

Hempstead Public School District

IB PYP School

Language & Literature

Grade 3

2025-2026

By the end of the year, students will be able to read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 3-4 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Unit	Standards	ATL	Content	Assessment
1-UOI: How We Express Ourselves September - Learner Profile: Risk Taker - Mindset: Everything is Possible October - Learner Profile: Inquirer - Mindset: Passion First Duration: 9/8-10/10 myView-Unit 1-Environments Essential Question: - How does our environment affect us? Unit Theme: - Exploration Environments Genre: - Traditional Tales Texts: "Grandma and the Great Gourd" (Tale) "Why the Sky is Far Away" (Folktale) "Cocoliso" (Fiction) "Living in Deserts" (Informational) "The Golden Flower" (Myth) - Other related traditional tales, folktales, fiction, informational texts, and myths SAVVAS Unit 1 Leveled Readers Detailed Scope and Sequence-All Units Text Complexity Charts-All Units	3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL) 3R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL) 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) In informational texts, identify and use text features to build comprehension. (RI) 3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL) 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). 3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.	-Information Transfer -Critical Thinking -Information Literacy -Research Skills -Thinking Skills	I can... - Analyze plot and setting - Analyze characters - Infer theme - Analyze text structure - Analyze characteristics of a Poem Learning Target Example: I can analyze plot by using a summary strategy so that I can determine the theme. Word Study: -vc/cv patterns -s,-es,-ies (ending) -ing,-ed,-er,-est (ending) -Vowel Digraphs -Diphthongs (ou, ow, oi, oy) Unit Anchor Charts Anchor Charts Link: Thanks Jones	BOY Assessments - Amira 9/8-9/25 - iReady ??? - NWEA 10/6-10/17 Reading Comprehension Standards 3R2, 3R3, 3L4 Formal Assessment: Unit 1 Selection Quizzes Unit 1 Week 1 Progress Check Unit 1 Week 2 Progress Check Unit 1 Week 3 Progress Check Unit 1 Week 4 Progress Check Unit 1 Week 5 Progress Check Summative Assessment: Where Did My Baseball Go? (Summative Assessment Manual pp. 9-12) Writing (Summative Assessment Manual pp. 19-22)

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2-UOI: How We Organize October - Learner Profile: Inquirer - Mindset: Passion First November - Learner Profile: Communicator - Mindset: We Are Connected Duration: 10/11-11/25 myView-Unit 2-Interactions Essential Question: - How do plants and animals live together? Unit Theme: - Science-Patterns-Interactions Genre: - Informational Texts: "Patterns in Nature" "Weird Friends" "Wolf Island" (Fiction) "Welcome Back Wolves" (Persuasive) "Nature's Patchwork Quilt" Other related informational texts: SAVVAS Unit 2 Leveled Readers Detailed Scope and Sequence-All Units	3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL) 3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI) 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) In informational texts, identify and use text features to build comprehension. (RI) 3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL) 3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension. 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	-Reflection and Metacognition -Media Literacy -Information Literacy -Communication Skills -Social Skills	I can... - Analyze text features - Analyze text structure - Synthesize information - Analyze point of view - Infer theme (Inference) - Evaluate details Learning Target Example: I can <u>analyze plot</u> by using a summary strategy so that I can determine theme. Word Study: -r- controlled vowels -compound words -VCe syllable Pattern -Contractions	BOY Assessments - NWEA 10/6-10/17 - Benchmark #1 11/5-11/6 Reading Comprehension Standards 3R2, 3R3, 3L4, 3R5 Pre-Assessment: Unit 2 Cold Reads Formal Assessment: Unit 2 Selection Quizzes Unit 2 Week 1 Progress Check Unit 2 Week 2 Progress Check Unit 2 Week 3 Progress Check Unit 2 Week 4 Progress Check Unit 2 Week 5 Progress Check

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Unit	Standards	ATL	Content	Assessment
3-UOI: Sharing the Planet December - Learner Profile: Open-Minded - Mindset: We Are Connected January - Learner Profile: Principled - Mindset: 100% Accountability Duration: 12/1-1/30 myView-Unit 3-Heroes Unit Theme: - Humanities-Arts and Literature-Heroes Essential Question: - What makes a hero? Genre: - Historical Fiction Texts: "Below Deck" "Granddaddy's Turn" "Little House..." and "By Shores..." "Mama Mitti" (Biography) "About Heroes" (Poetry) - Other related historical fiction texts. SAVVAS Unit 3 Leveled Readers Detailed Scope and Sequence-All Units	3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL) 3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI) 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL) 3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) In informational texts, identify and use text features to build comprehension. (RI) 3R8: Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL) 3RF3a: Identify and know the meaning of the most common prefixes and suffixes.	-Reflection and metacognition -Information Transfer -Media Literacy -Information Literacy	I can... - Analyze plot and setting - Analyze characters - Infer theme - Analyze text structure - Analyze characteristics of a Poem Word Study: -Prefixes (pre-, dis-, in-, im-, non-) -Abbreviations -Suffixes (-ful, -y, -ness) -Vowel Teams (oo, ew, ue, ui, eu) -Irregular Plurals	Reading Comprehension Standards 3R2, 3R3, 3R5, 3R8 Benchmark: 1/12-1/23 (MOY) iReady???? SEL: 2/3-2/11 Unit 3-Week 1-Progress Check Unit3-Week2-Progress Check Unit 3-Week 3-Progress Check Unit 3-Week4-Progress Check Unit 3-Week 5-Progress Check

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Unit	Standards	ATL	Content	Assessment
4-UOI: Who We Are February Learner Profile: Balanced Mindset: Attitude of Gratitude March Learner Profile: Reflective Mindset: Attitude of Gratitude Duration: 2/2-3/13 myView-Unit 4-Events Essential Question: - How do communities change over time? Unit Theme: - Connections Genre: - Biography Texts: "The House that Jane Built" (Bio) "Fredrick Douglass" (Bio) "Milton Hershey" (Bio) "Green City" (Narrative Nonfiction) "Grace and Grandma" (Drama) SAVVAS Unit 4 Leveled Readers Detailed Scope and Sequence-All Units	3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) 3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL) 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings 3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). 3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge. 3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.	Information transfer Critical thinking Information literacy	I can... - Analyze text structure - Identify main idea and key details - Analyze author's purpose - Distinguish viewpoint - Identify elements of text Learning Target Example: I can analyze plot by using a summary strategy so that I can determine theme. Word Study: -r-Controlled Vowels -VC/CV Pattern -Latin suffixes (-able, -ible, -ation) -Homographs -Homophones	Reading Comprehension Standards 3R1, 3R2, 3R6 Benchmark #2: 3/4 Pre-Assessment: Unit 4 Cold Reads Formal Assessment: Unit 4 Selection Quizzes Unit 4 Week 1 Progress Check Unit 4 Week 2 Progress Check Unit 4 Week 3 Progress Check Unit 4 Week 4 Progress Check Unit 4 Week 5 Progress Check Summative Assessment: Frederick Law Olmstead – Summative Assessment (Summative Assessment Manual pp. 73-77) Writing – Summative Assessment (Summative Assessment Manual pp. 84-86)

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Unit	Standards	ATL	Content	Assessment
5-UOI: Where We Are in Place and Time March Learner Profile: Reflective Mindset: Attitude of Gratitude April Learner Profile: Caring Mindset: Live to Give May Learner Profile: Thinker Mindset: The Time is Now Duration: 3/16-5/18 myView-Unit 5-Solutions Essential Question: - How does the world challenge us? Unit Theme: Solutions Genre: Informational Texts: "Deep Down and Other Extreme Places" "Earthquakes, Eruptions, and Other Events..." "A Safety Plan" "Nora's Ark" "Aesop's Fox" SAVVAS Unit 5 Leveled Readers Detailed Scope and Sequence-All Units	3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) 3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL) 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL) 3R5: In informational texts, identify and use text features to build comprehension. (RI) 3RF3b: Decode multi-syllabic words. 3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. 3W2a: Introduce a topic and organize related information together. 3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension. 3W4: Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other).	-Thinking Skills - Communications Skills -Research Skills	I can: 1. Analyze plot and setting 2. Infer theme 3. Analyze character 4. Analyze text features 5. Analyze descriptive language Learning Target Example: I can <u>analyze plot</u> by using a summary strategy so that I can determine theme. Word Study: -Vowel Patterns (-au, -aw, -al, -augh, -ough) -Vowel Pattern (-ei, -eigh) -Suffix (-en)	Reading Comprehension 4R2, 4R3, 4R5, NYS ELA Assessment 4/22-4/23 NYS Math Assessment 5/6-5/8 NYSESLAT Speaking 4/13-4/30 NYSESLAT LRW 5/4-5/22 5th Grade Science 5/12 Pre-Assessment: Unit 5 Cold Reads Formal Assessment: Unit 5 Selection Quizzes Unit 5 Week 1 Progress Check Unit 5 Week 2 Progress Check Unit 5 Week 3 Progress Check Unit 5 Week 4 Progress Check Unit 5 Week 5 Progress Check Summative Assessment: Hurricanes (Summative Assessment Manual pp. 87-89) Writing (Summative Assessment Manual pp. 98-100)

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6-How the World Works May - Learner Profile: Thinker - Mindset: The Time is Now June - Learner Profile: Knowledgeable - Mindset: The Time is Now Duration: 5/25-6/26 Essential Question: - How are the events in the text impacted by the characters' choices? Unit Theme: - Character Study Genre: - Fiction Texts: <u>Because of Winn-Dixie</u>	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL) 4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI) 4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)	-Exchange Information -Literacy -Interpersonal Relationships	I can: - analyze character - analyze motives - analyze conflict - analyze how setting affects character. Learning Target Example: I can <u>analyze plot</u> by using a summary strategy so that I can determine theme. Foundational Skills:	Reading Comprehension 4R2, 4R3, 4R4 iReady ??? NWEA 6/8-6/18 SEL 6/15-6/18 Reading Comprehension 4R2, 4R3, 4R5, -Create a scene from <u>Because of Winn-Dixie</u>

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[Appendix 1-Power Standards Support Tool-Creighton-Draft](#)

[Appendix 2-Academic Vocabulary](#)

[Appendix 3-Standard 2 Questions](#)

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Links that were in the POI that I was unable to open:

1	2	3	4	5
Books Week 1 Leveled Readers (TE pp. T28-T29) Grandma and the Great Gourd (Student Interactive p. 19) Week 2 Leveled Readers (TE pp. T98-T99) Why The Sky Is Far Away (Student Interactive p. 63) Week 3 Leveled Readers (TE pp. T160-T161) Cocoliso (Student Interactive p. 99) Week 4 Leveled Readers (TE pp. T222-T223) Living in Deserts (Student Interactive p. 135) Week 5 Leveled Readers (TE pp. T292-T293) The Golden Flower (Student Interactive p. 179) Materials Week 1 Traditional Tales Anchor Chart (TE p. T23) Week 2 Folktales Anchor Chart (TE p. T93) Week 3 Realistic Fiction Anchor Chart (TE p. T155) Week 4 Informational Text Anchor Chart (TE p. T217) Week 5 Origin Myth Anchor Chart (TE p. T287)	Books Week 1 Leveled Readers (TE pp. T28-T29) Patterns in Nature (Student Interactive p. 239) Week 2 Leveled Readers (TE pp. T90-T91) Weird Friends: Unlikely Allies in the Animal Kingdom (Student Interactive p. 275) Week 3 Leveled Readers (TE pp. T152-T153) Wolf Island (Student Interactive p. 311) Week 4 Leveled Readers (TE pp. T212-T213) Welcome Back, Wolves! (Student Interactive p. 345) Wolves Don't Belong In Yellowstone (Student Interactive p. 353) Week 5 Leveled Readers (TE pp. T274-T275) Nature's Patchwork Quilt (Student Interactive p. 381) Materials Week 1 Informational Text Anchor Chart (TE p. T23) Week 2 Informational Text Structures Anchor Chart (TE p. T85) Week 3 Realistic Fiction Anchor Chart (TE p. T147) Week 4 Persuasive Text Anchor Chart (TE p. T207) Week 5 Features of Informational Text Anchor Chart (TE p. T269)		Books Week 1 Leveled Readers (TE pp. T28-T29) The House That Jane Built (Student Interactive p. 225) Week 2 Leveled Readers (TE pp. T92-T93) Frederick Douglass (Student Interactive p. 263) Week 3 Leveled Readers (TE pp. T152-T153) Milton Hershey: Chocolate King, Town Builder (Student Interactive p. 297) Week 4 Leveled Readers (TE pp. T216-T217) Green City: How One Community Survived A Tornado and Rebuilt For A Sustainable Future (Student Interactive p. 235) Week 5 Leveled Readers (TE pp. T282-T283) Grace and Grandma (Student Interactive p. 375) Materials Week 1 Narrative Nonfiction Anchor Chart (TE p. T23) Week 2 Biography Anchor Chart (TE p. T87) Week 3 Elements of a Biography Anchor Chart (TE p. T147) Week 4 Elements of Narrative Nonfiction Anchor Chart (TE p. T211) Week 5 Drama Anchor Chart (TE p. T277)	Books Week 1 Leveled Readers (TE pp. T28-T29) Deep Down and Other Extreme Places To Live (Student Interactive p. 435) Week 2 Leveled Readers (TE pp. T94-T95) Earthquakes, Eruptions, and Other Events That Change Earth (Student Interactive p. 475) Week 3 Leveled Readers (TE pp. T152-T153) A Safety Plan: In Case of Emergency (Student Interactive p. 507) Week 4 Leveled Readers (TE pp. T212-T213) Nora's Ark (Student Interactive p. 541) Week 5 Leveled Readers (TE pp. T280-T281) Aesop's Fox (Student Interactive p. 583) Materials Week 1 Text Features Anchor Chart (TE p. T23) Week 2 Informational Text Anchor Chart (TE p. T89) Week 3 Procedural Text Anchor Chart (TE p. T147) Week 4 Historical Fiction Anchor Chart (TE p. T207) Week 5 Fable Anchor Chart (TE p. T275)