

3rd Grade Curriculum Maps - Quick Links

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3rd Grade - Resources

Teacher Feedback Form
IXL Resources
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3rd Grade - Math

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Understand Place Value to perform operations of addition and subtraction on multi digit numbers. Enduring Understandings: Fluently adding and subtracting numbers up to three digits. Use place value understanding to round whole numbers to the nearest ten or one hundred. Essential Questions: Why is it important to memorize the basic math facts? How does the understanding of place value help in problem solving?	3.NBT.A.1 3.NBT.A.2 3.OA.D.8	Summative Assessment (end of unit): - assessment at the end of the unit - concepts include addition, subtraction and rounding Formative Assessments (during unit): - weekly quiz checks - informal assessments through activities completed in class (ex: bingo, math drills, around the world, etc...) - Weekly Timings	*understand relationship between addition and subtraction *use strategies and algorithms *identify place value up to thousands *identify properties of operations *know basic addition and subtraction math facts 0-10 *estimation *mental math (addition and subtraction)	Number talks Teacher modeling with place value strategies Base-ten block and place value chart practice Rounding practice using number lines Partner problem solving Math fact fluency routines Guided practice with multi-digit addition and subtraction Error analysis and strategy discussion	Core Resource: Savvas Realize math curriculum Supplemental Resource: IXL; 99math; base-ten blocks; place value charts; number lines; math fact practice materials; teacher-created, standards-aligned practice activities
2nd Quarter - Unit 2	Use multiplication and division to solve problems Enduring Understandings: Understand relationship between multiplication and division. Multiply and divide within 100. Identify patterns. Understand the properties of multiplication and division. Essential Questions: How does the understanding of multiplication and division solve problems in daily life? How does pattern recognition help solve problems?	3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.B.6 3.OA.C.7 3.OA.D.8 3.OA.D.9	Summative Assessment (end of unit) * assessment at the end of the unit *concepts include multiplication and division Formative Assessments (during unit) *weekly quiz checks *informal assessments through activities completed in class (ex: bingo, math drills, around the world, etc...) * Weekly Timings	* basic multiplication and division facts within 100 * solving missing factors * use drawings & manipulatives to demonstrate properties of division and multiplication problems. *solve two step problem with division and multiplication	Number talks Multiplication and division fact fluency routines Arrays and equal groups modeling Fact family practice Skip-counting and pattern analysis Partner problem solving Manipulative-based modeling of multiplication and division Two-step word problem practice using	Core Resource: Savvas Realize math curriculum Supplemental Resource: IXL; 99math; arrays; counters; multiplication charts; fact triangles/cards; teacher-created, standards-aligned practice activities
3rd Quarter - Unit 3	Represent and interpret data. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Understand concepts of area and perimeter. Enduring Understandings: Understands how to tell time and when it is useful. Read, interpret and be able to draw various graphs to represent data. Understand measurable attributes of liquid, volume, and mass. Essential Questions: How does arranging data into graphs make it easier to understand the information? How does measurement and time keep our world organized?	3.MD.A.1 3.MD.A.2 3.MD.B.3 3.MD.B.4 3.MD.C.5 3.MD.C.6 3.MD.C.7 3.MD.D.8	Summative Assessment Collecting Data Assessment with provided information Formative Assessments *activities with collecting data and drawing graphs to represent that data *informal activity with telling time using small clocks * Learning Centers	* determine which standard unit to use when measuring various objects *elapsed time to the minute *know relationship among units of time *able to draw and interpret pictographs and bar graphs *tell and write time to the minute *be able to use digital and standard clocks *solve comparison problems using a graph	Hands-on measurement activities using rulers and measurement tools Time-telling practice with analog and digital clocks Data collection and graphing activities Line plot creation and interpretation Area and perimeter modeling with grid paper and manipulatives Partner problem solving Guided practice with measurement word problems	Core Resource: Savvas Realize math curriculum Supplemental Resource: IXL; clocks; rulers; grid paper; graphing tools; measurement tools; teacher-created, standards-aligned measurement and data activities
4th Quarter - Unit 4	Theme: *develop understanding of fractions as numbers *reason with shapes and their attributes Enduring Understanding * objects can be described and compared using their geometric attributes *understand the importance of the use of fractions in our everyday lives Essential Questions * How can fractions be modeled, ordered and compared? * How do we use geometry to make sense of the world?	3.G.A.1; 3.G.A.2; 3.NF.A.1; 3.NF.A.2; 3.NF.A.3	Summative Assessment *end of unit assessment Formative Assessment *games/manipulatives *hold up shapes and have students identify on their white boards *weekly quizzes	*understand fractions as numbers that represent equal parts of a whole or locations on a number line. * identify fractions as part of a whole, part of a set, part of an area, and locations on the number line * read and write symbolic notation for unit fractions and common fractions *recognize and name equivalent fractions * understand properties of polygons (ex: closed, straight, flat/2-dimensional) *identify and draw quadrilaterals (ex: square, rectangle, parallelogram, rhombus, trapezoid)	Fraction modeling with manipulatives and visual models Number line fraction activities Equivalent fraction matching Shape sorting by attributes Geometry vocabulary anchor charts Drawing and classifying quadrilaterals Partner discussion using mathematical vocabulary Hands-on partitioning activities	Core Resource: Savvas Realize math curriculum Supplemental Resource: IXL; fraction strips/circles; number lines; pattern blocks; geoboards; shape cards; teacher-created, standards-aligned fraction and geometry activities

3rd Grade - Science

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	How to be a Scientist ENDURING UNDERSTANDING: Scientists ask questions, make observations, and use evidence to explain ideas. Scientists use tools, data, and communication to investigate the world. Safe and careful procedures help scientists conduct meaningful investigations. ESSENTIAL QUESTIONS: How do scientists ask questions and investigate problems? How do scientists collect, record, and communicate data? How do scientists use tools safely and appropriately?	SC.ETS1.B.6	Formative Assessments: Science safety/tool-use observation Data collection chart Survey and graphing task Science notebook responses Vocabulary checks Summative Assessment: Unit assessment or investigation reflection	Ask questions and make observations during investigations Collect, record, and communicate data Use science tools safely and accurately Share observations and results using words, drawings, charts, or graphs Explain how scientists use evidence to answer questions	Teacher modeling of investigation procedures Guided science tool practice Science safety routines Science notebooking Class surveys and data displays Turn-and-talk using observation/evidence sentence stems Vocabulary instruction with visuals and examples	Core Resource: Savvas Realize Interactive Science Supplemental Resource: science tools; science notebooks; visuals/texts about scientists; teacher-created, standards-aligned investigation activities
1st Quarter - Unit 2	Technology and the Engineering Design Process ENDURING UNDERSTANDING: Engineers use a design process to solve problems. Design solutions can be tested, compared, and improved. Criteria and constraints help determine whether a solution is successful. ESSENTIAL QUESTIONS: How do engineers identify problems and design solutions? How can criteria and constraints help improve a design? How can testing and communication help engineers improve solutions?	SC.ETS1.A.3 SC.ETS1.B.6 SC.ETS1.B.7 SC.ETS1.C.4	Formative Assessments: Engineering design vocabulary check Design process exit tickets Simple machine identification task Build/test/reflect notes Peer discussion observation Summative Assessment: Simple machines brochure or engineering design task Unit assessment	Define technology and identify examples of machines Identify a problem that can be solved through design Describe criteria and constraints for a design solution Test and compare possible solutions Communicate design ideas using drawings, models, or explanations Revise a design based on evidence from testing	Engineering design challenge of machines Build-test-improve cycle Simple machine examples and demonstrations Design sketches and labeled diagrams Partner or group problem solving Vocabulary anchor charts Student explanation of design choices	Core Resource: Savvas Realize Interactive Science Supplemental Resource: simple machine examples; engineering design materials; science notebooks; videos/texts about inventors and engineers; teacher-created, standards-aligned design challenges

2nd Quarter - Unit 3	Forces and Motion ENDURING UNDERSTANDING: Forces have strength and direction. Balanced and unbalanced forces affect the motion of objects. Patterns in motion can be observed and used to make predictions. ESSENTIAL QUESTIONS: How do forces affect the motion of objects? How can patterns of motion be observed, measured, and predicted? How do balanced and unbalanced forces change how objects move?	SCI.PS2.A.3 SCI.PS2.A.4 SCI.PS2.B.2 SCI.PS2.B.3 PE-3-PS2-1 PE-3-PS2-2 PE-3-PS2-3 PE-3-PS2-4	Formative Assessments: Force and motion vocabulary checks Friction investigation observation notes Toy car motion data table Exit tickets Science notebook responses Summative Assessment: Written explanation of the relationship between force and motion Unit assessment	Describe forces as pushes or pulls with strength and direction Explain how balanced and unbalanced forces affect motion Observe and measure patterns of motion Predict future motion based on observed patterns Investigate how friction affects the motion of an object Use evidence from investigations to explain changes in motion	Toy car investigations on different surfaces Teacher demonstrations of pushes, pulls, gravity, and friction Data collection and measurement activities Motion pattern observations Vocabulary anchor charts Partner discussion using claim/evidence language Science notebook reflections	Core Resource: Savvas Realize Interactive Science Supplemental Resource: toy cars; ramps; textured surfaces; measurement tools; force and motion videos/texts; teacher-created, standards-aligned investigations
2nd Quarter - Unit 4	Electric and Magnetic Interactions ENDURING UNDERSTANDING: Electric and magnetic forces can act between objects even when the objects are not touching. Scientists ask questions and observe patterns to explain cause-and-effect relationships. Engineers can use scientific ideas about magnets to design solutions to problems. ESSENTIAL QUESTIONS: How can electric and magnetic forces affect objects without touching them? How can patterns help us explain electric and magnetic interactions? How can magnets be used to solve a simple design problem?	SCI.PS2.B.3 PE-3-PS2-3 PE-3-PS2-4	Electric/magnetic interaction observation notes Magnet investigation recording sheet Cause-and-effect response using evidence Magnetic design challenge reflection Exit tickets Unit assessment or performance task	Ask questions about cause-and-effect relationships in electric and magnetic interactions Observe how magnets interact with different objects and materials Describe how distance and orientation can affect magnetic force Identify examples of electric or magnetic forces acting without contact Define a simple problem that can be solved using magnets Design, test, and improve a simple magnetic solution	Heat transfer demonstrations Light absorption investigations Sound and vibration observations Simple circuit building Sorting magnetic and non-magnetic materials Engineering design challenge using magnets Conductor/insulator sorting Vocabulary anchor charts Science notebook reflections Partner discussion using observation/evidence language	Core Resource: Savvas Realize Interactive Science Supplemental Resource: batteries; bulbs; wires; thermometers; colored paper; conductor/insulator materials; energy videos/texts; teacher-created, standards-aligned investigations
3rd Quarter - Unit 5	Plants and Life Cycles ENDURING UNDERSTANDING: Plants have structures that support survival, growth, and reproduction. Plants have life cycles that include birth, growth, reproduction, and death. Observations and models help scientists explain plant growth and life cycles. ESSENTIAL QUESTIONS: How can plants be classified by their structures and characteristics? How do plant structures help plants survive and grow? How do plants reproduce and move through life cycles?	SCI.LS1.B.2 PE-3-LS1-1	Formative Assessments: Plant part labeling task Plant growth observation chart Science notebook responses Plant classification sort Vocabulary checks Summative Assessment: Plant life cycle model or poster Unit assessment	Identify and describe plant structures Explain how plant parts support survival and growth Classify plants by observable characteristics Describe plant life cycle stages Use observations to explain plant growth Create models to show plant life cycles	Seed germination observation Plant part labeling Plant classification activities Life cycle diagrams Science notebooks Vocabulary anchor charts Informational text discussion Partner explanation using evidence from observations	Core Resource: Savvas Realize Interactive Science Supplemental Resource: seeds; plant observation materials; plant/animal life cycle videos; informational texts; teacher-created, standards-aligned investigations and activities
3rd Quarter - Unit 6	Animals, Traits, and Life Cycles ENDURING UNDERSTANDING: Living things have traits that may be inherited from parents or influenced by the environment. Animals have life cycles that include birth, growth, reproduction, and death. Scientists use observations and evidence to compare traits and life cycles. ESSENTIAL QUESTIONS: How are animals classified by their traits and characteristics? How are offspring similar to and different from their parents? How do animal life cycles help us understand growth and survival?	SCI.LS1.B.2 SCI.LS3.A.2 SCI.LS3.A.3 SCI.LS3.B.2 SCI.LS3.B.3 PE-3-LS1-1 PE-3-LS3-1 PE-3-LS3-2	Formative Assessments: Animal classification sort Parent/offspring matching activity Trait comparison chart Life cycle diagram Vocabulary checks Science notebook responses Summative Assessment: Animal life cycle model or habitat/food chain project Unit assessment	Classify animals by observable characteristics Describe similarities and differences between parents and offspring Identify inherited traits and variations Describe animal life cycle stages Explain how adaptations support survival Use evidence to compare traits among organisms	Animal photo sorting Parent/offspring comparison activities Life cycle models Food chain examples Adaptation investigations or demonstrations Vocabulary anchor charts Science notebook reflections Collaborative discussion using evidence	Core Resource: Savvas Realize Interactive Science Supplemental Resource: animal photos; life cycle videos; food chain visuals; adaptation/camouflage videos; informational texts; teacher-created, standards-aligned investigations and activities
4th Quarter - Unit 7	Ecosystems, Adaptations, and Fossils ENDURING UNDERSTANDING: Organisms live in ecosystems where they depend on living and nonliving things. Environmental changes can affect whether organisms survive, move, or die. Fossils provide evidence about organisms and environments from long ago. ESSENTIAL QUESTIONS: How do living things depend on their ecosystems? How can changes in an environment affect organisms? What can fossils tell us about organisms and environments from the past?	SCI.LS2.C.1 SCI.LS4.A.2 SCI.LS4.B.1 SCI.LS4.C.1 SCI.LS4.D.2 PE-3-LS4-1 PE-3-LS4-2 PE-3-LS4-3 PE-3-LS4-4	Formative Assessments: Ecosystem vocabulary checks Habitat model planning notes Cause/effect graphic organizer Fossil observation or model response Science notebook responses Summative Assessment: Ecosystem/habitat model or project Fossil evidence explanation Unit assessment	Define ecosystems and identify living and nonliving components Explain how organisms get energy within an ecosystem Describe how habitat changes affect organisms Construct an argument about organism survival using evidence Analyze fossil evidence to learn about past organisms and environments Describe adaptations that help organisms survive	Habitat and ecosystem modeling Food chain/energy flow diagrams Fossil observation or simulation Cause/effect graphic organizers Claim-evidence-reasoning discussions Science notebook reflections Partner or group ecosystem project work	Core Resource: Savvas Realize Interactive Science Supplemental Resource: fossil models/images; ecosystem visuals; habitat project materials; food chain cards; informational texts; teacher-created, standards-aligned investigations and activities
4th Quarter - Unit 8	Weather Patterns and Severe Weather ENDURING UNDERSTANDING: Weather conditions can be observed, measured, recorded, and compared. Patterns in weather data help scientists describe climate and make predictions. Understanding severe weather helps people make safe decisions. ESSENTIAL QUESTIONS: How can weather data help us describe and predict weather patterns? How are weather and climate related? How can people prepare for and stay safe during severe weather?	SCI.ESS2.D.2 SCI.ESS2.D.3 SCI.ESS3.B.3 PE-3-ESS2-1 PE-3-ESS2-2 PE-3-ESS3-1	Formative Assessments: Weather vocabulary checks Weather tool identification task Weather data table or graph Water cycle sequence activity Severe weather safety exit tickets Summative Assessment: Severe weather poster/presentation Water cycle model or explanation Unit assessment	Identify and describe weather conditions and patterns Use weather tools to collect or interpret data Represent weather data in tables or graphs Compare weather and climate at an age-appropriate level Describe the water cycle Explain safety practices for severe weather	Weather data collection Use of thermometers, wind gauges, and other weather tools Water cycle modeling Severe weather research or poster activity Weather graphing and pattern analysis Safety scenario discussions Science notebook responses Student presentations	Core Resource: Savvas Realize Interactive Science Supplemental Resource: weather tools; water cycle visuals; severe weather videos/texts; graphing materials; teacher-created, standards-aligned weather investigations and activities

3rd Grade - Social Studies

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
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1st Quarter - Unit 1	Geography of the World ENDURING UNDERSTANDINGS: Maps, globes, and other geographic tools help people locate and describe places. Physical features and human characteristics shape communities and regions. Geography helps us understand how people interact with their environment. ESSENTIAL QUESTIONS: How do maps help us understand places and regions? How do physical features affect where and how people live? How can geography help us compare communities around the world?	SS.Geog1.a.i SS.Geog1.b.i SS.Geog2.a.i SS.Geog2.b.i SS.Geog5.b.i SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i	Formative Assessments: Map skills checks Latitude/longitude practice Vocabulary checks Exit tickets Teacher observation during map activities Summative Assessments: End-of-unit assessment Map/location quiz Landform or region project	Use maps and globes to locate places, regions, and physical features Identify and describe landforms and bodies of water Use geographic vocabulary to describe location and place Compare physical and human characteristics of different regions Explain how geography influences where and how people live Use evidence from maps, images, and texts to answer geographic questions	Map and globe exploration Latitude/longitude practice Landform and region sorting Map creation Geographic vocabulary instruction Inquiry-based discussion using maps and images Partner or group map analysis	Core Resource: TCI Social Studies Alive! Supplemental Resource: atlases; maps; globes; geography visuals; teacher-created, standards-aligned map skills activities
2nd Quarter - Unit 2	History: Immigration and Communities Enduring Understandings: People migrate for many reasons, including needs, opportunities, challenges, and hopes for the future. Immigration has shaped communities and contributed to cultural diversity. Historians use evidence from sources to understand people, events, and changes over time. Essential Question: Why do people move from one place to another? How does immigration shape communities? How do timelines, stories, and primary/secondary sources help us understand the past?	SS.Hist1.a.i SS.Hist1.b.i SS.Hist2.a.i SS.Hist2.b.i SS.Hist3.a.i SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i	Formative Assessments: Timeline practice Source analysis response Vocabulary checks Exit tickets Teacher observation during discussion Summative Assessments: Timeline project Immigration/community response End-of-unit assessment	Explain reasons people may move or immigrate Describe how immigration can shape communities and cultures Sequence events using timelines Compare life in different places or time periods Use fiction, nonfiction, images, or sources to gather historical information Explain historical ideas using evidence from texts or visuals	Timeline creation Read-alouds and informational text discussion Image/source analysis Compare/contrast charts Vocabulary instruction with visuals Partner discussion using sentence stems Inquiry questions about movement, culture, and community	Core Resource: TCI Social Studies Alive! Supplemental Resource: fiction and nonfiction texts; images; maps; timelines; age-appropriate videos; teacher-created, standards-aligned history activities
3rd Quarter - Unit 3	Economics: Choices, Resources, Supply and Demand Enduring Understandings: People make choices because resources are limited. Producers and consumers depend on one another in an economy. Supply and demand can affect price, availability, and decision-making. Essential Question: Why do people make economic choices? How do scarcity, resources, supply, and demand affect decisions? How do producers and consumers participate in an economy?	SS.Econ1.a.i SS.Econ1.b.i SS.Econ2.a.i SS.Econ2.b.i SS.Econ4.a.i SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i	Formative Assessments: Needs/wants and scarcity checks Supply and demand scenario responses Vocabulary checks Exit tickets Teacher observation during economic decision-making activities Summative Assessments: Supply and demand project Producer/consumer task End-of-unit assessment	Identify examples of scarcity and economic choices Distinguish between producers and consumers Explain how goods and services are exchanged Describe how supply and demand can affect price and availability Analyze simple economic scenarios Use economic vocabulary to explain choices and consequences	Scenario-based economic decision-making Supply and demand simulations Producer/consumer sorting Vocabulary anchor charts Classroom market activity Graph or image analysis Partner discussion using economic vocabulary	Core Resource: TCI Social Studies Alive! Supplemental Resource: classroom market materials; economic scenario cards; graphs/images; age-appropriate informational texts; teacher-created, standards-aligned economics activities
4th Quarter - Unit 4	Civics: Government, Citizenship, and Communities Enduring Understandings: Communities create rules, laws, and systems to help people live and work together. Citizens have rights and responsibilities within their communities. People can participate in civic life by making decisions, solving problems, and helping others. Essential Questions: Why do communities create rules and governments? What responsibilities do citizens have in a community? How do people work together to solve problems and improve communities?	SS.PS1.a.i SS.PS2.a.i SS.PS3.a.i SS.PS4.a.i SS.Inq1.a.i SS.Inq2.a.i SS.Inq3.c.i SS.Inq4.a.i	Formative Assessments: Rules/laws vocabulary checks Rights and responsibilities sort Public services response Exit tickets Teacher observation during civic discussion Summative Assessments: Government/citizenship assessment Community problem-solving project Civic responsibility presentation or poster	Explain why communities need rules, laws, and public services Identify roles and responsibilities of citizens Describe basic functions of government Compare ways people participate in communities Analyze examples of community problems and possible solutions Use civic vocabulary to explain rights, responsibilities, and participation	Civic scenario discussions Rights/responsibilities sorting Public services image analysis Role-play or mock decision-making activity Community problem-solving task Vocabulary anchor charts Partner or group discussion using sentence stems	Core Resource: TCI Social Studies Alive! Supplemental Resource: fiction and nonfiction texts; community/public service visuals; civic scenario cards; age-appropriate videos; teacher-created, standards-aligned civics activities

3rd Grade - Reading

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter - Unit 1	Timeless Tales: Classic Stories Enduring Understanding: Readers use details from the text to explain their thinking. Stories often reveal themes or lessons through characters, events, and conflicts. Readers deepen comprehension by analyzing characters, point of view, and story structure. Essential Questions How do readers use text evidence to understand stories? How do characters' actions and points of view shape a story? How can readers identify themes, lessons, and central messages in classic stories?	RL.3.1 RL.3.2 RL.3.3 RL.3.6 L.3.4 L.3.5.a L.3.6	Formative Assessments: Teacher observation during discussion Reading response journal entries Text evidence exit tickets Character/theme graphic organizers Vocabulary checks Summative Assessments: Unit assessment Written response using text evidence Story elements/theme assessment	Ask and answer questions using explicit text evidence Recount stories and determine central message, lesson, or theme Describe characters' traits, motivations, actions, and relationships Explain how characters' actions contribute to the sequence of events Distinguish point of view in literary texts Use context clues and word relationships to determine meaning	Interactive read-alouds with teacher think-alouds Close reading with text-dependent questions Character analysis charts Story maps and sequencing organizers Theme/lesson anchor charts Partner discussion using evidence stems Written responses using claim/evidence language	Core Resource: Amplify CKLA 3rd Edition Supplemental Resource: student readers/workbooks; lesson videos/audio; digital lesson components; teacher-created, standards-aligned comprehension and vocabulary activities

1st Quarter - Unit 2	Informational Text: Animal Classification	RI.3.1 RI.3.2 RI.3.4 RI.3.5 RI.3.7 RI.3.8 RI.3.9 L.3.4 L.3.6	Formative Assessments: Teacher observation during discussion Main idea/detail organizer Text feature identification task Vocabulary checks Compare/contrast chart Exit tickets Summative Assessments: Unit assessment Informational text written response Compare/contrast response using text evidence	Ask and answer questions using text evidence Determine the main idea and supporting details Use text features to locate and understand information Determine the meaning of domain-specific vocabulary Compare and contrast information across texts Explain how details support an author's points	Informational text feature walks Main idea/detail graphic organizers Vocabulary instruction with visuals and examples Compare/contrast charts Partner discussion using evidence stems Close reading of nonfiction passages Written responses using text evidence	Core Resource: Amplify CKLA 3rd Edition Supplemental Resource: student readers/workbooks; lesson videos/audio; digital lesson components; informational texts; teacher-created, standards-aligned comprehension and vocabulary activities
	Enduring Understanding: Informational texts use facts, details, vocabulary, and text features to explain real topics. Readers use key details and text features to build understanding. Readers can compare information across texts to deepen their understanding of a topic. Essential Questions How do readers use text features and details to learn from informational texts? How can readers compare information across texts? How do vocabulary and text structure help readers understand scientific information?					
2nd Quarter - Unit 3	Poetry	RL.3.1 RL.3.2 RL.3.4 RL.3.5 L.3.4 L.3.5.a SL.3.1	Formative Assessments: Teacher observation during poetry discussion Poetry vocabulary checks Figurative language identification task Written response to a poem Compare/contrast chart Exit tickets Summative Assessments: Unit assessment Poetry analysis response Original poem or poetry presentation	Ask and answer questions using evidence from poems Determine the theme or central message of a poem Explain the meaning of words and phrases in context Identify features of poetry, including lines, stanzas, rhyme, rhythm, and figurative language Compare poems by theme, structure, language, or imagery Participate in discussions about poetry using text evidence	Poetry read-alouds and shared reading Teacher modeling of poetry analysis Figurative language anchor charts Close reading of selected poems Partner discussion using evidence stems Compare/contrast organizers Oral reading for fluency and expression	Core Resource: Amplify CKLA 3rd Edition Supplemental Resource: student readers/workbooks; poetry texts; lesson videos/audio; digital lesson components; teacher-created, standards-aligned poetry and vocabulary activities
	Enduring Understanding: Poetry uses rhythm, structure, word choice, and figurative language to express ideas and feelings. Readers use details and language from a poem to explain meaning. Comparing poems helps readers understand themes, images, and author's craft. Essential Questions How do poets use words, structure, and figurative language to create meaning? How do readers use evidence to explain their understanding of a poem? How can readers compare themes, images, and ideas across poems?					
2nd Quarter - Unit 4	Literary and Informational Texts: Ancient Rome	RL.3.1 RL.3.2 RL.3.3 RL.3.6 RI.3.1 RI.3.2 RI.3.3 RI.3.6 RI.3.7 L.3.4 L.3.6	Formative Assessments: Teacher observation during discussion Main idea/key detail organizer Point of view response Fact/opinion sort Vocabulary checks Exit tickets Summative Assessments: Unit assessment Written response using text evidence Literary/informational text comparison task	Ask and answer questions using explicit text evidence Recount stories and determine themes or lessons Identify main ideas and supporting details in informational texts Describe relationships between events, ideas, or historical information Distinguish point of view, fact, and opinion Compare how literary and informational texts present a topic Use vocabulary and context clues to support comprehension	Close reading of literary and informational texts Teacher modeling with think-alouds Point of view and fact/opinion graphic organizers Main idea/detail charts Compare/contrast activities Partner discussion using evidence stems Written responses using text evidence	Core Resource: Amplify CKLA 3rd Edition Supplemental Resource: student readers/workbooks; lesson videos/audio; digital lesson components; myths/legends; informational texts; teacher-created, standards-aligned comprehension and vocabulary activities
	Enduring Understanding: Readers use evidence from texts to explain ideas, events, characters, and themes. Literary and informational texts can help readers understand a topic in different ways. Readers analyze point of view, facts, opinions, and key details to deepen comprehension. Essential Questions How do readers use text evidence to understand literary and informational texts? How can readers distinguish point of view, fact, opinion, and theme? How do different text types help readers understand a historical topic?					
2nd Quarter - Unit 5	Informational Text: Astronomy	RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.7 RI.3.8 L.3.4 L.3.6	Formative Assessments: Teacher observation during discussion Main idea/detail organizer Text feature/diagram response Vocabulary checks Sequence or cause/effect organizer Exit tickets Summative Assessments: Unit assessment Informational text written response Explanation using text evidence	Ask and answer questions using text evidence Determine the main idea and supporting details Describe relationships between scientific ideas or events Use text features, diagrams, and illustrations to support understanding Determine the meaning of domain-specific vocabulary Explain how details support an author's points Write or speak about informational text using evidence	Informational text feature walks Diagram and illustration analysis Main idea/detail graphic organizers Vocabulary instruction with visuals and examples Close reading with text-dependent questions Partner discussion using evidence stems Written responses using claim/evidence language	Core Resource: Amplify CKLA 3rd Edition Supplemental Resource: student readers/workbooks; lesson videos/audio; digital lesson components; astronomy visuals/diagrams; teacher-created, standards-aligned comprehension and vocabulary activities
	Enduring Understanding: Informational texts use facts, details, vocabulary, and visuals to explain real topics. Readers use text features and key details to understand complex information. Readers support their explanations with evidence from the text. Essential Questions How do readers use main ideas, key details, and text features to understand informational texts? How do illustrations, diagrams, and text features support comprehension? How do readers explain scientific information using evidence from a text?					
2nd Quarter - Unit 6	Literary and Informational Texts: Native Americans	RL.3.1 RL.3.2 RL.3.3 RI.3.1 RI.3.2 RI.3.3 L.3.4 L.3.6	Formative Assessments: Teacher observation during discussion Inference response using text evidence Cause/effect graphic organizer Vocabulary checks Oral or written comprehension responses Exit tickets Summative Assessments: Unit assessment Written response using text evidence Cause/effect or character analysis task	Ask and answer questions using explicit text evidence Make inferences based on text details Describe characters, events, and relationships Identify cause-and-effect relationships Determine main ideas or themes Use vocabulary and context clues to support comprehension Respond orally and in writing using evidence from the text	Close reading with text-dependent questions Teacher modeling of inference-making Cause/effect graphic organizers Character analysis charts Vocabulary instruction with visuals and examples Partner discussion using evidence stems Written responses using claim/evidence language	Core Resource: Amplify CKLA 3rd Edition Supplemental Resource: student readers/workbooks; lesson videos/audio; digital lesson components; literary and informational texts; teacher-created, standards-aligned comprehension and vocabulary activities
	Enduring Understanding: Readers make inferences by combining text evidence with their own thinking. Characters' actions and events help readers understand how stories develop. Readers use cause-and-effect relationships to explain ideas, events, and character decisions. Essential Questions How do readers make inferences using text evidence? How do character actions and key events contribute to meaning? How can readers use cause and effect to understand literary and informational texts?					
4th Quarter - Unit 7	Novel study					

3rd Grade - Language Arts

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
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1st Quarter - Unit 1	Narrative Writing Essential Questions: How do writers develop real or imagined experiences through characters, events, and details? How do writers organize a story so it has a clear beginning, middle, and ending? How do grammar, conventions, and word choice help writers communicate clearly? Enduring Understandings: Narrative writers use characters, setting, events, dialogue, and description to develop a story. Strong narratives are organized in a logical sequence and include a sense of closure. Writers use grammar, conventions, and word choice to make their stories clear and engaging.	W.3.3 W.3.4 W.3.5 W.3.10 L.3.1 L.3.2 L.3.3 L.3.6	Formative Assessments: Narrative planning organizer Drafting conference notes Dialogue and description practice Sentence expansion or word choice check Grammar/conventions exit tickets Peer or teacher feedback checklist Editing checklist Summative Assessments: Published narrative writing piece Narrative writing rubric	Write narratives to develop real or imagined experiences Establish a situation and introduce characters Organize events in a clear sequence Use dialogue and descriptions to develop experiences and events Use temporal words and phrases to signal event order Provide a sense of closure Use adjectives, adverbs, vivid verbs, and precise language to add detail Apply grade-level capitalization, punctuation, spelling, and sentence structure Revise and edit writing for clarity, organization, and conventions	Mentor text analysis Narrative planning graphic organizers Teacher modeling and think-alouds Shared writing Mini-lessons on dialogue, sequencing, and descriptive detail Grammar and conventions mini-lessons connected to student writing Sentence expansion and word choice practice Peer review using a checklist Writing conferences Revision and editing practice	Amplify Core Knowledge Language Arts (CKLA) mentor texts; writing journals; graphic organizers; writing rubrics/checklists; teacher-created, standards-aligned writing, grammar, and word work activities
2nd Quarter - Unit 2	Expository / Informational Writing Essential Questions: How do writers explain a topic clearly? How do facts, definitions, and details help readers understand information? How do grammar, conventions, and word choice help writers communicate information accurately? Enduring Understandings: Informational writers introduce a topic and develop it with facts, definitions, and details. Strong informational writing is organized clearly and logically. Writers use precise language, grammar, and conventions to explain information clearly. Descriptive Writing and Elaboration	W.3.2 W.3.4 W.3.5 W.3.7 W.3.8 W.3.10 L.3.1 L.3.2 L.3.6	Formative Assessments: Topic planning organizer Main idea/details organizer Note-taking checks Drafting conference notes Topic-specific vocabulary check Grammar/conventions exit tickets Peer or teacher feedback checklist Editing checklist Summative Assessments: Published informational/expository writing piece Informational writing rubric	Write informative/explanatory texts to examine a topic Introduce a topic clearly Group related information together Develop the topic with facts, definitions, examples, and details Use linking words and phrases to connect ideas Provide a concluding statement or section Gather information from sources and take brief notes Use precise academic and topic-specific vocabulary Apply grade-level grammar, capitalization, punctuation, spelling, and sentence structure Use descriptive details to develop ideas, characters, settings, events, or topics Use precise words, phrases, sensory details, and vivid verbs Use adjectives and adverbs to add description and clarity Expand and combine sentences to improve fluency and detail Strengthen writing by revising for elaboration, word choice, and clarity Organize ideas clearly for the writing purpose Apply grade-level capitalization, punctuation, spelling, and sentence structure Use vocabulary to make writing more specific and engaging	Mentor text analysis Main idea/detail organizers Teacher modeling of informational writing Note-taking practice Paragraph organization mini-lessons Shared writing Grammar and conventions mini-lessons connected to informational writing Vocabulary and precise language practice Peer review using a checklist Writing conferences Revision and editing practice	Amplify Core Knowledge Language Arts (CKLA) informational mentor texts; graphic organizers; writing journals; rubrics/checklists; age-appropriate research sources; teacher-created, standards-aligned writing, grammar, and word work activities
3rd Quarter - Unit 3	Essential Questions: How do writers use details to help readers visualize ideas, people, places, and events? How do word choice and sensory language strengthen writing? How do grammar and sentence structure help writers make descriptions clear and engaging? Enduring Understandings: Writers use specific details, description, and precise language to make writing clear and engaging. Descriptive writing can strengthen narratives, informational pieces, and opinion writing. Writers revise by improving word choice, sentence structure, grammar, and elaboration.	W.3.2 W.3.3 W.3.4 W.3.5 W.3.10 L.3.1 L.3.2 L.3.3 L.3.5 L.3.6	Formative Assessments: Descriptive detail practice Sensory language chart Word choice revision task Sentence expansion or sentence combining task Grammar/conventions exit tickets Drafting conference notes Peer or teacher feedback checklist Editing checklist Summative Assessments: Descriptive writing piece or revised writing sample Writing rubric focused on elaboration, word choice, and conventions	Use descriptive details to develop ideas, characters, settings, events, or topics Use precise words, phrases, sensory details, and vivid verbs Use adjectives and adverbs to add description and clarity Expand and combine sentences to improve fluency and detail Strengthen writing by revising for elaboration, word choice, and clarity Organize ideas clearly for the writing purpose Apply grade-level capitalization, punctuation, spelling, and sentence structure Use vocabulary to make writing more specific and engaging	Mentor text analysis focused on description Sensory detail charts Word choice mini-lessons Shared writing Grammar and sentence structure mini-lessons connected to student writing Sentence expansion and sentence combining practice Revision stations Peer feedback using an elaboration checklist Writing conferences Editing practice	Amplify Core Knowledge Language Arts (CKLA) descriptive mentor texts; sensory detail charts; writing journals; rubrics/checklists; teacher-created, standards-aligned writing, grammar, and word work activities
4th Quarter - Unit 4	Persuasive / Opinion Writing Essential Questions: How do writers clearly state an opinion? How do reasons and evidence help persuade a reader? How do grammar, conventions, and word choice make an argument clearer and more convincing? Enduring Understandings: Opinion writers state a point of view and support it with reasons. Strong persuasive writing uses evidence, examples, and linking words to connect ideas. Writers use grammar, conventions, and precise word choice to make arguments clear and convincing.	W.3.1 W.3.4 W.3.5 W.3.7 W.3.8 W.3.10 L.3.1 L.3.2 L.3.3 L.3.6	Formative Assessments: Opinion statement practice Reasons/evidence organizer Persuasive paragraph draft Linking words/phrases check Grammar/conventions exit tickets Peer or teacher feedback checklist Editing checklist Writing conference notes Summative Assessments: Published opinion/persuasive writing piece Opinion writing rubric Optional oral presentation or persuasive speech	Write opinion pieces on topics or texts State an opinion clearly Provide reasons that support the opinion Use linking words and phrases to connect opinion and reasons Provide a concluding statement or section Gather information from sources when appropriate Use persuasive language and precise vocabulary Apply grade-level grammar, capitalization, punctuation, spelling, and sentence structure Revise and edit writing for clarity, organization, and conventions	Mentor text analysis Opinion/reason/evidence graphic organizers Teacher modeling of persuasive writing Debate or discussion before writing Shared writing Grammar and conventions mini-lessons connected to opinion writing Linking word and persuasive language practice Peer review using an opinion writing checklist Writing conferences Revision and editing practice	Amplify Core Knowledge Language Arts (CKLA) opinion/persuasive mentor texts; graphic organizers; writing journals; rubrics/checklists; age-appropriate research sources; teacher-created, standards-aligned writing, grammar, and word work activities