

**Amplify Core Knowledge Language Arts 2nd Edition  
Grade 3 Curriculum Map**

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

<p><b>Unit Summary</b></p> <p>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.’</p>				<p><b>Overall Learning Outcomes</b></p> <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>			
<p><b>Unit Length:</b> 15 Days</p> <p><b>Anchor Text:</b> <i>Classic Tales</i> <b>Text Type:</b> Literary <b>Lexile:</b> 580L</p>				<p><b>Big Ideas</b></p> <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>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>3.RL.KID.1 3.RL.KID.2 3.RL.CS.4 3.RL.CS.6 3.RL.IKI.9 3.FL.PWR.3 3.FL.PWR.3c</p>	<p>3.W.TTP.1 3.W.TTP.1a 3.W.TTP.1b 3.W.TTP.1c 3.W.TTP.1d 3.W.TP.2a 3.W.TP.2b 3.W.TTP.3 3.W.TTP.3a 3.W.TTP.3b 3.W.TTP.3c 3.W.TTP.3d 3.W.PDW.4 3.W.PDW.5 3.W.PDW.6 3.W.RBPK.7</p>	<p>3.SL.CC.1 3.SL.CC.2 3.SL.PKI.4</p>	<p>3.FL.SC.6 3.FL.VA.7a 3.FL.VA.7bi 3.FL.VA.7c</p>	<p>3.RL.KID.1 3.RL.KID.2 3.RL.KID.3 3.RL.CS.4 3.RL.CS.6 3.FL.PWR.3</p>	<p>3.W.TTP.1 3.W.TTP.3 3.W.TTP.3b</p>		<p>3.FL.VA.7a</p>

# Grade 3 Curriculum Map

## Unit 2: Animal Classification

<b>Unit Summary</b> <p>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.</p>				<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>Unit Length:</b> 15 Days <b>Anchor Text:</b> <i>Rattenborough's Guide to Animals</i> <b>Text Type:</b> Informational <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>
3.RI.KID.1 3.RI.KID.2 3.RI.CS.4 3.RI.CS.5 3.RI.CS.6 3.RI.IKI.7 3.RI.IKI.8 3.RI.IKI.9 3.RI.RRTC.10 3.FL.PWR.3 3.FL.PWR.3a 3.FL.F.5 3.FL.F.5a 3.FL.F.5b 3.FL.F.5c	3.W.TTP.1 3.W.TTP.1b 3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2c 3.W.TP.2e 3.W.TP.2d 3.W.PDW.4 3.W.PDW.5 3.W.RBPK.7 3.W.RBPK.8 3.W.RW.10	3.SL.CC.1 3.SL.CC.2 3.SL.PKI.4 3.SL.PKI.6	3.FL.SC.6 3.FL.SC.6a 3.FL.SC.6c 3.FL.SC.6d 3.FL.SC.6 3.FL.SC.6k 3.FL.WC.4b 3.FL.WC.4a 3.FL.VA.7a 3.FL.VA.7ai 3.FL.VA.7aii 3.FL.VA.7aiii 3.FL.VA.7aiv 3.FL.VA.7b 3.FL.VA.7bi 3.FL.VA.7bii 3.FL.VA.7c	3.RI.KID.1 3.RI.KID.2 3.RI.CS.4 3.RI.CS.5 3.RI.IKI.8 3.RI.IKI.9	3.W.TP.2 3.W.TP.2c 3.W.RBPK.8 3.W.RW.10	3.SL.CC.2	3.FL.SC.6a 3.FL.SC.6c 3.FL.SC.6i 3.FL.WC.4b 3.FL.VA.7aii

# Grade 3 Curriculum Map

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

<p><b>Unit Summary</b></p> <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>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Use a K-W-L chart to organize information</li> <li>• Demonstrate understanding of key vocabulary</li> <li>• Demonstrate ability to pluralize regular and irregular nouns</li> <li>• Create sentences with subject-verb agreement</li> <li>• Develop and order topic, detail, and concluding sentences in a paragraph with a title</li> <li>• Identify and use pronouns and prefixes <i>dis-</i> and <i>mis-</i></li> <li>• Unit Assessment</li> </ul>			
<p><b>Unit Length:</b> 14 Days</p> <p><b>Anchor Text:</b> <i>How Does Your Body Work?</i></p> <p><b>Text Type:</b> Informational/Literary</p> <p><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>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>3.RL.KID.1 3.RI.KID.1 3.RI.KID.2 3.RI.CS.4 3.RI.IKI.8 3.RI.RRTC.10 3.FL.PWR.3a</p>	<p>3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2c 3.W.TP.2d 3.W.PDW.4 3.W.RBPK.8</p>	<p>3.SL.CC.2</p>	<p>3.FL.SC.6a 3.FL.SC.6b 3.FL.SC.6e 3.FL.WC.4a 3.FL.VA.7a 3.FL.VA.7bi 3.FL.VA.7c</p>	<p>3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.RRTC.10 3.FL.PWR.3a</p>	<p>3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2d 3.W.PDW.4 3.W.RBPK.8</p>		<p>3.FL.SC.6b 3.FL.WC.4a 3.FL.VA.7a</p>

# Grade 3 Curriculum Map

## Unit 4: The Ancient Roman Civilization

<b>Unit Summary</b> <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>				<b>Overall Learning Outcomes</b> <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>			
<b>Unit Length:</b> 15 Days <b>Anchor Text:</b> <i>Stories of Ancient Rome</i> <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 640L				<b>Big Ideas</b> <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
3.RL.KID.1 3.RL.KID.2 3.RL.KID.3 3.RL.CS.4 3.RL.CS.5 3.RL.CS.6 3.RL.IKI.9 3.RL.RRTC.10 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.CS.5 3.RI.CS.6 3.RI.IKI.7 3.RI.IKI.9 3.RI.RRTC.10 3.FL.PWR.3a 3.FL.PWR.3d 3.FL.F.5 3.FL.F.5a	3.W.TTP.1 3.W.TTP.1a 3.W.TTP.1b 3.W.TTP.1d 3.W.PDW.5 3.W.RBPK.7 3.W.RBPK.8 3.W.RW.10	3.SL.CC.1 3.SL.CC.2 3.SL.PKI.4 3.SL.PKI.5	3.FL.SC.6d 3.FL.SC.6e 3.FL.SC.6f 3.FL.WC.4a 3.FL.WC.4c 3.FL.VA.7ai 3.FL.VA.7aii 3.FL.VA.7aiv 3.FL.VA.7bi 3.FL.VA.7bii 3.FL.VA.7c	3.RL.KID.1 3.RL.KID.3 3.RL.IKI.9 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.IKI.7 3.RI.IKI.9 3.RI.RRTC.10	3.W.TTP.1 3.W.PDW.5 3.W.RBPK.8	3.SL.CC.2	3.FL.SC.6d 3.FL.SC.6e 3.FL.SC.6f 3.FL.WC.4a 3.FL.WC.4c 3.FL.VA.7aii

# Grade 3 Curriculum Map

## Unit 5: Light and Sound

<b>Unit Summary</b> <p>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 <i>-ly</i>, study adverbs that tell when and where, and learn the meanings and usages of the conjunctions <i>and</i> and <i>but</i>. Students review the suffixes <i>-er</i>, <i>-or</i>, <i>-ist</i>, <i>-ian</i>, <i>-y</i>, and <i>-al</i>. In addition, students will learn the suffixes <i>-ous</i> and <i>-ly</i>. Students write newspaper articles in this unit, conducting research on their article topics and taking their writing through the steps of the writing process.</p>				<b>Overall Learning Outcomes</b> <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>Unit Length:</b> 17 Days <b>Anchor Text:</b> <i>Adventures of Light and Sound</i> <b>Text Type:</b> Informational <b>Lexile:</b> 860L				<b>Big Ideas</b> <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.</li> <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>			
<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>
3.RL.KID.1 3.RL.KID.2 3.RL.CS.4 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.CS.5 3.RI.IKI.7 3.RI.IKI.8 3.RI.IKI.9 3.RI.RRTC.10 3.FL.PWR.3 3.FL.PWR.3a 3.FL.PWR.3b 3.FL.PWR.3d 3.FL.F.5 3.FL.F.5a 3.FL.F.5b 3.FL.F.5c	3.W.TTP.1 3.W.TTP.1b 3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2c 3.W.TP.2e 3.W.TP.2d 3.W.TTP.3 3.W.TTP.3b 3.W.PDW.4 3.W.PDW.5 3.W.PDW.6 3.W.RBPK.7 3.W.RBPK.8 3.W.RW.10	3.SL.CC.1 3.SL.CC.2 3.SL.CC.3 3.SL.PKI.4 3.SL.PKI.6	3.FL.SC.6 3.FL.SC.6a 3.FL.SC.6h 3.FL.SC.6i 3.FL.SC.6 3.FL.WC.4b 3.FL.WC.4a 3.FL.VA.7a 3.FL.VA.7ai 3.FL.VA.7aii 3.FL.VA.7aiv 3.FL.VA.7bi 3.FL.VA.7bii 3.FL.VA.7c	3.RI.KID.1 3.RI.KID.2 3.RI.CS.4 3.RI.IKI.8 3.RI.IKI.9	3.W.TTP.1 3.W.TTP.1b 3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2c 3.W.TP.2e 3.W.TP.2d 3.W.TTP.3 3.W.PDW.5 3.W.RBPK.7 3.W.RBPK.8 3.W.RW.10	3.SL.CC.1 3.SL.CC.2 3.SL.CC.3 3.SL.PKI.4 3.SL.PKI.6	3.FL.SC.6 3.FL.SC.6a 3.FL.SC.6i 3.FL.WC.4a 3.FL.VA.7aii 3.FL.VA.7aiv 3.FL.VA.7bii

# Grade 3 Curriculum Map

## Unit 6: The Viking Age

<b>Unit Summary</b> <p>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 <i>-ly</i> and <i>-ive</i>. 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.</p>				<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>Unit Length:</b> 11 Days <b>Anchor Text:</b> <i>Gods, Giants, and Dwarves</i> <b>Text Type:</b> Informational/Literary <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>
3.RL.KID.1 3.RL.KID.2 3.RL.KID.3 3.RL.CS.4 3.RL.CS.5 3.RL.IKI.7 3.RL.IKI.9 3.RL.RRTC.10 3.FL.PWR.3 3.FL.PWR.3a 3.FL.PWR.3b 3.FL.PWR.3c 3.FL.F.5 3.FL.F.5a 3.FL.F.5b 3.FL.F.5c	3.W.TTP.1 3.W.TTP.1a 3.W.TTP.1b 3.W.TTP.1c 3.W.TTP.1d 3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2c 3.W.TP.2e 3.W.TP.2d 3.W.TTP.3 3.W.TTP.3a 3.W.TTP.3d 3.W.PDW.4 3.W.PDW.5 3.W.RW.10	3.SL.CC.1 3.SL.CC.2 3.SL.PKI.4	3.FL.SC.6h 3.FL.SC.6i 3.FL.SC.6 3.FL.WC.4b 3.FL.WC.4a 3.FL.WC.4c 3.FL.VA.7a 3.FL.VA.7ai 3.FL.VA.7aai 3.FL.VA.7aiv 3.FL.VA.7bi 3.FL.VA.7c	3.RL.KID.1 3.RL.KID.2 3.RL.KID.3	3.W.TP.2 3.W.PDW.4 3.W.PDW.5	3.SL.PKI.4	3.FL.SC.6h 3.FL.SC.6i 3.FL.SC.6 3.FL.WC.4a 3.FL.VA.7aai

# Grade 3 Curriculum Map

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

<b>Unit Summary</b> <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>				<b>Overall Learning Outcomes</b> <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</li> <li>• Unit Assessment</li> </ul>			
<b>Unit Length:</b> 20 Days <b>Anchor Text:</b> <i>What's in Our Universe?</i> <b>Text Type:</b> Informational <b>Lexile:</b> 730L				<b>Big Ideas</b> <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>			
<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>
3.RL.KID.1 3.RL.KID.3 3.RL.RRTC.10 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.IKI.8 3.RI.IKI.9 3.RI.RRTC.10 3.FL.PWR.3 3.FL.PWR.3a 3.FL.F.5 3.FL.F.5a 3.FL.F.5b 3.FL.F.5c	3.W.TTP.1 3.W.TTP.1b 3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2c 3.W.TP.2e 3.W.TP.2d 3.W.TTP.3 3.W.TTP.3b 3.W.PDW.4 3.W.PDW.5 3.W.PDW.6 3.W.RBPK.7 3.W.RBPK.8 3.W.RW.10	3.SL.CC.1 3.SL.CC.2 3.SL.PKI.4 3.SL.PKI.6	3.FL.SC.6 3.FL.SC.6a 3.FL.SC.6h 3.FL.SC.6i 3.FL.SC.6l 3.FL.SC.6m 3.FL.WC.4b 3.FL.WC.4a 3.FL.VA.7a 3.FL.VA.7aiv 3.FL.VA.7bi 3.FL.VA.7c	3.RL.KID.1 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.IKI.8 3.RI.IKI.9 3.FL.PWR.3a	3.W.TTP.1 3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2c 3.W.TP.2e 3.W.TP.2d 3.W.PDW.5 3.W.RBPK.8 3.W.RW.10	3.SL.CC.2	3.FL.SC.6h 3.FL.WC.4a 3.FL.VA.7a 3.FL.VA.7aiv 3.FL.VA.7bi 3.FL.VA.7c

# Grade 3 Curriculum Map

## Unit 8: Native Americans: Regions and Cultures

<p><b>Unit Summary</b></p> <p>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.</p>				<p><b>Overall Learning Outcomes</b></p> <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 <i>-ish</i>, <i>-ness</i>, <i>-able</i>, and <i>-ible</i></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>			
<p><b>Unit Length:</b> 13 Days</p>				<p><b>Anchor Text:</b> <i>Native American Stories</i></p> <p><b>Text Type:</b> Literary</p> <p><b>Lexile:</b> 860L</p>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>3.RL.KID.1 3.RL.KID.3 3.RL.CS.4 3.RL.IKI.7 3.RL.RRTC.10 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.CS.5 3.RI.IKI.7 3.RI.IKI.8 3.RI.IKI.9 3.FL.PWR.3 3.FL.PWR.3a 3.FL.F.5 3.FL.F.5a 3.FL.F.5b</p>	<p>3.W.TTP.3c 3.W.RBPK.8</p>	<p>3.SL.CC.2 3.SL.PKI.5</p>	<p>3.FL.SC.6i 3.FL.SC.6m 3.FL.WC.4a 3.FL.WC.4c 3.FL.VA.7a 3.FL.VA.7a<sup>ii</sup> 3.FL.VA.7a<sup>iv</sup> 3.FL.VA.7c</p>	<p>3.RL.KID.1 3.RL.KID.3 3.RL.IKI.7 3.RL.RRTC.10 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.IKI.7 3.RI.IKI.9</p>	<p>3.W.RBPK.8</p>		<p>3.FL.SC.6m 3.FL.WC.4a 3.FL.VA.7a<sup>ii</sup></p>



# Grade 3 Curriculum Map

## Unit 9: Early Explorations of North America

<b>Unit Summary</b> <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> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Determine the meaning of a word in context</li> <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> <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>Unit Length:</b> 14 Days <b>Anchor Text:</b> <i>The Age of Exploration</i> <b>Text Type:</b> Informational <b>Lexile:</b> 680L				<b>Big Ideas</b> <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.</li> <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>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.CS.6 3.RI.IKI.7 3.RI.IKI.8 3.RI.IKI.9 3.RI.RRTC.10 3.FL.PWR.3a 3.FL.F.5a 3.FL.F.5c	3.W.TTP.1 3.W.TTP.1a 3.W.TTP.1b 3.W.TTP.1c 3.W.TP.2e 3.W.PDW.4 3.W.RBPK.8	3.SL.CC.1 3.SL.CC.2 3.SL.CC.3 3.SL.PKI.4 3.SL.PKI.5	3.FL.SC.6 3.FL.SC.6g 3.FL.SC.6 3.FL.WC.4b 3.FL.WC.4a 3.FL.VA.7a 3.FL.VA.7a <sup>ii</sup> 3.FL.VA.7a <sup>iii</sup> 3.FL.VA.7a <sup>iv</sup> 3.FL.VA.7b 3.FL.VA.7c	3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.IKI.7 3.RI.IKI.9 3.RI.RRTC.10	3.W.TTP.1 3.W.TTP.1a 3.W.TTP.1b 3.W.TTP.1c 3.W.TTP.1d 3.W.TP.2e 3.W.RBPK.8	3.SL.PKI.4	3.FL.SC.6g 3.FL.WC.4b 3.FL.WC.4a

# 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.

**Unit Length:**  
16 Days

**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
3.RL.KID.1 3.RL.KID.2 3.RL.KID.3 3.RL.CS.4 3.RL.IKI.7 3.RL.RRTC.10 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.IKI.7 3.RI.IKI.9 3.RI.RRTC.10 3.FL.PWR.3 3.FL.PWR.3a 3.FL.F.5 3.FL.F.5a 3.FL.F.5b 3.FL.F.5c	3.W.TTP.3 3.W.TTP.3a 3.W.TTP.3b 3.W.TTP.3c 3.W.PDW.4 3.W.PDW.5 3.W.RBPK.7 3.W.RBPK.8 3.W.RW.10	3.SL.CC.1 3.SL.CC.2 3.SL.CC.3 3.SL.PKI.4 3.SL.PKI.6	3.FL.SC.6 3.FL.SC.6a 3.FL.SC.6f 3.FL.SC.6g 3.FL.SC.6i 3.FL.SC.6 3.FL.SC.6j 3.FL.WC.4b 3.FL.WC.4a 3.FL.VA.7a 3.FL.VA.7ai 3.FL.VA.7aii 3.FL.VA.7aiii 3.FL.VA.7aiv 3.FL.VA.7bi 3.FL.VA.7c	3.RL.KID.1 3.RL.KID.2 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.IKI.9 3.FL.PWR.3a	3.W.TTP.3 3.W.TTP.3d 3.W.RBPK.8 3.W.RW.10	3.SL.CC.2 3.SL.CC.3	3.FL.SC.6f 3.FL.SC.6g 3.FL.WC.4a 3.FL.VA.7ai 3.FL.VA.7aii

# Grade 3 Curriculum Map

## Unit 11: Ecology

<p><b>Unit Summary</b></p> <p>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.</p>				<p><b>Overall Learning Outcomes</b></p> <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>			
<p><b>Unit Length:</b> 12 Days</p>				<p><b>Anchor Text:</b> <i>Introduction to Ecology</i></p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 740L</p>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.IKI.7 3.RI.IKI.8 3.RI.RRTC.10 3.FL.PWR.3 3.FL.PWR.3a 3.FL.PWR.3b 3.FL.PWR.3c 3.FL.PWR.3d 3.FL.F.5a 3.FL.F.5c</p>	<p>3.W.TP.2a 3.W.TP.2b 3.W.TP.2e 3.W.TTP.3a 3.W.PDW.4 3.W.RBPK.8 3.W.RW.10</p>	<p>3.SL.PKI.4 3.SL.PKI.6</p>	<p>3.FL.SC.6 3.FL.SC.6a 3.FL.SC.6f 3.FL.SC.6g 3.FL.SC.6i 3.FL.SC.6j 3.FL.SC.6k 3.FL.SC.6l 3.FL.WC.4b 3.FL.WC.4a 3.FL.WC.4c 3.FL.VA.7a 3.FL.VA.7ai 3.FL.VA.7aiv 3.FL.VA.7c</p>	<p>3.RI.KID.1 3.RI.CS.4 3.FL.PWR.3a</p>			<p>3.FL.SC.6a 3.FL.SC.6g 3.FL.SC.6j 3.FL.SC.6k 3.FL.WC.4b 3.FL.WC.4a 3.FL.WC.4c</p>