Grade 3 Curriculum Map

Unit 1: Timeless Tales: Classic Stories

Unit Summary

Students explore classic tales from different parts of the world, including "The Wind in the Willows," "Alice in Wonderland," and "Mulan." They study character development, themes, and narrative perspective, and they write text-based opinion paragraphs about those literary elements. Students review important foundational skills such as short and long vowel sounds, /r/-controlled vowels, /er/ and its spelling, and syllables with 'le.' Regarding grammar, students learn about adjectives, concrete and abstract nouns, and regular and irregular verbs. Student Performance Assessment 1 is provided to determine students' readiness for Grade 3 instruction.

Writing Focus

Students have many opportunities to write for a variety of purposes, including a teacher-guided opinion paragraph that provides a review of the writing process and paragraph elements. Everyday writing involves short and extended responses requiring textual evidence and the use of graphic organizers to gather and categorize information. These activities offer students frequent collaboration, idea sharing, and feedback. Students also learn the difference between complete sentences and fragments, how to combine sentences, and how to write the four sentence types.

Unit Length:
18 Days

Anchor Texts:
Timeless Tales: Classic Stories (Student Reader)
Text Type: Literary
Lexile: 660L
Classic Stories (Read-Aloud)
Text Type: Literary
Lexile: 800L

Overall Learning Outcomes

- Review short and long vowel sounds, /r/-controlled vowels, alternate spellings, and syllables with 'le'
- Identify and use concrete and abstract nouns, regular and irregular verbs, and adjectives
- Analyze characters, perspective, and point of view
- Demonstrate understanding of plot and sequence
- Identify themes in a text
- Demonstrate understanding of key vocabulary
- Draft, write, edit, and revise an opinion paragraph
- Unit Assessment
- Student Performance Assessment

Big Ideas

- Children's stories come from around the world.
- Fictional narratives share common elements: dialogue, narration, characters, plot, and setting.
- Literary tools used in fiction include anthropomorphism, perspective, and point of view.
- Fiction often features universal ideas called themes, such as friendship, hospitality, and responsibility.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.2 RL.3.3 RL.3.6 RL.3.9 RF.3.3 RF.3.3c RF.3.4 RF.3.4c	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d	SL.3.2 SL.3.4 SL.3.6	L.3.1 L.3.1a L.3.1c L.3.1d L.3.1i L.3.2 L.3.2a L.3.3 L.3.3a L.3.3b L.3.4 L.3.4d L.3.5 L.3.5a	RL.3.1 RL.3.2 RL.3.3 RL.3.6 RF.3.3	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.3b		L.3.1 L.3.1a L.3.1d

Grade 3 Curriculum Map

Unit 2: Fur, Fins, and Feathers: Animal Classification

Unit Summary

This unit continues students' study of the natural world, explaining how scientists study and classify animals. Students apply their knowledge through text-based discussions, informal writing exercises, and formal informational writing assignments in which they use evidence to classify a particular vertebrate. Students also learn and practice alphabetizing words to the second and third letters, and they spell words with suffixes such as *–ed*, *–ing*, and *–es*.

Students study grammar, reviewing nouns, verbs, adjectives, subjects, predicates, fragments, subject/object pronouns and their antecedents, run-on sentences, and compound sentences. They also study the prefixes *un–*, *non–*, *re–*, and *pre–*, and discuss how adding prefixes may change the meaning of a root word and the word's part of speech.

Writing Focus

Students engage in the writing process as they plan, draft, edit, revise, publish, and present an informative paragraph. They also combine and expand sentences through the use of appositives and conjunctions.

Unit Length:
18 Days

Anchor Texts:
Rattenborough's Guide to Animals (Student Reader)
Text Type: Informational
Lexile: 770L
Fur, Fins, and Feathers: Animal Classification (Read-Aloud)
Text Type: Informational
Lexile: 930L

Overall Learning Outcomes

- Classify animals as vertebrates or invertebrates and warm-blooded or cold-blooded
- Review suffixes and root words
- Alphabetize words to the second and third letter
- Develop understanding of sentence structure and parts of speech
- Determine subject pronouns, their antecedents, and object pronouns
- Identify and apply prefixes
- Demonstrate understanding of key vocabulary
- Write an informative paragraph
- Unit Assessment

Big Ideas

- Vertebrates can be classified into five groups by analyzing, understanding, and organizing data about them.
- We can learn about living things by observing and identifying their key details and characteristics.
- Structured inquiry tasks can be completed by posing and responding to questions using textual evidence.
- Studying the classification of vertebrates provides a foundation for future learning about life cycles, oceans, marine life, evolution, and other classifications.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10 RF.3.3 RF.3.4a RL.3.4	W.3.2 W.3.2b W.3.2c W.3.2d W.3.5 W.3.6 W.3.8 W.3.10	SL.3.2 SL.3.4 SL.3.6	L.3.1f L.3.1i L.3.2a L.3.2e L.3.2g L.3.4 L.3.4a L.3.4b L.3.4c L.3.5b	RI.3.1 RI.3.2 RI.3.4 RI.3.5 RI.3.8 RI.3.9	W.3.2 W.3.2b W.3.5 W.3.6 W.3.8 W.3.10	SL.3.2	L.3.1f L.3.1i L.3.2a L.3.2e L.3.4b

Grade 3 Curriculum Map

Unit 3: Rhythm and Rhyme: Poetry

Unit Summary

In this unit, students continue their study of poetry as they explore how poets find inspiration in nature and relationships. Students apply their knowledge of poetic devices and structures through text-based discussions, informal writing exercises in which they employ poetry elements, and formal writing assignments in which they write original poems. Students review nouns, verbs, adjectives, and adverbs, and also study reciprocal pronouns and possessive reciprocal pronouns.

Writing Focus

Students use the writing process to plan, draft, revise, edit, publish, and present an original poem on the topic of seasons, places, people, or nature. They choose whether to write a rhyming or free verse poem, and incorporate two poetic devices into their writing. They generate, combine, and expand sentences using conjunctions.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Define and identify poetry elements
- Practice and apply poetry elements
- Use textual evidence to analyze poetry
- Identify and use reciprocal pronouns
- Write an opinion paragraph
- Write an original poem
- Unit Assessment

Big Ideas

- Topics and imagery, including animals, nature, and people, provide inspiration for poets.
- Poetic devices, such as metaphorical language, tone, and structure, create new levels of meaning in poems.
- A poet may choose to share a message or an opinion, describe a relationship, or offer inspiration through the words they use in a poem.

Unit Length: 18 Days

Anchor Text: *Poet's Journal*
Text Type: Literary
Lexile: N/A

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.5 RL.3.4 RF.3.4b	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.2 W.3.4 W.3.5 W.3.10	SL.3.1 SL.3.1b SL.3.2 SL.3.3 SL.3.5	L.3.1f L.3.1h L.3.1i L.3.2 L.3.3 L.3.4 L.3.5 L.3.5a	RL.3.1 RL.3.4 RL.3.5	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.2 W.3.4 W.3.5 W.3.10	SL.3.1 SL3.1b	L.3.1h L.3.1i L.3.2 L.3.3 L.3.3a L.3.5

Grade 3 Curriculum Map

Unit 4: Rise and Fall: Ancient Rome

Unit Summary

Students dive into ancient Rome, exploring its culture and historical events. They read the legend of Romulus and Remus, centered around Rome's founding, as well as several myths about Roman gods and goddesses. Students study the historical rise and fall of the Roman Empire, and they learn about key historical figures, such as Hannibal, Julius Caesar, and Augustus. Students review the spelling patterns of /r/-controlled vowels, irregularly-spelled words, and spellings of the sound /ee/. They also go over verb tenses, subject-verb agreement, and the verbs *to be* and *to have*—learning to change the spelling of verbs to match various subjects. Finally, students study the common suffixes *–er*, *–or*, *–ist*, *–ian*, *–y*, and *–al* to understand how suffixes change the meaning of root words and how they can change a word's part of speech.

Writing Focus

Students engage in the writing process as they plan, draft, revise, edit, publish, and present an opinion piece about Rome's most significant cultural contribution. They generate sentences using information and vocabulary from the Read-Alouds, and they combine and expand sentences using appositives and conjunctions.

Unit Length:
18 Days

Anchor Texts:
Stories of Ancient Rome (Student Reader)
Text Type: Informational/Literary
Lexile: 930L
Rise and Fall: Ancient Rome (Read-Aloud)
Text Type: Informational/Literary
Lexile: 1090L

Overall Learning Outcomes

- Identify the point of view of a text
- Discuss the main idea, key details, and moral or lesson of a story
- Review /r/-controlled vowels and learn spelling patterns for the /ee/ sound
- Develop understanding of subject-verb agreement and correct verb tense usage
- Identify and apply suffixes *–er*, *–or*, *–y*, *–al*, *–ist*, and *–ian*
- Demonstrate understanding of key vocabulary
- Write an opinion essay
- Unit Assessment

Big Ideas

- Actions of the Roman Republic leadership led to the decline and fall of the Roman Empire.
- Contributions from ancient Roman culture, including food, religion, education, and class are evident in society today.
- Monumental battles were fought in defense of the Roman Empire.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.2 RL.3.3 RL.3.5 RL.3.6 RL.3.9 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.6 RI.3.7 RI.3.9 RI.3.10 RF.3.3 RF.3.3a RF.3.3b RF.3.3d RF.3.4	W.3.1 W.3.1a W.3.1c W.3.1d W.3.5 W.3.8	SL.3.1a SL.3.1d SL.3.2 SL.3.5 SL.3.6	L.3.1 L.3.1d L.3.1e L.3.1f L.3.2a L.3.2f L.3.2g L.3.4 L.3.4a L.3.4b L.3.4c L.3.5a L.3.5b L.3.6	RL.3.1 RL.3.3 RL.3.9 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.9 RI.3.10	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.5 W.3.8	SL.3.2	L.3.1 L.3.1d L.3.1e L.3.1f L.3.2f L.3.2g L.3.4b L.3.4d

Grade 3 Curriculum Map

Unit 5: Our Solar System and Beyond: Astronomy

Unit Summary

Students explore astronomy and the universe by reading about the sun, planets, our moon, asteroids, comets, meteors, galaxies, and stars. They are also introduced to the concept of gravity and other scientific topics such as matter, light-years, and black holes. Finally, they learn about important figures in the history of space exploration, including Nicolaus Copernicus and Mae Jemison. Student Performance Assessment 2 is provided to help determine each student's progress with Grade 3 skills.

Writing Focus

Students complete an informative writing project in which they describe a day in the life of an astronaut in space. After gathering information, taking notes, and organizing them, they use the writing process to plan, draft, revise, edit, and publish their work. While writing, students generate and combine sentences by using conjunctions and incorporating dependent clauses.

Overall Learning Outcomes

- Compare and contrast two things or ideas
- Write informative paragraphs about the life of an astronaut
- Identify cause and effect in a text
- Demonstrate proficiency in dictionary skills by using guide words
- Demonstrate understanding of singular and plural possessive nouns
- Use quotation marks when writing dialogue
- Review words with spelling patterns /j/, /n/, /ae/, /k/, and /s/
- Apply knowledge of suffixes to unfamiliar words in texts and other content
- Demonstrate understanding of key vocabulary
- Unit Assessment

Big Ideas

- Earth is the third planet from the sun and is ideally suited for life.
- Gravity is a force that has different effects on Earth than it does in space.
- There is a difference between a fact and a theory.
- The Big Bang Theory offers one explanation for the origin of the universe.
- The study and exploration of space continues today, and it is possible because of the work and discoveries made by scientists over many centuries prior.

Unit Length:
18 Days

Anchor Texts:
What's in Our Universe? (Student Reader)
Text Type: Informational
Lexile: 730L
Our Solar System and Beyond: Astronomy (Read-Aloud)
Text Type: Informational
Lexile: 1020L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.8 RI.3.9 RI.3.10 RF.3.3 RF.3.3a RF.3.4 RF.3.4a RF.3.4b RF.3.4c	W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.4 W.3.5 W.3.8 W.3.10	SL.3.1 SL.3.1a SL.3.1b SL.3.1c SL.3.1d SL.3.2 SL.3.6	L.3.1h L.3.2 L.3.2a L.3.2b L.3.2c L.3.2d L.3.2e L.3.2f L.3.2g L.3.3a L.3.4 L.3.4b L.3.4c L.3.6	RL.3.1 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.8 RI.3.9 RF.3.3a RF.3.4a RF.3.4b RF.3.4c	W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.5 W.3.8 W.3.10	SL.3.2	L.3.1h L.3.2f

Grade 3 Curriculum Map

Unit 6: Regions and Cultures: Native Americans

Unit Summary

In this unit, students read two theories about how people first arrived on the continent of North America. They discover how people lived when they first arrived, how they adjusted to different environments, and how—over time—they began to form tribes. In particular, students learn about groups of Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic regions.

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. Students also learn the difference between the possessive pronoun *its* and the contraction *it's*. Finally, they study word parts, including the suffixes *–ish*, *–ness*, *–able*, and *–ible*.

Writing Focus

Students engage in various writing exercises for different purposes, such as maintaining a "unit dictionary," responding to prompts, crafting journal entries, and participating in collaborative activities. Students also write informational newspaper articles about local Native American communities. Additionally, they construct written responses, like cause and effect sentences, based on prompts from the Read-Alouds, and they expand sentences by incorporating independent clauses.

Unit Length:
18 Days

Anchor Texts:
Regions and Cultures: Native Americans (Student Reader)
Text Type: Literary
Lexile: 860L
Regions and Cultures: Native Americans (Read-Aloud)
Text Type: Informational
Lexile: 1100L

Overall Learning Outcomes

- Identify cause and effect relationships in a text
- Use technology to conduct research and build background knowledge about local Native American tribes
- Demonstrate understanding of key vocabulary
- Review various spelling patterns for mastery
- Identify possessive nouns and pronouns
- Determine the meaning of adjectives and abstract nouns when suffixes are added to a known root word
- Strengthen dictionary skills by determining the meaning of key words, the function of entry words, and the meanings of different homographs
- Use linking words and phrases to connect facts, definitions, and details within a paragraph
- Maintain a notebook containing definitions, sentences, and writing exercises that use Core Vocabulary words
- Unit Assessment

Big Ideas

- Scientists and archaeologists still debate how and when the first migrants arrived in North and South America.
- Native Americans had to adapt to the climates and geographies of the lands where they lived.
- Adaptation shaped Native American cultures, including the methods they used to obtain food, the shelters they built, and the clothing they wore.
- Today, there are over 570 federally recognized Native American tribes in the United States, each with its own distinct culture and history.

Standards Instructed				Standards Assessed in Formative Assessment			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.3 RL.3.7 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.9 RF.3.3b	W.3.2 W.3.2b W.3.2c W.3.3c W.3.7 W.3.8	SL.3.1a SL.3.2 SL.3.5 SL.3.6	L.3.1a L.3.1c L.3.1g L.3.2d L.3.2f L.3.2g L.3.4 L.3.4b L.3.4d L.3.5 L.3.5c	RL.3.1 RL.3.3 RL.3.7 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.9	W.3.2 W.3.2b W.3.2c W.3.7 W.3.8	SL.3.1a	L.3.1a L.3.1g L.3.2d L.3.2f L.3.4b

Grade 3 Curriculum Map

Unit 7: Novel Study: Charlotte's Web

Unit Summary

This unit is based on the popular, award-winning children's novel *Charlotte's Web* by E.B. White. This is a classic story about self-determination and friendship. Wilbur, the main character, is a pig who finds out that he will soon be butchered. Wilbur is sold to a nearby farmer and meets a new friend there—a spider named Charlotte who devises a plan to save Wilbur by spinning words in her webs. These webs make Wilbur famous in the community, and eventually save his life. Over the course of the novel, students follow Wilbur as he navigates a growing friendship and develops into a confident character.

Students use graphic organizers as they discuss literary devices, such as figurative language, character motivation, and mood.

Writing Focus

Students engage in the writing process as they plan, draft, revise, edit, publish, and present a fictional narrative. They also practice using descriptive words, dialogue, and temporal words in their fictional narrative. Students use textual evidence to generate statements, and they expand sentences by incorporating dependent clauses and using conjunctions.

Unit Length: 18 Days

Anchor Text: *Charlotte's Web* by E.B. White
Text Type: Literary
Lexile: 680L

Overall Learning Outcomes

- Identify the characters, setting, and plot of a fictional narrative
- Describe the thoughts, actions, and feelings of characters in a novel
- Determine the mood at different moments in a plot
- Understand the meaning of literal and nonliteral phrases
- Distinguish between personal and character perspectives
- Identify and apply descriptive words, dialogue, and temporal words in writing
- Demonstrate understanding of key vocabulary
- Write a fictional narrative
- Unit Assessment

Big Ideas

- Explore themes of self-determination and friendship.
- Connect with Wilbur's journey as he initiates and sustains a friendship with Charlotte.
- Recognize qualities of leadership and encouragement in the text as a character supports a friend who is experiencing one of life's greatest challenges.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.1 RL.3.2 RL.3.3 RL.3.5 RL.3.6 RL.3.7	W.3.3 W.3.3a W.3.3b W.3.3c W.3.3d W.3.4 W.3.5 W.3.6 W.3.8 W.3.10	SL.3.4 SL.3.6	L.3.2c L.3.4	RL.3.1 RL.3.3 RL.3.4 RL.3.5 RL.3.7	W.3.3 W.3.3a W.3.3b W.3.3c W.3.3d W.3.4 W.3.5 W.3.6 W.3.8 W.3.10		L.3.1i L.3.2c L.3.4

Grade 3 Curriculum Map

Unit 7: Novel Study: Stella Díaz Has Something to Say

Unit Summary

This unit is based on the award-winning novel *Stella Díaz Has Something to Say* by Angela Dominguez. It introduces readers to Stella, a Mexican-American third grader who lives with her brother and mother near Chicago. The text follows Stella as she navigates her home and school life. Although the text is written in English, it contains some Spanish words and phrases because Stella's family speaks Spanish at home. A Spanish glossary is provided for students to identify the meaning of Spanish words and phrases as they read.

Throughout the unit, students learn about and practice using dialogue and temporal words. They also use a variety of graphic organizers to analyze character and plot development.

Writing Focus

Students engage in the writing process as they plan, draft, revise, edit, publish, and present a fictional narrative. In addition, they generate one-sentence summaries and expand sentences using conjunctions and question words.

Unit Length:
18 Days

Anchor Text: *Stella Díaz Has Something to Say* by Angela Dominguez
Text Type: Literary
Lexile: 650L-

Overall Learning Outcomes

- Identify internal character traits and how characters' actions contribute to the sequence of the novel
- Use a glossary to determine the meaning of words and phrases
- Recount character actions and events from the novel using temporal words
- Use conjunctions and question words to expand sentences
- Use dialogue with correct punctuation
- Plan, draft, revise, edit, publish, and present a fictional narrative
- Unit Assessment

Big Ideas

- Reading fiction allows readers to connect their own experiences with those of the story's characters, such as Stella's journey to understand the importance of supportive relationships and overcome obstacles.
- Encountering bilingualism expands students' language skills while also addressing the challenges of communication across cultures.
- Reading novels helps students understand how to incorporate dialogue, character development, and temporal words into their own writing.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RF.3.4a RL.3.3 RL.3.5	W.3.3 W.3.3a W.3.3b W.3.3c W.3.3d W.3.5 W.3.8 W.3.10	SL.3.1 SL.3.4	L.3.1h L.3.1i L.3.2c L.3.4 L.3.4a L.3.4d L.3.6	RL.3.1 RL.3.3 RL.3.5	W.3.3 W.3.3a W.3.3b W.3.3c W.3.3d W.3.5 W.3.8 W.3.10	SL.3.1	L.3.1h L.3.1i L.3.2c L.3.4a L.3.6

Grade 3 Curriculum Map

Unit 8: Systems and Senses: The Human Body

Unit Summary

This unit immerses students in the study of the human body—covering the skeletal, muscular, and nervous systems as well as the roles of related body parts and organs. Students expand on what they learned in previous grades about the senses of sight and hearing, and they further explore the challenges people face when these senses are impaired. Students also engage in collaborative and independent writing, maintain a unit dictionary, use graphic organizers, and respond to prompts.

Writing Focus

In this unit, students analyze the structure of a paragraph, including a topic sentence, supporting details, and a concluding sentence. They then practice writing properly structured paragraphs as a class. Finally, students generate declarative, interrogative, exclamatory, and imperative sentences based on information from the Read-Alouds.

Unit Length:
18 Days

Anchor Texts:
How Does Your Body Work? (Student Reader)
Text Type: Informational/Literary
Lexile: 620L
System and Senses: The Human Body (Read-Aloud)
Text Type: Informational
Lexile: 890L

Overall Learning Outcomes

- Use a KWL chart to organize information
- Demonstrate understanding of key vocabulary
- Demonstrate the ability to pluralize regular and irregular nouns
- Understand and create sentences with correct subject-verb agreement
- Write letters about the human body
- Develop and order a topic sentence, details, and a concluding sentence in a paragraph with a title
- Identify and use pronouns
- Study prefixes *dis–, mis–, un–, non–, re–,* and *pre–*
- Unit Assessment

Big Ideas

- The skeletal, muscular, and nervous systems of the body are closely interconnected.
- Various body parts and organs—including bones, joints, muscles, nerves, the spinal cord, and the brain—help systems of the body operate smoothly.
- Sight and sound are senses that require different body parts to function properly.
- When vision and/or hearing are impaired, people can employ a variety of strategies to cope with the challenges they face in the world around them.
- Taking preventative measures promotes healthy, active bodies.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.3.1 RI.3.2 RI.3.3 RI.3.8 RI.3.10 RF.3.3a RF.3.4a	W.3.2 W.3.2a W.3.2b W.3.2d W.3.4 W.3.10	SL.3.1 SL.3.3 SL.3.4	L.3.1a L.3.1b L.3.1g L.3.2f L.3.4 L.3.4b L.3.5b	RI.3.1 RI.3.2 RI.3.3 RI.3.10 RF.3.3a	W.3.2 W.3.2a W.3.2b W.3.2d W.3.10 W.3.4	SL.3.1d SL.3.4	L.3.1b L.3.2f L.3.4b

Grade 3 Curriculum Map

Unit 8: From Glow to Echo: Light and Sound

Unit Summary

In this unit, students explore the science of light and sound, covering topics like light sources, shadows, mirrors, reflection, refraction, lenses, color, sound characteristics, and the human voice. Students will be introduced to this content through a narrative story about two old friends who are losing their sense of sight and hearing. Students also learn about inventors Alexander Graham Bell and Thomas Edison.

Writing Focus

Throughout the unit, students conduct research and engage in the writing process as they plan, draft, edit, revise, and publish a newspaper article. Students will practice generating sentences in various ways including cause and effect relationships, dependent clauses, and appositives. They will also expand sentences using conjunctions and question words.

Overall Learning Outcomes

- Describe properties of light and sound
- Identify characteristics of biography genre
- Compare and contrast information from the text
- Summarize the main idea and key details from the text
- Acquire dictionary skills, particularly using guide words
- Practice usage of regular and irregular plural nouns
- Review adverbs ending with *–ly* and study adverbs that tell *when* and *where*
- Review previous spellings for /ee/ and /ae/ and learn new spellings for the /ae/ sound
- Identify and use prefixes and suffixes including *–er* and *–est* to for and use comparative and superlative adjectives
- Demonstrate understanding of key vocabulary
- Write a newspaper article
- Unit Assessment

Unit Length:
18 Days

Anchor Texts:
Adventures in Light and Sound (Student Reader)
Text Type: Informational
Lexile: 860L
From Glow to Echo: Light and Sound (Read-Aloud)
Text Type: Literary
Lexile: 860L

Big Ideas

- Use the five senses to explore light and sound properties, their wave nature, and manipulation methods.
- Introduce the concept that light travels in waves, but sometimes as particle streams.
- Apply knowledge of light and sound for deeper learning about the human body in later grades.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.3.3 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.8 RI.3.9 RF.3.3 RF.3.4a RF.3.4b RF.3.4c	W.3.1 W.3.1b W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.5 W.3.6 W.3.7 W.3.8 W.3.10	SL.3.1 SL.3.1a SL.3.1b SL.3.1c SL.3.1d SL.3.2 SL.3.3 SL.3.4 SL.3.6	L.3.1a L.3.1b L.3.1g L.3.2f L.3.3 L.3.4 L.3.4b L.3.5b	RI.3.1 RI.3.2 RI.3.4 RI.3.8 RI.3.9 RF.3.3 RF.3.4a RF.3.4b RF.3.4c	W.3.1 W.3.1b W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.5 W.3.6 W.3.7 W.3.8 W.3.10	SL.3.1 SL.3.1b SL.3.1c SL.3.1d SL.3.2 SL.3.3 SL.3.4 SL.3.6	L.3.1 L.3.1a L.3.2f L.3.1g L.3.3 L.3.4b L.3.4d L.3.5b

Grade 3 Curriculum Map

Unit 9: From Blues to Bebop: All That Jazz

Unit Summary

This unit builds on students' knowledge of rhythm and sound by exploring the vibrant music, poetry, and culture of the Jazz Age in the United States. Students discover how jazz was born in the American South and spread north as part of the Harlem Renaissance. They hear about the work of famous artists and writers like Louis Armstrong, Billie Holiday, and Langston Hughes along the way. Students are also introduced to later artists like Melba Liston, Tito Puente, and Miles Davis, who carried jazz's legacy into the modern age. A Student Performance Assessment is provided to determine students' readiness for Grade 4 instruction.

Writing Focus

Students perform guided research to further explore both the history of jazz and how it influences the music of today. They then write a short research essay about a famous jazz musician and a short essay about a contemporary musician. They also practice generating and combining sentences. This unit concludes with Student Performance Assessment 3 to help determine whether students are adequately prepared for Grade 4 ELA instruction.

Unit Length:
18 Days

Anchor Texts: *From Blues to Bebop: All That Jazz (*Read-Aloud, Reading*)*, ReadWorks, Trade Books
Text Type: Informational
Lexile: 630L-980L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Determine the meaning of words in context
- Review simple and compound sentences
- Determine the key ideas of a text by evaluating its details
- Discuss and explain the author's purpose
- Compose a well-organized and focused informational essay
- Student Performance Assessment

Big Ideas

- The Jazz Age in the United States is remembered for its vibrant music, poetry, and culture.
- The jazz art form, which took root in the American South, eventually spread and connected people from around the world through musical expression.
- There are cultural connections between the stories and music of the Jazz Age and the stories and music of today.
- Informational texts have specific characteristics that students can use to generate research and guide their own writing.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RI.3.1 RI.3.2 RI.3.5 RI.3.6 RI.3.7 RI.3.9	W.3.2 W.3.2b W.3.3 W.3.4 W.3.5 W.3.6 W.3.7 W.3.8	SL.3.1 SL.3.1c SL.3.1d SL.3.2 SL.3.3 SL.3.4	L.3.1a L.3.1i L.3.2a L.3.2b L.3.4 L.3.6	RI.3.1 RI.3.2 RI.3.7 RI.3.9	W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.4 W.3.5 W.3.6 W.3.7 W.3.8	SL.3.1 SL.3.1d SL.3.4	