editing. (Editing for conven-	punctuation, and spelling when writing.		
and Ideas	sufficient accuracy and	successive part builds on earlier	and Ideas	tions should demonstrate command of Language	e. Use conventional spelling for high-		
SL.3.4: Report on a topic or text, tell	fluency to support	sections.	RI.3.8: Describe the logical	standards 1-3 up to and including grade 3.) (frequency and other studied words for		
a story, or recount an experience	comprehension.	RL.3.6: Distinguish their own	oonnoodon bothoon particular	W.3.6: With guidance and support from adults, use	adding suffixes to base words (e.g., sitting,		
with appropriate facts and relevant,	a. Read on-level text with	point of view from that of the narrator or those of the	sentences and paragraphs in	technology to produce and publish writing (using	smiled, cries, happiness).		
descriptive details, speaking clearly	purpose and	characters. (0)	a text (e.g., comparison,	keyboarding skills) as well as to interact and	f. Use spelling patterns and generalizations		
at an understandable pace. ▶	understanding.			collaborate with others.	(e.g., word families, position-based		
JL.J.J. Create engaging audio	b. Read on-level prose and poetry orally with	Integration of Knowledge	in a sequence). 🛧	Research to Build and Present Knowledge	spellings, syllable patterns, ending rules,		
recordings of stories or poems that	accuracy, appropriate	and Ideas	Range of Reading and	W.3.8: Recall information from experiences or	meaningful word parts) in writing words.		
demonstrate fluid reading at an	rate, and expression on		Level of Text Complexity	gather information from print and digital sources;	g. Consult reference materials, including		
understandable pace; add visual	successive readings.	Denne of Deadling and	RI.3.10: By the end of the	take brief notes on sources and sort evidence into	beginning dictionaries, as needed to check		
displays when appropriate to	c. Use context to confirm	Range of Reading and	year, read and comprehend	provided categories.	and correct spellings. 🛧		
emphasize or enhance certain facts or details.	or self-correct word	Level of Text Complexity	informational texts, including		Knowledge of Language		
SL.3.6: Speak in complete sentences	na a a mitiana a mal u mala n	RL.3.10: By the end of the year,	history/social studies, science,	Range of Writing	L.3.3: Use knowledge of language and its		
when appropriate to task and	standing, rereading as	read and comprehend literature,	and technical texts, at the high	W.3.10: Write routinely over extended time frames	conventions when writing, speaking, reading,		
situation in order to provide	necessary. 🙆	including stories, dramas, and	end of the grades 2-3 text	(time for research, reflection, and revision) and	or listening.		
requested detail or clarification. (See		poetry, at the high end of the	complexity band independently	shorter time frames (a single sitting or a day or	a. Choose words and phrases for effect. ★		
grade 3 Language standards 1 and 3			and proficiently.	two) for a range of discipline-specific tasks,			
for specific expectations.)		independently and proficiently.		purposes, and audiences. 🧿			
				-	-		

	ary Literacy	Kentucky Cor	e Academic Standards Curricul	lum Maps	
	What Do Good Readers	s, Writers & Thinkers Do?			
CODING KEY			· · · · ·		
★ = New Standard FOCUS STANDARDS	() = Continued Foc	sus 🕨 = Focus Fa	ding to Mastery		
Speaking & Listening	Deading	Reading Literature	Reading Informational	Writing	Language
	Reading Foundational Skills				Vocabulary Acquisition and Use
					 Vocabulary Acquisition and Use L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (④) c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). ★ d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. ★ L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). ● c. Distinguish shades of meaning among related words that describe state of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (④) L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (④)

				lemic Standards Curriculum Maps				
Grade 3 ► Weeks 25-3	Grade 3 Neeks 25-30 What Do Good Readers, Writers & Thinkers Do?							
	★ = New Standard							
FOCUS STANDARDS								
Speaking &	Reading	Reading Literature	Reading	Writing	Language			
	Foundational Skills	Key Ideas and Details	Informational	Text Types and Purposes	Conventions of Standard English			
Comprehension		RL.3.2: Recount stories,		W.3.2: Write informative/explanatory texts to	L.3.1: Demonstrate command of the conventions of standard English			
and Collaboration		including fables, folktales,	itey lacas and betails		grammar and usage when writing or speaking.			
SL.3.1: Engage		and myths from diverse	Craft and Structure		a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs			
effectively in a range of	Awareness	cultures; determine the central message, lesson, or	RI.3.5: Use text features	a. Introduce a topic and group related information together; include illustrations	in general and their functions in particular sentences.			
collaborative discussions	Dhamiaa and Mand	moral and explain how it is	and search tools (e.g.,	U .	f. Ensure subject-verb and pronoun-antecedent agreement. (O) g. Form and use comparative and superlative adjectives and adverbs, and			
(one-on-one, in groups, and teacher-led) with	Phonics and Word	conveyed through key	key words, sidebars,	b. Develop the topic with facts, definitions, and	choose between them depending on what is to be modified.			
diverse partners on grade	Recognition	details in the text. 🙆	hyperlinks) to locate information relevant to a	details. 🙆	h. Use coordinating and subordinating conjunctions.			
3 specific topics and	grade-level phonics and	Craft and Structure	given topic efficiently.	c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas	i. Produce simple, compound, and complex sentences.			
texts, building on others'	word analysis skills in	RL.3.5: Refer to parts of	RI.3.6: Distinguish their	within actogories of information	L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
	decoding words.	stories, dramas, and poems	own point of view from that of the author of a text.	d. Provide a concluding statement or section.				
a. Come to discussions	a. Identify and know the meaning of the most	when writing or speaking	Integration of	Production and Distribution of Writing	e. Use conventional spelling for high-frequency and other studied words for			
prepared, having read	common prefixes and	about a text, using terms such as chapter, scene,	•	W.3.4: With guidance and support from adults,	adding suffixes to base words (e.g., sitting, smiled, cries, happiness).			
or studied required material; explicitly draw	derivational suffixes. 🕨	and stanza; describe how	RI.3.8: Describe the	produce writing in which the development and	f. Use spelling patterns and generalizations (e.g., word families, position- based spellings, syllable patterns, ending rules, meaningful word parts)			
on that preparation and		each successive part builds	logical connection	organization are appropriate to task and	in writing words.			
other information	common Latin suffixes. >	on earlier sections.		purpose. (Grade-specific expectations for	g. Consult reference materials, including beginning dictionaries, as needed			
known about the topic	d Dandamada	RL.3.6: Distinguish their own point of view from that		writing types are defined in standards 1-3.) (() W.3.5: With guidance and support from peers	to check and correct spellings.			
to explore ideas under discussion.	appropriate irregularly	of the narrator or those of		and adults, develop and strengthen writing as	Knowledge of Language			
		the characters. (0)	first/second/third in a	needed by planning, revising, and editing.	L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
Presentation of	F 1	Integration of	sequence).	(Eating for conventions should demonstrate	a. Choose words and phrases for effect.			
Knowledge and Ideas	Fluency	Knowledge and Ideas	RI.3.9: Compare and contrast the most impor-	command of Language standards 1-3 up to and including grade 3.)	Vocabulary Acquisition and Use			
SL.3.5: Create engaging		RL.3.9: Compare and	tant points and key details	W.3.6: With guidance and support from adults,	L.3.4: Determine or clarify the meaning of unknown and multiple-meaning			
	sufficient accuracy and	contrast the themes,		use technology to produce and publish writing	words and phrases based on grade 3 reading and content, choosing			
stories or poems that demonstrate fluid reading	fluency to support	settings, and plots of stories written by the same author	• • • •	(using keyboarding skills) as well as to interact and collaborate with others.	b. Determine the meaning of the new word formed when a known affix is			
		about the same or similar	Range of Reading		added to a known word (e.g., agroeable/disagreeable			
pace; add visual displays		characters (e.g., in books	and Level of Text	Research to Build and Present Knowledge W.3.7: Conduct short research projects that				
when appropriate to emphasize or enhance	understanding. () b. Read on-level prose	from a series). ★	e e pi e e g	build knowledge about a topic.	c. Use a known root word as a clue to the meaning of an unknown word			
certain facts or details.	and poetry orally with	Range of Reading and	RI.3.10: By the end of the year, read and	W.3.8: Recall information from experiences or	with the same root (e.g., <i>company, companion</i>). (9 d. Use glossaries or beginning dictionaries, both print and digital, to			
SL.3.6: Speak in	accuracy, appropriate	Level of Text Complexity	comprehend	gather information from print and digital	determine or clarify the precise meaning of key words and phrases.			
complete sentences	rate, and expression	RL.3.10: By the end of the	informational texts,		L.3.5: Demonstrate understanding of word relationships and nuances in			
when appropriate to task and situation in order to	on successive readings. ()	year, read and comprehend	including history/social	· · · · ·	word meanings. c. Distinguish shades of meaning among related words that describe state of mind			
provide requested detail	c. Use context to confirm	literature, including stories,	studies, science, and technical texts, at the	Range of Writing W.3.10: Write routinely over extended time	or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).			
or clarification. (See	or self-correct word	dramas, and poetry, at the high end of the grades 2-3		frames (time for research, reflection, and revision)	L.3.6: Acquire and use accurately grade-appropriate conversational,			
grade 3 Language	recognition and under-	text complexity band	3 text complexity band	and shorter time frames (a single sitting or a	general academic, and domain-specific words and phrases, including			
standards 1 and 3 for specific expectations.)	necessary (0)	independently and			those that signal spatial and temporal relationships (e.g., <i>After dinner that</i>			
	necessary. 👻	proficiently.	proficiently. 🙆	tasks, purposes, and audiences. 🥥	night we went looking for them). 🕥			

Jefferson County Public S	chools Elementary Litera	су	Kontucky Coro Acadom	ic Standards Curriculum Mans					
Grade 3 Neeks 31-36 What Do Good Readers, Writers & Thinkers Do?									
CODING KEY									
★ = New Standar	d (0 – (Continued Ecous	- Foous Foding to N	laatary					
★ = New Standard									
			Deeding						
Speaking & Listening	Reading Foundational Skills		Reading Informational	Writing	Language				
Comprehension	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English				
and Collaboration		RL.3.2: Recount stories,		W.3.1: Write opinion pieces on topics or texts,	L.3.1: Demonstrate command of the conventions of standard				
SL.3.1: Engage	Phonological	including fables, folktales, and	Craft and Structure	supporting a point of view with reasons. ()	English grammar and usage when writing or speaking.				
effectively in a range of	Awareness		RI.3.5: Use text features	a. Introduce the topic or text they are writing about,	a. Explain the function of nouns, pronouns, verbs, adjectives,				
collaborative discussions		determine the central message,	and search tools (e.g., key	state an opinion and crate an organizational	and adverbs in general and their functions in particular				
(one-on-one, in groups,	i nomoo ana mora		words, sidebars, hyperlinks)	structure that lists reasons.	sentences.				
and teacher-led) with	Recognition		to locato information	b. Provide reasons that support the opinion. (O) c. Use linking words and phrases (e.g., <i>because,</i>	f. Ensure subject-verb and pronoun-antecedent agreement.				
diverse partners on grade 3 specific topics	Elucros		roiovant to a given topio	therefore, since, for example) to connect opinion	h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.				
and the standard build be a set	Fluency		efficiently.	and reasons.	L.3.2: Demonstrate command of the conventions of standard				
atheres' ideas and		RL.3.5: Refer to parts of stories, dramas, and poems when writing	Integration of	d. Provide a concluding statement or section.	English capitalization, punctuation, and spelling when writing.				
					b. Use commas in addresses.				
clearly.	comprehension.		RI.3.8: Describe the logical	Production and Distribution of Writing	e. Use conventional spelling for high-frequency and other				
a. Come to discussions		and stamps, describe how each		W.3.4: With guidance and support from adults,	studied words for adding suffixes to base words (e.g., sitting,				
prepared, having		1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1 (1	· · · · · ·	produce writing in which the development and	smiled, cries, happiness). 🕨				
read or studied		sections. 📂		organization are appropriate to task and purpose. (Grade-specific expectations for writing types are	f. Use spelling patterns and generalizations (e.g., word families,				
required material; explicitly draw on that		RL.3.6: Distinguish their own	a	defined in standards 1-3.)	position-based spellings, syllable patterns, ending rules,				
preparation and other		point of view from that of the		W.3.5: With guidance and support from peers and adults,	meaningful word parts) in writing words.				
information known			RI.3.9: Compare and	develop and strengthen writing as needed by planning,	g. Consult reference materials, including beginning dictionalies,				
about the topic to	appropriate rate, and expression on		contrast the most important	revising, and editing. (Editing for conventions should	as needed to check and correct spellings.				
explore ideas under	successive			demonstrate command of Language standards 1-3 up	Knowledge of Language				
discussion. 🕨	readings 🛌			to and including grade 3.) (9	L.3.3: Use knowledge of language and its conventions when				
Presentation of	c. Use context to	NE.0.3. Compare and contrast	the same topic. 🕨	W.3.6: With guidance and support from adults, use	writing, speaking, reading, or listening. a.Choose words and phrases for effect. ()				
Knowledge and Ideas	confirm or self-	the themes, settings, and plots of	Range of Reading and	technology to produce and publish writing (using keyboarding skills) as well as to interact and					
SL.3.5: Create	conect word	stories written by the same author about the same or similar	Level of Text	collaborate with others.	Vocabulary Acquisition and Use				
engaging audio recordings of stories or		characters (e.g., in books from a	Complexity	Research to Build and Present Knowledge	L.3.4: Determine or clarify the meaning of unknown and				
poems that			RI.3.10: By the end of the	W.3.7: Conduct short research projects that build	multiple-meaning words and phrases based on grade 3 reading				
demonstrate fluid	necessary.			knowledge about a topic. 🙆	and content, choosing flexibly from a range of strategies.				
reading at an		Level of Text Complexity		W.3.8: Recall information from experiences or gather	c. Use a known root word as a clue to the meaning of an				
understandable pace;		PI 3 10: By the end of the year		information from print and digital sources; take brief	unknown word with the same root (e.g., <i>company</i> ,				
add visual displays when		read and comprehend literature,		notes on sources and sort evidence into provided	companion). Solution companies and companies of the second				
appropriate to emphasize		including stones, dramas, and	texts, at the high end of the grades 2-3 text complexity		digital, to determine or clarify the precise meaning of key				
or enhance certain		poetry, at the high end of the		Range of Writing	words and phrases.				
facts or details. 🕨		grades 2-3 text complexity band		W.3.10: Write routinely over extended time frames (time for research, reflection, and revision) and	L.3.6: Acquire and use accurately grade-appropriate				
		independently and proficiently.		shorter time frames (a single sitting or a day or two)	conversational, general academic, and domain-specific				
				for a range of discipline-specific tasks, purposes, and	words and phrases, including those that signal spatial and				
				audiences.	temporal relationships (e.g., After dinner that night we				
					went looking for them). ▶				