

Grade 3 Literacy Curriculum

	My View UNIT 1 Number of Days: 30
	Unit ONE: Environments
Essential Questions	How does our environment affect us? Unit 1 - Week 1 Unit 1 - Week 2 Unit1 - Week 3 Unit 1 - Week 4 Unit 1 - Week 5
Content Standards	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 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.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.7 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). RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.7 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). RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. RF.3.3.c Decode multisyllable words. RF.3.3.d Read grade-appropriate irregularly spelled words. RF.3.4 Read with sufficient accuracy and fluency to support comprehension. RF.3.4.a Read grade-level text with purpose and understanding. RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Concepts and subskills	Identify major events. Identify characters. Ask questions about key details. Retell familiar stories, including key details. With prompting and support, identify the main topic of a text. Identify settings. With prompting and support, identify reasons an author gives to support points in a text. Demonstrate understanding of spoken words. Answer questions about key details.	Practices CCR Reading Standard 7: Integrate content presented in diverse media and formats, including visually, and quantitatively, as well as in words. • CCR Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • CCR Writing Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • CCR Speaking and Listening Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • CCR Speaking and Listening Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • CCR Speaking and Listening Standard 4: Present information, findings, and supporting evidence. • CCR Language Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
Content Objectives "I can Statements"	Week 1 - I can learn more about traditional tales and analyze plot and settings in a traditional tale. Week 2 - I can learn more about traditional tales and infer themes in a folktale. Week 3 - I can learn more about environments by analyzing characters in realistic fiction. Week 4 - I can learn more about themes concerning environments by analyzing text features in an informational text. Week 5 - I can learn more about traditional tales and analyze descriptive language in a myth.	
Content Vocabulary	competition, solve, custom, occasion, organization	
Assessments, Products, Projects	See above	
Text, Materials, and Resources	myView Interactive Reader Wilson Foundations	

Grade Level	3
Unit/ Essay Genre	Personal Narrative
Timeframe: Month and Duration	September-January
Essential Question	
Content Standards	W.3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. A. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations. C. Use figurative language to suggest images. (See grade 3 Reading Literature Standard 4.) D. Use temporal words and phrases to signal order where appropriate. E. Provide a sense of closure.
Pre-Assessment	
Rubric	
Mentor Texts/Exemplar	<i>Peter's Chair, Jabari Jumps, Fireflies</i>
Support Materials (graphic organizers, slides, SRSD tools, quickwrites, etc)	 WWW-What2-How2  POW & WWW, What 2 How 2 Anchor Charts - focused on understanding of a “small moment” and the pieces of a personal narrative
Summative Assessment	Personal Narrative Final Draft

	My View UNIT 2 Number of Days: 45
	Unit TWO: INTERACTIONS
Essential Questions	How do plants and animals live together?

	 Unit 2 Week 1  Unit 2 Week 2  Unit 2 Week 3  Unit 2 Week 4  Unit 2 Week 5	
Content Standards	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 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.3.4 Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/ effect, first/second/third in a sequence). RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.3.c Decode multisyllable words. RF.3.4 Read with sufficient accuracy and fluency to support Comprehension. RF.3.4.a Read grade-level text with purpose and understanding. RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
Concepts and subskills	Identify Main ideas and Details Monitor Comprehension Analyze text structure and illustrations	Practices CCR Reading Standard 7: Integrate content presented in diverse media and formats, including visually, and

	Evaluate Details Visualize Details Synthesize Information Compare and contrast Texts Explain Author's Purpose	quantitatively, as well as in words. • CCR Writing Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • CCR Writing Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. • CCR Speaking and Listening Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • CCR Speaking and Listening Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • CCR Speaking and Listening Standard 4: Present information, findings, and supporting evidence. • CCR Language Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
Content Objectives "I can Statements"	Week 1 - I can learn more about informational texts and identify the main idea and details Week 2 - I can learn more about informational texts and analyze the structure of an informational text. Week 3 - I can learn more about themes concerning interactions by analyzing illustrations in realistic fiction Week 4 - I can learn more about themes concerning interactions by analyzing text structure, or persuasive texts . Week 5 - I can learn more about informational texts and explain the author's purpose in an informational text.	
Content Vocabulary	associate, prefer, features, investigate, avoid	
Assessments, Products, Projects		
Text, Materials, and Resources	myView Interactive Reader Wilson Foundations	

Grade Level	3
Unit/ Essay Genre	Opinion/Persuasive
Timeframe: Month and Duration	January-March
Essential Question	
Content Standards	W.1. Write opinion pieces on topics or texts, supporting an opinion with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a concluding statement or section.
Pre-Assessment	
Rubric	Sample: Opinion Rubric
Mentor Texts/Exemplar	MyView: Welcome Back Wolves & Wolves Don't Belong Below Deck (A Story of the Titanic) Various Articles (couple examples attached)  Ima Kidding persuasive recess  Persuasive School Uniforms
Support Materials (graphic organizers, slides, SRSD tools, quickwrites, etc)	My View, technology websites, book closet, various articles TIDE
Summative Assessment	Opinion Final Draft

	My View UNIT 3 Number of Days: 45
	Unit THREE: Heroes
Essential	What makes a hero?

Questions	Unit 3 - Week 1 Unit 3 - Week 2 Unit 3 - Week 3 Unit 3 - Week 4 Unit 3 - Week 5	
Content Standards	NA_RL_3_1_1 Refer explicitly to the text as the basis for answers. NA_RL_3_3_1 Describe characters in a story. NA_RL_3_3_2 Describe character traits. NA_RL_3_3_3 Describe character motivations. NA_RL_3_3_4 Describe character feelings. NA_RL_3_3_5 Explain how characters' actions contribute to sequence of events. NA_RL_3_3_6 Identify sequence of events. NA_RL_3_7_1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character). NA_RL_3_7_2 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a setting). NA_RI_3_1_1 Refer explicitly to the text as the basis for answers. NA_RI_3_7_1 Use information gained from illustrations and the words in a text to demonstrate understanding of the text (e.g., where and when key events occur). NA_RI_3_7_2 Use information gained from illustrations and the words in a text to demonstrate understanding of the text (e.g., how key events occur). NA_RI_3_7_3 Use information gained from illustrations and the words in a text to demonstrate understanding of the text (e.g., why key events occur). NA_RL_3_7_1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character). NA_RL_3_7_3 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood). NA_RF_3_4_c_2 Use context to confirm understanding, rereading as necessary. NA_RL_3_5_2 Refer to parts of stories, using terms such as chapter, when writing or speaking about a text.	
Concepts and subskills	Analyze Plot and Setting Correct or confirm Predictions Analyze Characters Make Connections Infer Theme Compare and Contrast Texts Analyze Text Structure Summarize Informational Text Explain Poetic Characteristics Monitor Comprehension	Practices ● Read Aloud ● Listening Comprehension ● Shared Reading ● Check for understanding

Content Objectives "I can Statements"	Week 1 - I can learn more about historical fiction and analyze plot and setting historical fiction. Week 2 - I can learn more about historical fiction and analyze characters and make connections. Week 3 - I can learn more about historical fiction and infer themes in historical fiction. Week 4 - I can learn more about themes concerning heroes and analyze text structure in a biography. Week 5 - I can learn more about themes concerning heroes and explain poetic elements in poetry..
Content Vocabulary	encourage, defeat, distinguish, achieve, command
Assessments, Products, Projects	Check for Understanding/ Comprehension Questions
Text, Materials, and Resources	My View Student Interactive Wilson Foundations

Grade Level	3
Unit/ Essay Genre	Informative/ Explanatory
Timeframe: Month and Duration	Ongoing March-May
Essential Question	
Content Standards	W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension. B. Develop the topic with facts, definitions, and details. C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. D. Provide a concluding statement or section.
Pre-Assessment	
Rubric	Example: Writing a Report
Mentor Texts/Exemplar	My View: Informative texts (various) including biographies
Support Materials (graphic organizers, slides, SRSD)	SRSD: TIDE Various writing prompts (ex: What are three things you are excited about for third grade? Write a letter to an incoming 3rd grader about third grade.)

tools, quickwrites, etc)	
Summative Assessment	Report Final Draft

	My View Unit 4 Number of Days: 45	
	Unit FOUR: Events	
Essential Questions	How do communities change over time? Unit 4 - Week 1 Unit 4 - Week 2 Unit 4 - Week 3 Unit 4 - Week 4 Unit 4 - Week 5	
Content Standards	NA_RI_3_1_1 Refer explicitly to the text as the basis for answers. NA_RI_3_2_3 Explain how key details support the main idea. NA_RI_3_8_3 Describe the logical connection between particular sentences and paragraphs in a text (e.g., first/second/third in a sequence). NA_SL_3_1_a_3 Explore ideas under discussion. NA_RI_3_2_2 Recount the key details. NA_RI_3_3_1 Describe the relationship between a series of historical events. NA_RI_3_4_1 Determine the meaning of general academic words and phrases relevant to a grade 3 topic or subject area. NA_RI_3_8_1 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison). NA_RI_3_8_2 Describe the logical connection between particular sentences and paragraphs in a text (e.g., cause/effect). NA_RF_3_4_c_2 Use context to confirm understanding, rereading as necessary. NA_RF_3_4_c_4 Use context to self-correct understanding, rereading as necessary. NA_RI_3_8_1 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison).	
Concepts and subskills	Describe the relationship between a series of historical events. Refer explicitly to the text as the basis for answers. Determine the main idea of a text. Describe characters in a story. Distinguish their own point of view from that of the author of a text. Refer to parts of dramas, using terms such as scene, when writing or speaking about a text. Include illustrations when useful to aid in comprehension. Read with sufficient fluency to support comprehension.	Practices Practices ● Read Aloud ● Listening Comprehension ● Shared Reading ● Check for understanding

Content Objectives "I can Statements"	Week 1 - I can learn about biography and analyze text structure in a biography. Week 2 - I can learn more about biography and identify the main idea and key details in a biography. Week 3 - I can learn more about biography and explain the author's purpose in a biography. Week 4 - I can learn more about themes concerning events by distinguishing viewpoints in narrative nonfiction. Week 5 - I can learn more about themes concerning events by reading a text that helps me identify elements in a drama.	
Content Vocabulary	benefit, generation, advice, consumer, familiar	
Assessments, Products, Projects	Check for Understanding	
Text, Materials, and Resources	My View Student Interactive Wilson Foundations	

Grade Level	3
Unit/ Essay Genre	Opinion
Timeframe: Month and Duration	May - June
Essential Question	What is your favorite restaurant in Newburyport?
Content Standards	W.1. Write opinion pieces on topics or texts, supporting an opinion with reasons. A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. B. Provide reasons that support the opinion. C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. D. Provide a concluding statement or section.
Pre-Assessment	
Rubric	
Mentor Texts/Exemplar	Exemplar of past students writings

Support Materials (graphic organizers, slides, SRSD tools, quickwrites, etc)	TIDE Graphic Organizer
Summative Assessment	Opinion Final Draft Additionally, a copy is also mailed to the restaurants.

	My View Unit 5 Number of Days: 45
	Unit FIVE: SOLUTIONS
Essential Questions	How does the world challenge us? Unit 5 Week 1 Unit 5 Week 2 Unit 5 Week 3 Unit 5 Week 4 Unit 5 Week 5
Content Standards	NA_RI_3_1_1 Refer explicitly to the text as the basis for answers. NA_RI_3_2_3 Explain how key details support the main idea. NA_RI_3_5_1 Know and use various text features. NA_RI_3_6_1 Distinguish their own point of view from that of the author of a text. NA_RI_3_7_1 Use information gained from illustrations and the words in a text to demonstrate understanding of the text (e.g., where and when key events occur). NA_RI_3_7_2 Use information gained from illustrations and the words in a text to demonstrate understanding of the text (e.g., how key events occur). NA_RI_3_7_3 Use information gained from illustrations and the words in a text to demonstrate understanding of the text (e.g., why key events occur). NA_RI_3_5_3 Use sidebars to locate information relevant to a given topic efficiently. NA_RF_3_4_c_2 Use context to confirm understanding, rereading as necessary. NA_RF_3_4_c_4 Use context to self-correct understanding, rereading as necessary. NA_RI_3_8_3 Describe the logical connection between particular sentences and paragraphs in a text (e.g., first/second/third in a sequence). NA_RL_3_3_1 Describe characters in a story. NA_RL_3_3_4 Describe character feelings.

Concepts and subskills	Use words that describe or explain a topic Analyze Text features Correct or confirm predictions Use words that describe events that affect Earth Synthesize ext structure Use precise words that tell how to do something Monitor comprehension Analyze point of view Make connections Infer theme Evaluate details	Practices • Read Aloud • Listening Comprehension • Shared Reading • Check for understanding
Content Objectives "I can Statements"	Week 1 - I can learn about informational texts and analyze text features in an informational text. Week 2 - I can learn more about informational texts and analyze text structure in an informational text Week 3 - I can learn more about informational texts and analyze the text structure in a procedural text. Week 4 - I can learn more about themes concerning solutions by analyzing point of view in historical fiction. Week 5 - I can learn more about themes concerning solutions by reading a text that helps me infer theme in traditional tales.	
Content Vocabulary	analysis, threat, damage, anticipate, pollution	
Assessments, Products, Projects	Check for Understanding/ Comprehension Questions	
Text, Materials, and Resources	My View Student Interactive Wilson Foundations	