



# **POCONO MOUNTAIN SCHOOL DISTRICT**

**English Language Arts  
Common Core Standards  
Grade 3**

# Common Core Alignment

## READING STANDARDS - LITERATURE

### Key Ideas & Details

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text. [RL.3.2]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [RL.3.3]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

### Craft and Structure

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [RL.3.4]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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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. [RL.3.5]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Distinguish their own point of view from that of the narrator or those of the characters. [RL.3.6]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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### Integration of Knowledge and Ideas

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). [RL.3.7]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

(Not applicable to literature) [RL.3.8]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). [RL.3.9]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

### Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently. [RL.3.10]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

## READING STANDARDS - INFORMATIONAL TEXT

### Key Ideas and Details

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RI.3.1]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Determine the main idea of a text; recount the key details and explain how they support the main idea. [RI.3.2]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. [RI.3.3]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

### Craft and Structure

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area. [RI.3.4]

| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|
|      |   |   |   |   |   |   |   |   |   |    |    |

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [RI.3.5]

| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|
|      |   |   |   |   |   |   |   |   |   |    |    |

Distinguish their own point of view from that of the author of a text. [RI.3.6]

| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|
|      |   |   |   |   |   |   |   |   |   |    |    |

### Integration of Knowledge and Ideas

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). [RI.3.7]

| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|
|      |   |   |   |   |   |   |   |   |   |    |    |

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). [RI.3.8]

| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|
|      |   |   |   |   |   |   |   |   |   |    |    |

Compare and contrast the most important points and key details presented in two texts on the same topic. [RI.3.9]

| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|
|      |   |   |   |   |   |   |   |   |   |    |    |

### Range of Reading and Level of Text Complexity

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 independently and proficiently. [RI.3.10]

| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|
|      |   |   |   |   |   |   |   |   |   |    |    |

## READING STANDARDS - FOUNDATIONAL SKILLS

### Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.3.3]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Identify and know the meaning of the most common prefixes and derivational suffixes. [RF.3.3a]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Decode words with common Latin suffixes. [RF.3.3b]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Decode multisyllable words. [RF.3.3c]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Read grade-appropriate irregularly spelled words. [RF.3.3d]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

### Fluency

Read with sufficient accuracy and fluency to support comprehension. [RF.3.4]

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|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Read grade-level text with purpose and understanding. [RF.3.4a]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.3.4b]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.3.4c]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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## WRITING STANDARDS

### Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons. [W.3.1]

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|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [W.3.1a]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Provide reasons that support the opinion. [W.3.1b]

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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. [W.3.1c]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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Provide a concluding statement or section. [W.3.1d]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [W.3.2]

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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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Develop the topic with facts, definitions, and details. [W.3.2b]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. [W.3.2c]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Provide a concluding statement or section. [W.3.2d]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.3.3]**

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Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.3.3a]**

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Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **[W.3.3b]**

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Use temporal words and phrases to signal event order. **[W.3.3c]**

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Provide a sense of closure. **[W.3.3d]**

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## Production and Distribution of Writing

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 above.) **[W.3.4]**

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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.3.5]**

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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. **[W.3.6]**

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## Research to Build and Present Knowledge

Conduct short research projects that build knowledge about a topic. [W.3.7]

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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |  |
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Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [W.3.8]

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|------|---|---|---|---|---|---|---|---|---|----|----|--|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |  |
|------|---|---|---|---|---|---|---|---|---|----|----|--|

(Begins in Grade 4) [W.3.9]

|      |   |   |   |   |   |   |   |   |   |    |    |  |
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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |  |
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## Range of Writing

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. [W.3.10]

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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |  |
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## SPEAKING AND LISTENING STANDARDS

### Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly. [SL.3.1]

|      |   |   |   |   |   |   |   |   |   |    |    |  |
|------|---|---|---|---|---|---|---|---|---|----|----|--|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |  |
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Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.3.1a]

|      |   |   |   |   |   |   |   |   |   |    |    |  |
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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |  |
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Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.3.1b]

|      |   |   |   |   |   |   |   |   |   |    |    |  |
|------|---|---|---|---|---|---|---|---|---|----|----|--|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |  |
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Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **[SL.3.1c]**

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Explain their own ideas and understanding in light of the discussion. **[SL.3.1d]**

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Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[SL.3.2]**

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Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **[SL.3.3]**

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## Presentation of Knowledge and Ideas

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **[SL.3.4]**

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Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **[SL.3.5]**

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Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.) **[SL.3.6]**

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## Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.3.1]

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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [L.3.1a]

|      |   |   |   |   |   |   |   |   |   |    |    |
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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Form and use regular and irregular plural nouns. [L.3.1b]

|      |   |   |   |   |   |   |   |   |   |    |    |
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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Use abstract nouns (e.g., *childhood*). [L.3.1c]

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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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Form and use regular and irregular verbs. [L.3.1d]

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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. [L.3.1e]

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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Ensure subject-verb and pronoun-antecedent agreement. [L.3.1f]

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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [L.3.1g]

|      |   |   |   |   |   |   |   |   |   |    |    |
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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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Use coordinating and subordinating conjunctions. [L.3.1h]

|      |   |   |   |   |   |   |   |   |   |    |    |
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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
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Produce simple, compound, and complex sentences. [L.3.1i]

|      |   |   |   |   |   |   |   |   |   |    |    |
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| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **[L.3.2]**

Unit

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Capitalize appropriate words in titles. **[L.3.2a]**

Unit

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Use commas in addresses. **[L.3.2b]**

Unit

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Use commas and quotation marks in dialogue. **[L.3.2c]**

Unit

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Form and use possessives. **[L.3.2d]**

Unit

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Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). **[L.3.2e]**

Unit

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Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. **[L.3.2f]**

Unit

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Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **[L.3.2g]**

Unit

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## Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. **[L.3.3]**

Unit

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Choose words and phrases for effect. **[L.3.3a]**

Unit

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Recognize and observe differences between the conventions of spoken and written standard English. **[L.3.3b]**

Unit

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## Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. [L.3.4]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Use sentence-level context as a clue to the meaning of a word or phrase. [L.3.4a]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

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.3.4b]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). [L.3.4c]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [L.3.4d]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Demonstrate understanding of figurative language, word relationships and nuances in word meanings. [L.3.5]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). [L.3.5a]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). [L.3.5b]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). [L.3.5c]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|

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.*). [L.3.6]

|      |   |   |   |   |   |   |   |   |   |    |    |
|------|---|---|---|---|---|---|---|---|---|----|----|
| Unit | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|------|---|---|---|---|---|---|---|---|---|----|----|



# Grade 3 Curriculum Map

## Unit 1: Classic Tales: *The Wind in the Willows*

|   |  |                                       |                                   |  |                          |                                 |                 |
|---|--|---------------------------------------|-----------------------------------|--|--------------------------|---------------------------------|-----------------|
| <b>Unit Summary</b><br><br>Students explore classic tales from different parts of the world, including <i>The Wind in the Willows</i> , <i>Alice in Wonderland</i> , and <i>"Aladdin and the Wonderful Lamp."</i> They study character development, themes, and narrative perspective, and they write text-based opinion paragraphs about characters and themes. Students review significant foundational skills, including short and long vowel sounds, r-controlled vowels, /er/ and its spelling, and syllables with 'le.' |  |                                       |                                   | <b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Review short and long vowel sounds, r-controlled vowels, alternate spellings, and syllables with 'le'</li> <li>• Analyze characters, perspective, and point of view</li> <li>• Demonstrate understanding of plot and sequence</li> <li>• Identify themes</li> <li>• Demonstrate understanding of key vocabulary</li> <li>• Write an opinion paragraph</li> <li>• Beginning-of-the-Year Assessment</li> </ul> |                          |                                 |                 |
| <b>Anchor Text:</b> <i>Classic Tales</i><br><b>Text Type:</b> Literary<br><b>Lexile:</b> 580L   |  |                                       |                                   | <b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Children's stories come from around the world.</li> <li>• Fictional narratives have common elements: dialogue, narration, characters, plot, and setting.</li> <li>• Literary tools in fiction include personification, perspective, and point of view.</li> <li>• Fiction has themes such as friendship, hospitality, and responsibility.</li> </ul>   |                          |                                 |                 |
| <b>Standards Instructed</b>   |  |                                       |                                   | <b>Standards Assessed</b>  |                          |                                 |                 |
| <b>Reading</b>  | <b>Writing</b>   | <b>Speaking &amp; Listening</b>       | <b>Language</b>                   | <b>Reading</b>   | <b>Writing</b>           | <b>Speaking &amp; Listening</b> | <b>Language</b> |
| RL.3.1<br>RL.3.2<br>RL.3.4<br>RL.3.6<br>RL.3.9<br>RF.3.3<br>RF.3.3c   | W.3.1<br>W.3.1a<br>W.3.1b<br>W.3.1c<br>W.3.1d<br>W.3.2a<br>W.3.3<br>W.3.3a<br>W.3.3b<br>W.3.3c<br>W.3.3d<br>W.3.4<br>W.3.5<br>W.3.6<br>W.3.7 | SL.3.1<br>SL.3.1d<br>SL.3.2<br>SL.3.4 | L.3.2<br>L.3.4<br>L.3.5a<br>L.3.6 | RL.3.1<br>RL.3.2<br>RL.3.3<br>RL.3.4<br>RL.3.6<br>RF.3.3   | W.3.1<br>W.3.3<br>W.3.3b |                                 | L.3.4           |

# Grade 3 Curriculum Map

## Unit 2: Animal Classification

|   |  |  |   |   |                                    |                                 |  |
|---|--|--|---|---|------------------------------------|---------------------------------|--|
| <b>Unit Summary</b><br><br>This unit continues students' study of the natural world, explaining how scientists use animals' characteristics to classify and study them. Students apply their knowledge through text-based discussions, informal writing exercises in which they classify animals according to their characteristics, and formal informational writing assignments in which they use evidence to classify a particular vertebrate. Students learn and practice alphabetizing words to the second and third letters, and they spell words with suffixes such as <i>-ed</i> , <i>-ing</i> , and <i>-es</i> . In grammar, students review nouns, verbs, adjectives, subjects, predicates, fragments, and run-on sentences. They study concrete and abstract nouns and write compound sentences by adding subjects and predicates to simple sentences. Students also learn the prefixes <i>un-</i> , <i>non-</i> , <i>re-</i> , and <i>pre-</i> and discuss how adding prefixes changes the meaning of root words and how the parts of speech of words may change. |  |  |   | <b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Record observations and reflections based on informational reading</li> <li>• Review suffixes and root words</li> <li>• Alphabetization to the 2nd and 3rd letter</li> <li>• Developing sentence structure and parts of speech</li> <li>• Understanding concrete and abstract nouns</li> <li>• Identifying and applying prefixes</li> <li>• Writing an informational paragraph</li> <li>• Unit Assessment</li> </ul> |                                    |                                 |  |
| <b>Anchor Text:</b> <i>Rattenborough's Guide to Animals</i><br><b>Text Type:</b> Informational<br><b>Lexile:</b> 770L   |  |  |   | <b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Classification is important for organizing, analyzing, and understanding data.</li> <li>• Observation and identification of key details and characteristics.</li> <li>• Engagement in structured inquiry to make reasonable inferences from text evidence.</li> <li>• Provides a foundation for future learning about classification, life cycles, oceans, marine life, and evolution.</li> </ul>   |                                    |                                 |  |
| <b>Standards Instructed</b>   |  |  |   | <b>Standards Assessed</b>   |                                    |                                 |  |
| <b>Reading</b>  | <b>Writing</b>   | <b>Speaking &amp; Listening</b>                            | <b>Language</b>   | <b>Reading</b>  | <b>Writing</b>                     | <b>Speaking &amp; Listening</b> | <b>Language</b>                                |
| RI.3.1<br>RI.3.2<br>RI.3.4<br>RI.3.5<br>RI.3.6<br>RI.3.7<br>RI.3.8<br>RI.3.9<br>RI.3.10<br>RF.3.3<br>RF.3.3a<br>RF.3.4<br>RF.3.4a<br>RF.3.4b<br>RF.3.4c   | W.3.1<br>W.3.1b<br>W.3.2<br>W.3.2a<br>W.3.2b<br>W.3.2c<br>W.3.2d<br>W.3.4<br>W.3.5<br>W.3.7<br>W.3.8<br>W.3.10 | SL.3.1<br>SL.3.1a<br>SL.3.1d<br>SL.3.2<br>SL.3.4<br>SL.3.6 | L.3.1<br>L.3.1a<br>L.3.1d<br>L.3.2<br>L.3.2b<br>L.3.2e<br>L.3.2f<br>L.3.3a<br>L.3.4<br>L.3.4a<br>L.3.4b<br>L.3.4c<br>L.3.4d<br>L.3.5<br>L.3.5a<br>L.3.5b<br>L.3.6 | RI.3.1<br>RI.3.2<br>RI.3.4<br>RI.3.5<br>RI.3.8<br>RI.3.9  | W.3.2<br>W.3.2b<br>W.3.8<br>W.3.10 | SL.3.2                          | L.3.1a<br>L.3.1c<br>L.3.1i<br>L.3.2e<br>L.3.4b |

# Grade 3 Curriculum Map

## Unit 3: The Human Body: Systems and Senses

| Unit Summary   |   |                      |   | Overall Learning Outcomes   |                                    |                      |  |
|--|---|----------------------|---|---|------------------------------------|----------------------|--|
| <p>This unit immerses students in the study of the human body, building their scientific understanding of its skeletal, muscular, and nervous systems. Students read about the role of various body parts and organs associated with each system, such as bones, joints, muscles, nerves, the spinal cord, and the brain. Students also take an in-depth look at the senses of sight and hearing and the various body parts that enable these senses to function properly, and they learn about difficulties that may occur when vision and/or hearing are impaired and how people cope with these challenges. Students write paragraphs, focusing on sentence cohesion and sequence, identifying irrelevant sentences, and composing titles. They review the spelling of regular and irregular plural nouns, as well as adding -s or -es to certain verb forms, and they review changing the letter 'f' to 'v' and adding the suffix -es to create the plural form of words. This unit introduces students to pronouns and asks them to determine subject-verb agreement in sentences, recognizing the pattern of adding -s or -es to third person singular verbs. In this unit, students study the common prefixes <i>dis-</i> and <i>mis-</i> and review the prefixes <i>un-</i>, <i>non-</i>, <i>re-</i>, <i>pre-</i>, <i>dis-</i>, and <i>mis-</i>.</p> |   |                      |   | <ul style="list-style-type: none"> <li>• Use a K-W-L chart to organize information • Demonstrate understanding of key vocabulary</li> <li>• Demonstrate ability to pluralize regular and irregular nouns</li> <li>• Create sentences with subject-verb agreement               <ul style="list-style-type: none"> <li>• Develop and order topic, detail, and concluding sentences in a paragraph with a title</li> </ul> </li> <li>• Identify and use pronouns and prefixes <i>dis-</i> and <i>mis-</i></li> <li>• Unit Assessment</li> </ul> |                                    |                      |  |
| <p><b>Anchor Text:</b> <i>How Does Your Body Work?</i> <b>Text Type:</b> Informational/Literary<br/><b>Lexile:</b> 620L</p>  |   |                      |   | <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Learning can be expanded by looking at systems in greater depth and detail.</li> <li>• Systems in the body are all closely interconnected.</li> <li>• Preventative measures can ensure healthy, active bodies.</li> <li>• Learning can be approached by identifying prior knowledge, setting a purpose for reading, and reviewing what was learned. (K-W-L)</li> </ul>   |                                    |                      |  |
| Standards Instructed   |   |                      |   | Standards Assessed  |                                    |                      |  |
| Reading  | Writing   | Speaking & Listening | Language  | Reading   | Writing                            | Speaking & Listening | Language                                       |
| RL.3.1<br>RI.3.1<br>RI.3.2<br>RI.3.4<br>RI.3.8<br>RI.3.10<br>RF.3.3a   | W.3.2<br>W.3.2a<br>W.3.2b<br>W.3.2d<br>W.3.4<br>W.3.8 | SL.3.2               | L.3.1a<br>L.3.1b<br>L.3.1e<br>L.3.2f<br>L.3.4b<br>L.3.5a<br>L.3.6 | RI.3.1<br>RI.3.2<br>RI.3.4<br>RI.3.5<br>RI.3.8<br>RI.3.9  | W.3.2<br>W.3.2b<br>W.3.8<br>W.3.10 | SL.3.2               | L.3.1a<br>L.3.1c<br>L.3.1i<br>L.3.2e<br>L.3.4b |



# Grade 3 Curriculum Map

## Unit 4: The Ancient Roman Civilization

| Unit Summary  |  |  |   | Overall Learning Outcomes  |                         |                      |  |
|---|--|--|---|--|-------------------------|----------------------|--|
| <p>Students dive into ancient Rome in this unit, studying its historical events and culture and reading the legend of Romulus and Remus about Rome's founding and several myths about Roman gods and goddesses. They study the historical rise and fall of the Roman republic and empire, as well as key historical figures such as Hannibal, Julius Caesar, and Augustus. Students review the spelling patterns of r-controlled vowels as well as spellings of the sound /ee/. They review verb tenses and the verbs <i>to be</i> and <i>to have</i> as well as subject-verb agreement, learning to change the spelling of verbs to match various subjects. They also study the common suffixes -er, -or, -ist, -ian, -y, and -al, reviewing how suffixes change the meaning of root words and how they may change the part of speech of that word. Students develop their opinion writing skills in this unit, working on a range of opinion pieces that culminate in an opinion essay about Rome's most significant cultural contribution.</p> |  |  |   | <ul style="list-style-type: none"> <li>• Identify the point of view of a text</li> <li>• Demonstrate understanding of main idea and key vocabulary</li> <li>• Review r-controlled vowels and learn spelling patterns for the /ee/ sound</li> <li>• Continue developing subject-verb agreement and correct verb tense usage</li> <li>• Suffixes -y, -al, -ist, and -ian</li> <li>• Write an opinion essay</li> <li>• Unit Assessment</li> </ul> |                         |                      |  |
| <p><b>Anchor Text:</b> <i>Stories of Ancient Rome</i><br/> <b>Text Type:</b> Informational/Literary<br/> <b>Lexile:</b> 640L</p>  |  |  |   | <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• This unit serves as a precursor to future, in-depth studies of the Roman Republic and leadership and the decline and fall of the Roman Empire.</li> <li>• An introduction to ancient Roman culture, including food, religion, education, and class.</li> <li>• Roman geography, history, government, and monumental battles of the Roman Empire.</li> </ul>                   |                         |                      |  |
| Standards Instructed  |  |  |   | Standards Assessed   |                         |                      |  |
| Reading   | Writing  | Speaking & Listening   | Language  | Reading  | Writing                 | Speaking & Listening | Language   |
| RL.3.1<br>RL.3.2<br>RL.3.3<br>RL.3.4<br>RL.3.5<br>RL.3.6<br>RL.3.9<br>RL.3.10<br>RI.3.1<br>RI.3.2<br>RI.3.3<br>RI.3.4<br>RI.3.5<br>RI.3.6<br>RI.3.7<br>RI.3.9<br>RI.3.10<br>RF.3.3a<br>RF.3.3d<br>RF.3.4<br>RF.3.4a   | W.3.1<br>W.3.1a<br>W.3.1b<br>W.3.1d<br>W.3.5<br>W.3.7<br>W.3.8<br>W.3.10 | SL.3.1<br>SL.3.1a<br>SL.3.1b<br>SL.3.1c<br>SL.3.1d<br>SL.3.2<br>SL.3.4<br>SL.3.5 | L.3.1d<br>L.3.1e<br>L.3.1f<br>L.3.2f<br>L.3.2g<br>L.3.4a<br>L.3.4b<br>L.3.4d<br>L.3.5a<br>L.3.5b<br>L.3.6 | RL.3.1<br>RL.3.3<br>RL.3.9<br>RI.3.1<br>RI.3.2<br>RI.3.3<br>RI.3.4<br>RI.3.7<br>RI.3.9<br>RI.3.10  | W.3.1<br>W.3.5<br>W.3.8 | SL.3.2               | L.3.1d<br>L.3.1e<br>L.3.1f<br>L.3.2f<br>L.3.2g<br>L.3.4b |



# Grade 3 Curriculum Map

## Unit 5: Light and Sound

|   |                |                                 |                 |  |                |                                 |                 |
|---|----------------|---------------------------------|-----------------|--|----------------|---------------------------------|-----------------|
| <b>Unit Summary</b><br><br>In this unit students learn the science behind light and sound, reading about light sources, shadows, mirrors, reflection, refraction, lenses, and color and studying the characteristics of sound and the human voice. They also read biographies of Alexander Graham Bell and Thomas Edison, famous inventors who worked with light and sound. Students spell words that include /ee/ and /ae/, and they learn to use guide words in dictionary searches. They review adverbs ending with -ly, study adverbs that tell when and where, and learn the meanings and usages of the conjunctions and and but. Students review the suffixes -er, -or, -ist, -ian, -y, and -al. In addition, students will learn the suffixes -ous and -ly. Students write newspaper articles in this unit, conducting research on their article topics and taking their writing through the steps of the writing process. |                |                                 |                 | <b>Overall Learning Outcomes</b><br><br><ul style="list-style-type: none"> <li>Identify characteristics of biography genre, that biographies are nonfiction accounts of peoples' lives</li> <li>Demonstrate understanding of key vocabulary</li> <li>Review previous spellings for /ee/ and /ae/ and learn new spellings for the /ae/ sound</li> <li>Acquire dictionary skills, particularly guide words</li> <li>Demonstrate understanding of adverbs indicating when and where and conjunctions</li> <li>Review previously learned suffixes and identify meaning and usage of -ous and -ly</li> <li>Unit Assessment</li> </ul> |                |                                 |                 |
| <b>Anchor Text:</b> <i>Adventures of Light and Sound</i><br><b>Text Type:</b> Informational<br><b>Lexile:</b> 860L  |                |                                 |                 | <b>Big Ideas</b><br><br><ul style="list-style-type: none"> <li>This domain builds on a previous domain, The Five Senses, with more in-depth information about sight and hearing.           <ul style="list-style-type: none"> <li>This domain provides the foundation for future, in-depth learning about the human body and light and sound.</li> <li>Introduces the concept that light usually moves in waves, but occasionally can move as a stream of particles.</li> </ul> </li> </ul>  |                |                                 |                 |
| <b>Standards Instructed</b>   |                |                                 |                 | <b>Standards Assessed</b>  |                |                                 |                 |
| <b>Reading</b>  | <b>Writing</b> | <b>Speaking &amp; Listening</b> | <b>Language</b> | <b>Reading</b>   | <b>Writing</b> | <b>Speaking &amp; Listening</b> | <b>Language</b> |
| RL.3.1  | W.3.1          | SL.3.1                          | L.3.1           | RI.3.1   | W.3.1          | SL.3.1                          | L.3.1           |
| RL.3.2  | W.3.1b         | SL.3.1a                         | L.3.1a          | RI.3.2   | W.3.1b         | SL.3.1b                         | L.3.1a          |
| RL.3.4  | W.3.2          | SL.3.1b                         | L.3.1h          | RI.3.4   | W.3.2          | SL.3.1c                         | L.3.1i          |
| RI.3.1  | W.3.2a         | SL.3.1c                         | L.3.1i          | RI.3.8   | W.3.2a         | SL.3.1d                         | L.3.2f          |
| RI.3.2  | W.3.2b         | SL.3.1d                         | L.3.2           | RI.3.9   | W.3.2b         | SL.3.2                          | L.3.3           |
| RI.3.3  | W.3.2c         | SL.3.2                          | L.3.2e          |  | W.3.2c         | SL.3.3                          | L.3.3a          |
| RI.3.4  | W.3.2d         | SL.3.3                          | L.3.2f          |  | W.3.2d         | SL.3.4                          | L.3.4b          |
| RI.3.5  | W.3.3          | SL.3.4                          | L.3.3           |  | W.3.3          | SL.3.6                          | L.3.4d          |
| RI.3.7  | W.3.3b         | SL.3.6                          | L.3.3a          |  | W.3.5          |                                 | L.3.5b          |
| RI.3.8  | W.3.4          |                                 | L.3.4           |  | W.3.7          |                                 |                 |
| RI.3.9  | W.3.5          |                                 | L.3.4a          |  | W.3.8          |                                 |                 |
| RI.3.10   | W.3.6          |                                 | L.3.4b          |  | W.3.10         |                                 |                 |
| RF.3.3  | W.3.7          |                                 | L.3.4d          |  |                |                                 |                 |
| RF.3.3a   | W.3.8          |                                 | L.3.5a          |  |                |                                 |                 |
| RF.3.3b   | W.3.10         |                                 | L.3.5b          |  |                |                                 |                 |
| RF.3.3d   |                |                                 | L.3.6           |  |                |                                 |                 |
| RF.3.4  |                |                                 |                 |  |                |                                 |                 |
| RF.3.4a   |                |                                 |                 |  |                |                                 |                 |
| RF.3.4b   |                |                                 |                 |  |                |                                 |                 |
| RF.3.4c   |                |                                 |                 |  |                |                                 |                 |

# Grade 3 Curriculum Map

## Unit 6: The Viking Age

|   |   |  |  |  |                         |                                 |  |
|---|---|--|--|--|-------------------------|---------------------------------|--|
| <b>Unit Summary</b><br><br>This unit immerses students in the lives of the ancient Norse, using both informational and literary text to convey information about the Vikings, their culture, and their exploration. During this unit, students also participate in a Quest, an immersive, digital, narrative experience that helps them experience what life was like in Viking communities and work collaboratively to make decisions in the Viking manner. Students spell words with /k/ and /s/, learn the conjunction because, and work with the suffixes -ly and -ive. Student writing focuses on the characters about which they are reading; students compare and contrast characters, analyze them, and imagine new narratives for them. Students also complete a Mid-Year assessment in this unit, allowing teachers to measure their progress toward mastering grade-level standards. |   |  |  | <b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Make predictions about a text</li> <li>• Describe, compare and assign actions to characters</li> <li>• Write informational piece on character description</li> <li>• Review spelling patterns for /k/ and /s/</li> <li>• Identify conjunction “because” as the signal of an answer to a “why” question</li> <li>• Demonstrate understanding of key vocabulary</li> <li>• Apply suffixes -ive and -ly to root words</li> <li>• Mid-Year Assessment</li> </ul> |                         |                                 |  |
| <b>Anchor Text:</b> <i>Gods, Giants, and Dwarves</i><br><b>Text Type:</b> Informational/Literary<br><b>Lexile:</b> 760L   |   |  |  | <b>Big Ideas</b> <ul style="list-style-type: none"> <li>• This unit serves as an introduction to the Viking Age.</li> <li>• It builds upon prior knowledge and understandings of ancient civilizations.</li> <li>• Students will learn about Norse culture, geography, and everyday life.</li> <li>• Provides an introduction to Viking explorers.</li> </ul>  |                         |                                 |  |
| <b>Standards Instructed</b>   |   |  |  | <b>Standards Assessed</b>  |                         |                                 |  |
| <b>Reading</b>  | <b>Writing</b>  | <b>Speaking &amp; Listening</b>  | <b>Language</b>  | <b>Reading</b>   | <b>Writing</b>          | <b>Speaking &amp; Listening</b> | <b>Language</b>  |
| RL.3.1<br>RL.3.2<br>RL.3.3<br>RL.3.4<br>RL.3.5<br>RL.3.7<br>RL.3.9<br>RL.3.10<br>RF.3.3<br>RF.3.3a<br>RF.3.3b<br>RF.3.3c<br>RF.3.4<br>RF.3.4a<br>RF.3.4b<br>RF.3.4c   | W.3.1<br>W.3.1a<br>W.3.1b<br>W.3.1c<br>W.3.1d<br>W.3.2<br>W.3.2a<br>W.3.2b<br>W.3.2c<br>W.3.2d<br>W.3.3<br>W.3.3a<br>W.3.3d<br>W.3.4<br>W.3.5<br>W.3.10 | SL.3.1<br>SL.3.1a<br>SL.3.1b<br>SL.3.1c<br>SL.3.1d<br>SL.3.2<br>SL.3.4 | L.3.1h<br>L.3.1i<br>L.3.2<br>L.3.2e<br>L.3.2f<br>L.3.2g<br>L.3.3<br>L.3.4<br>L.3.4a<br>L.3.4b<br>L.3.4d<br>L.3.5a<br>L.3.6 | RL.3.1<br>RL.3.2<br>RL.3.3   | W.3.2<br>W.3.4<br>W.3.5 | SL.3.4                          | L.3.1h<br>L.3.1i<br>L.3.2<br>L.3.2f<br>L.3.3<br>L.3.4b |



# Grade 3 Curriculum Map

## Unit 7: Astronomy: Our Solar System and Beyond

| Unit Summary   |  |   |   | Overall Learning Outcomes   |  |                      |                            |
|--|--|---|---|---|--|----------------------|----------------------------|
| <p>Students learn about astronomy and the universe around us, reading about the sun, planets, our moon, asteroids, comets, meteors, galaxies, stars, and important figures in the history of space exploration, including Nicolaus Copernicus and Mae Jemison. They review words with spelling patterns /j/, /n/, /ae/, /k/, and /s/ and learn the conjunctions so and or as part of their continuing study of conjunctions. They also review the use of quotation marks in dialogue and learn about singular and plural possessive nouns and the correct punctuation needed for presenting items in a series. The formal writing piece for the Astronomy unit is a multi-day informative writing project that describes a day in the life of an astronaut on the International Space Station. Students will gather information, take and organize notes, and use the writing process to plan, draft, revise, edit, and publish the final piece.</p> |  |   |   | <ul style="list-style-type: none"> <li>• Compare and contrast two people, things or ideas</li> <li>• Write an informative piece about the life of an astronaut</li> <li>• Identify cause and effect in a text</li> <li>• Demonstrate proficiency in dictionary skills using guide words</li> <li>• Demonstrate understanding of singular and plural possessive nouns</li> <li>• Apply knowledge of suffixes to unfamiliar words in text and content</li> <li>• Demonstrate understanding of key vocabulary • Unit Assessment</li> </ul> |  |                      |                            |
| <p><b>Anchor Text:</b> <i>What's in Our Universe?</i> <b>Text Type:</b> Informational<br/><b>Lexile:</b> 730L</p>  |  |   |   | <p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Gravity is a force that has different effects on Earth than it does in space.</li> <li>• The difference between a hypothesis and a theory.</li> <li>• Introduction of the Big Bang Theory as a theory for the origin of the universe.</li> <li>• Key people and events from the study and exploration of space.</li> </ul>   |  |                      |                            |
| Standards Instructed   |  |   |   | Standards Assessed  |  |                      |                            |
| Reading  | Writing  | Speaking & Listening  | Language  | Reading   | Writing  | Speaking & Listening | Language                   |
| RL.3.1<br>RL.3.3<br>RL.3.10<br>RI.3.1<br>RI.3.2<br>RI.3.3<br>RI.3.4<br>RI.3.8<br>RI.3.9<br>RI.3.10<br>RF.3.3<br>RF.3.3a<br>RF.3.4<br>RF.3.4a<br>RF.3.4b<br>RF.3.4c   | W.3.1<br>W.3.1b<br>W.3.2<br>W.3.2a<br>W.3.2b<br>W.3.2c<br>W.3.2d<br>W.3.3<br>W.3.3b<br>W.3.4<br>W.3.5<br>W.3.6<br>W.3.7<br>W.3.8<br>W.3.10 | SL.3.1<br>SL.3.1a<br>SL.3.1b<br>SL.3.1d<br>SL.3.2<br>SL.3.4<br>SL.3.6 | L.3.1<br>L.3.1a<br>L.3.1h<br>L.3.1i<br>L.3.2<br>L.3.2c<br>L.3.2d<br>L.3.2e<br>L.3.2f<br>L.3.3a<br>L.3.4b<br>L.3.4d<br>L.3.5a<br>L.3.6 | RL.3.1<br>RI.3.1<br>RI.3.2<br>RI.3.3<br>RI.3.4<br>RI.3.8<br>RI.3.9<br>RF.3.3a   | W.3.1<br>W.3.2<br>W.3.2a<br>W.3.2b<br>W.3.2c<br>W.3.2d<br>W.3.5<br>W.3.8<br>W.3.10 | SL.3.2               | L.3.1h<br>L.3.2f<br>L.3.4b |

# Grade 3 Curriculum Map

## Unit 8: Native Americans: Regions and Cultures

|   |                 |                                 |  |   |                |                                 |                            |
|---|-----------------|---------------------------------|--|---|----------------|---------------------------------|----------------------------|
| <b>Unit Summary</b><br><br>Students read how Native Americans spread through the continents, changing their ways of life as they did so. They learn about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic. Students review words with /ə/ and /sh/ + /ə/ + /n/ spelled 'tion.' They study possessive nouns and pronouns, plural possessive nouns not ending in 's' or 'es,' and singular and plural possessive nouns. They also learn the difference between the possessive pronoun its and the contraction it's. Students learn the suffixes <i>-ish</i> , <i>-ness</i> , <i>-able</i> , and <i>-ible</i> . Students use writing to compare and contrast, assemble information, and reflect on what they have learned. |                 |                                 |  | <b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Review various spelling patterns for mastery</li> <li>• Identify possessive nouns and pronouns</li> <li>• Understanding of suffixes -ish, -ness, -able, and -ible</li> <li>• Strengthen dictionary skills by determining key words, the function of entry words, and the meaning of different homographs</li> <li>• Unit Assessment</li> </ul> |                |                                 |                            |
| <b>Anchor Text:</b> <i>Native American Stories</i><br><b>Text Type:</b> Literary<br><b>Lexile:</b> 860L   |                 |                                 |  | <b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Scientists believe that the first people in North and South America migrated there from Asia.</li> <li>• Native Americans had to adapt to the climate and geography of the land on which they lived.</li> <li>• That adaptation shaped their culture, including the methods they used to obtain food, the shelters they built, and the clothing they wore.</li> </ul>   |                |                                 |                            |
| <b>Standards Instructed</b>   |                 |                                 |  | <b>Standards Assessed</b>   |                |                                 |                            |
| <b>Reading</b>  | <b>Writing</b>  | <b>Speaking &amp; Listening</b> | <b>Language</b>  | <b>Reading</b>  | <b>Writing</b> | <b>Speaking &amp; Listening</b> | <b>Language</b>            |
| RL.3.1<br>RL.3.3<br>RL.3.4<br>RL.3.7<br>RL.3.10<br>RI.3.1<br>RI.3.2<br>RI.3.3<br>RI.3.4<br>RI.3.5<br>RI.3.7<br>RI.3.8<br>RI.3.9<br>RF.3.3<br>RF.3.3a<br>RF.3.4<br>RF.3.4a<br>RF.3.4b  | W.3.3c<br>W.3.8 | SL.3.1d<br>SL.3.2<br>SL.3.5     | L.3.1i<br>L.3.2d<br>L.3.2f<br>L.3.2g<br>L.3.3b<br>L.3.4<br>L.3.4b<br>L.3.4d<br>L.3.6 | RL.3.1<br>RL.3.3<br>RL.3.7<br>RL.3.10<br>RI.3.1<br>RI.3.2<br>RI.3.3<br>RI.3.7<br>RI.3.9   | W.3.8          |                                 | L.3.2d<br>L.3.2f<br>L.3.4b |



# Grade 3 Curriculum Map

## Unit 9: Early Explorations of North America

|  |   |   |   |   |  |                                 |                            |
|--|---|---|---|---|--|---------------------------------|----------------------------|
| <b>Unit Summary</b><br><br><p>Students in this unit explore reasons for European exploration, what exploration was like, and who went exploring. They read about aspects of navigation, life on a ship, the journeys of and locations reached by specific explorers, explorers' interactions with native people, and lasting contributions as a result of European exploration. Students spell words with /ue/, /oo/, and /f/. They practice using sentence context to determine word meanings and then consulting a dictionary to see if the definition matches the usage of the word in a sentence. They write sentences to match specific definitions and practice the linking words <i>for example</i>, <i>in the same way</i>, and <i>in contrast</i>. Students are also introduced to comparative and superlative adjectives using the suffixes <i>-er</i> and <i>-est</i> as well as <i>more</i> and <i>most</i>; they also learn about irregular comparative and superlative adjectives. Students study the prefixes <i>pro-</i> and <i>anti-</i> and review the suffixes <i>-ish</i>, <i>-ness</i>, <i>-able</i>, and <i>-ible</i>. Students write text-based opinion pieces explaining who they believe was the most important explorer they have studied.</p> |   |   |   | <b>Overall Learning Outcomes</b><br><br><ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Determine the meaning of a word in context               <ul style="list-style-type: none"> <li>• Identify linking words and regular and irregular comparative and superlative adjectives</li> <li>• Further proficiency with dictionary skills including pronunciation, part of speech, and various meanings</li> </ul> </li> <li>• Understand and use prefixes <i>pro-</i> and <i>anti-</i></li> <li>• Write an opinion piece</li> <li>• Unit Assessment</li> </ul>                                       |  |                                 |                            |
| <b>Anchor Text:</b> <i>The Age of Exploration</i> <b>Text Type:</b> Informational<br><br><b>Lexile:</b> 680L   |   |   |   | <b>Big Ideas</b><br><br><ul style="list-style-type: none"> <li>• This is a continuation of learning from previous grade levels and provides the foundation for future learning.</li> <li>• Europeans explored different parts of the world for many reasons.</li> <li>• Navigating a ship and living on a ship was much different during the age of exploration than it is now.               <ul style="list-style-type: none"> <li>• There were many explorers from all over Europe, and their journeys were very different.</li> <li>• Some of the words we use today came from the explorers and their native languages.</li> </ul> </li> </ul> |  |                                 |                            |
| <b>Standards Instructed</b>  |   |   |   | <b>Standards Assessed</b>   |  |                                 |                            |
| <b>Reading</b>   | <b>Writing</b>  | <b>Speaking &amp; Listening</b>   | <b>Language</b>   | <b>Reading</b>  | <b>Writing</b>   | <b>Speaking &amp; Listening</b> | <b>Language</b>            |
| RI.3.1<br>RI.3.2<br>RI.3.3<br>RI.3.4<br>RI.3.6<br>RI.3.7<br>RI.3.8<br>RI.3.9<br>RI.3.10<br>RF.3.3a<br>RF.3.4a<br>RF.3.4c   | W.3.1<br>W.3.1a<br>W.3.1b<br>W.3.1c<br>W.3.2c<br>W.3.4<br>W.3.8 | SL.3.1<br>SL.3.1b<br>SL.3.1c<br>SL.3.1d<br>SL.3.2<br>SL.3.3<br>SL.3.4<br>SL.3.5 | L.3.1<br>L.3.1g<br>L.3.2<br>L.3.2e<br>L.3.2f<br>L.3.4<br>L.3.4b<br>L.3.4c<br>L.3.4d<br>L.3.5<br>L.3.6 | RI.3.1<br>RI.3.2<br>RI.3.3<br>RI.3.7<br>RI.3.9<br>RI.3.10   | W.3.1<br>W.3.1a<br>W.3.1b<br>W.3.1c<br>W.3.1d<br>W.3.2c<br>W.3.8 | SL.3.4                          | L.3.1g<br>L.3.2e<br>L.3.2f |

# Grade 3 Curriculum Map

## Unit 10: Colonial America

### Unit Summary

Throughout this unit students learn about different colonies in early America, including how each colony was started, what life was like when people first arrived, and progress colonists made in the few years after the land was initially settled. Students observe similarities and differences among the colonies in North Carolina, Virginia, South Carolina, Massachusetts, New Jersey, and Pennsylvania. Students spell words with /e/, /e/ + /l/, /sh/ + /e/ + /n/, /ue/, /oo/, /f/, /oi/, and /ou/. Students also practice dictionary skills, identifying entry words and their definitions, parts of speech, and affixed root words and then selecting the correct form of the word to use in a sentence. They practice comparative and superlative adjectives and learn comparative and superlative adverbs, subject pronouns and their antecedents, and object pronouns and their antecedents. Students learn the common prefixes *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-*. During the unit, students practice formal and informal narrative writing. They learn about and apply characteristics of narratives to their own stories, including building a plot, developing characters, using dialogue, and creating an ending. They write a narrative using the writing process by planning, drafting, revising, editing, and publishing.

**Anchor Text:** *Living in Colonial America*

**Text Type:** Informational/Literary

**Lexile:** 860L

### Overall Learning Outcomes

- Produce a polished, narrative piece
- Identify the similarities and differences between the thirteen colonies
- Identify the entry word, definition, part of speech and affixed root word in a dictionary and determine the correct form
- Demonstrate understanding of key vocabulary
- Demonstrate understanding of subject and object pronouns and their antecedents
- Unit Assessment

### Big Ideas

- Each colony was started by different Europeans for different reasons.
- Each colony had its own unique culture based on the climate, geography, and motivation of its settlers.
  - Colonists faced many challenges, and life was much different then from the way we live now.
- There were many important events that led up to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States of America.

### Standards Instructed

### Standards Assessed

| Reading   | Writing | Speaking & Listening | Language | Reading | Writing | Speaking & Listening | Language |
|-----------|---------|----------------------|----------|---------|---------|----------------------|----------|
| RL.3.1    | W.3.3   | SL.3.1               | L.3.1    | RL.3.1  | W.3.3   | SL.3.1a              | L.3.1f   |
| RL.3.2    | W.3.3a  | SL.3.1a              | L.3.1a   | RL.3.2  | W.3.3d  | SL.3.2               | L.3.1g   |
| RL.3.3    | W.3.3b  | SL.3.1b              | L.3.1f   | RI.3.1  | W.3.8   | SL.3.3               | L.3.2f   |
| RL.3.4    | W.3.3c  | SL.3.1c              | L.3.1g   | RI.3.2  | W.3.10  |                      | L.3.4a   |
| RL.3.7    | W.3.4   | SL.3.1d              | L.3.1i   | RI.3.3  |         |                      | L.3.4b   |
| RL.3.10   | W.3.5   | SL.3.2               | L.3.2    | RI.3.9  |         |                      |          |
| RI.3.1    | W.3.7   | SL.3.3               | L.3.2a   | RF.3.3a |         |                      |          |
| RI.3.2    | W.3.8   | SL.3.4               | L.3.2e   |         |         |                      |          |
| RI.3.3    | W.3.10  | SL.3.6               | L.3.2f   |         |         |                      |          |
| RI.3.4    |         |                      | L.3.3    |         |         |                      |          |
| RI.3.7    |         |                      | L.3.4    |         |         |                      |          |
| RI.3.9    |         |                      | L.3.4a   |         |         |                      |          |
| RI.3.10   |         |                      | L.3.4b   |         |         |                      |          |
| RF.3.3    |         |                      | L.3.4c   |         |         |                      |          |
| RF.3.3a   |         |                      | L.3.4d   |         |         |                      |          |
| RF.3.4    |         |                      | L.3.5a   |         |         |                      |          |
| RF.3.4a-c |         |                      | L.3.6    |         |         |                      |          |



# Grade 3 Curriculum Map

## Unit 11: Ecology

|  |  |  |   |  |                |                                 |  |
|--|--|--|---|--|----------------|---------------------------------|--|
| <b>Unit Summary</b><br><br>Students learn about different aspects of ecology, including food chains, the balance of nature, changes to the environment, and protecting the environment. Students also read a biography of John Muir. They spell words with /aw/, /oi/, /ou/, and /aw/. They focus on word meanings and parts of speech found in dictionary entries, and they practice subject and object pronouns and comparative and superlative adjectives and adverbs. Students review the prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , <i>multi-</i> , <i>over-</i> , <i>mid-</i> , and <i>under-</i> . Students write Ecologist's Journals in which they summarize what they have learned, apply concepts from the reading to examples from their lives or research, and extend the knowledge in creative ways. Students also complete an End-of-Year assessment to measure their progress throughout the academic year. |  |  |   | <b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Review and apply dictionary skills</li> <li>• Identify subject and object pronouns and comparative and superlative adjectives and adverbs</li> <li>• Review and apply prefix and suffix skills</li> <li>• Annotate an Ecologist Journal to summarize and apply unit learning</li> <li>• End-of-the-Year Assessment</li> </ul> |                |                                 |  |
| <b>Anchor Text:</b> <i>Introduction to Ecology</i><br><b>Text Type:</b> Informational<br><b>Lexile:</b> 740L   |  |  |   | <b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Habitats, ecosystems, and food chains are all important parts of our environment.</li> <li>• There is a balance in nature that must be achieved despite changes to the environment.</li> <li>• Producers, consumers, and decomposers all play an important role in that balance.</li> <li>• It is important to protect and preserve our environment.</li> </ul>                                      |                |                                 |  |
| <b>Standards Instructed</b>  |  |  |   | <b>Standards Assessed</b>  |                |                                 |  |
| <b>Reading</b>   | <b>Writing</b>   | <b>Speaking &amp; Listening</b>                              | <b>Language</b>   | <b>Reading</b>   | <b>Writing</b> | <b>Speaking &amp; Listening</b> | <b>Language</b>  |
| RI.3.1<br>RI.3.2<br>RI.3.3<br>RI.3.4<br>RI.3.7<br>RI.3.8<br>RI.3.10<br>RF.3.3<br>RF.3.3a<br>RF.3.3b<br>RF.3.3c<br>RF.3.3d<br>RF.3.4a<br>RF.3.4c  | W.3.2a<br>W.3.2b<br>W.3.2c<br>W.3.3a<br>W.3.4<br>W.3.8<br>W.3.10 | SL.3.1a<br>SL.3.1b<br>SL.3.1c<br>SL.3.1d<br>SL.3.4<br>SL.3.6 | L.3.1<br>L.3.1a<br>L.3.1f<br>L.3.1g<br>L.3.1i<br>L.3.2a<br>L.3.2b<br>L.3.2c<br>L.3.2e<br>L.3.2f<br>L.3.2g<br>L.3.4<br>L.3.4a<br>L.3.4d<br>L.3.6 | RI.3.1<br>RI.3.4<br>RF.3.3a  |                |                                 | L.3.1a<br>L.3.1g<br>L.3.2a<br>L.3.2b<br>L.3.2e<br>L.3.2f<br>L.3.2g |





# Pocono Mountain School District Curriculum

## Universal Design for Learning Guidelines

### Grade 3

#### APPLICABLE TO ALL UNITS

#### I. Provide Multiple Means of Representation

##### 1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

##### 2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

##### 3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

**Resourceful, knowledgeable learners**

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Class discussion
- Charts
- Differentiated instruction
- Integrated and assistive technology
- K/W/L Chart
- Mnemonic devices
- Modeling
- Online resources
- Outlines
- Read it, Write it, Link it
- Think alouds
- Think/Pair/Share
- Thinking Maps
- Writing/Picture starters

Please utilize the following links for more information:

[Reading Rockets](#)

[CAST](#)

[University of Florida Literacy Institute](#)



# Pocono Mountain School District Curriculum

## Universal Design for Learning Guidelines

### Grade 3

#### APPLICABLE TO ALL UNITS

#### II. Provide Multiple Means of Action and Expression

##### 4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

##### 5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

##### 6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

**Strategic, goal-directed learners**

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Class discussion
- Differentiated instruction
- Discussion questions
- Excerpts
- Guided questioning
- Integrated and assistive technology
- K/W/L Chart
- Mnemonic devices
- Modeling
- Online resources
- Outlines
- Read it, Write it, Link it
- Think alouds
- Think/Pair/Share
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# Pocono Mountain School District Curriculum

## Universal Design for Learning Guidelines

### Grade 3

#### APPLICABLE TO ALL UNITS

#### III. Provide Multiple Means of Engagement

##### 7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

##### 8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

##### 9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

**Purposeful, motivated learners**

Instructional Tools & Strategies Implemented by Pocono Mountain School District:

- Anticipation Guide
- Class discussion
- Close Reading
- Cooperative Learning
- Differentiated instruction
- Discussion questions
- Guided questioning
- Integrated and assistive technology
- Online resources
- Read it, Write it, Link it
- Think alouds
- Think/Pair/Share
- Thinking Maps
- Writing/Picture starts

Please utilize the following links for more information:

[Reading Rockets](#)

[CAST](#)

[University of Florida Literacy Institute](#)