



EXPEDITIONARY
LEARNING

Grade 3: Curriculum Map



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These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the “instructional shifts” required by the CCSS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
 - Six unit-level assessments that almost always are on-demand: students’ independent work on a reading, writing, speaking, or listening task.
 - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with CCSS L1–3 and with Reading Foundations instruction aligned with CCSS RF.3 and RF.4. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded “one-hour per day” of the modules.

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus:** Read this first. The “focus” is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title:** This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description:** These three or four sentences tell the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.



- **Texts:** This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifies texts that need to be purchased for use with the curriculum, go to commoncoresuccess.elschools.org or EngageNY.org and search for the document “Trade Books and Other Resources.”
- **Final Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
 - Each unit includes two assessments, most of which are “on-demand” (i.e., show what you know/can do on your own).
 - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
 - End of unit assessments typically, though not always, are writing assessments: writing from sources.
 - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
 - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
 - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
 - Selected response (multiple-choice questions)
 - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
 - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
 - Speaking and listening (discussion or oral presentation)
 - Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** In each module, the standards formally assessed are indicated with a check mark; see details below.



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---------------------|---|--|---|---|---|---|
| Focus | Becoming a Close Reader and Writing to Learn | Researching to Build Knowledge and Teaching Others | Researching to Build Knowledge and Teaching Others | Analyzing Narrative and Supporting Opinions | Analyzing Narrative and Supporting Opinions | Gathering Evidence and Speaking to Others |
| Module Title | <i>My Librarian Is a Camel: How Books Are Brought to Children around the World</i> | Adaptations and the Wide World of Frogs | Connecting Literary and Informational Texts to Study Culture “Then and Now” | A Study of <i>Peter Pan</i> | Wolves: Fact and Fiction | The Role of Freshwater around the World |
| Description | <p>This module introduces students to the power of literacy and how people around the world access books. Students build close reading skills while learning about people who have gone to great lengths to access literacy. They focus on what it means to be a proficient, independent reader, assessing their strengths, setting goals, and developing their “reading superpowers.” They then delve into geography, considering how where one lives affects how one accesses books. They apply their learning by writing a report (bookmark) about how people access books around the world.</p> | <p>This module is designed to help students use reading, writing, listening, and speaking to build and share deep knowledge about a topic: in this case, frogs. Students first do a class study of the bullfrog. Then they read excerpts from the central text, <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>, to study a variety of “freaky frogs”—frogs that push the boundaries of “frogginess.” Students demonstrate their expertise by writing a “freaky frog trading card”—a research-based narrative that highlights their research and educates others about the diversity of frogs, focusing on how their freaky frog survives.</p> | <p>This module is designed to help students use reading, writing, listening, speaking, and collaborative skills to build and share deep knowledge about a topic. Students begin with a class study of the culture of Japan in which they read <i>Magic Tree House: Dragon of the Red Dawn</i>, a book set in ancient Japan, paired with <i>Exploring Countries: Japan</i>, an informational text about modern Japan. Students form book clubs, reading a new <i>Magic Tree House</i> book set in their selected country and an informational text, to build expertise on a different country. They demonstrate their expertise by writing a research-based letter to <i>Magic Tree House</i> author Mary Pope Osborne that informs her of customs and traditions that have endured in a culture from the past to modern time.</p> | <p>This module focuses on a study of the classic tale <i>Peter Pan</i> as students consider how writers capture a reader’s imagination. Students delve into narrative structure, focusing on character (central to the third-grade standards). They then examine author’s craft in <i>Peter Pan</i>, specifically use of dialogue and vivid language—and write their own scene based on <i>Peter Pan</i>. To build fluency, they participate in a Readers Theater based on <i>Peter Pan</i>, and read aloud a monologue. They write opinions, including which <i>Peter Pan</i> character is their favorite and why.</p> | <p>In this module, students explore the questions: “Who is the wolf in fiction?” and “Who is the wolf in fact?” Students begin by reading the traditional Chinese folktale <i>Lon Po Po</i> and a series of fables that feature wolves as characters to build their understanding of how the actions and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson to the reader. Students then move on to research facts about real wolves through the central text <i>Face to Face with Wolves</i>. As they read the text closely, they collect information about the characteristics, behaviors, and habitat of real wolves. To close the module, students write a narrative based on a problem faced by real wolves.</p> | <p>This module focuses on the importance of clean freshwater around the world. Students continue to build their geography and map-reading skills (begun in Module 1) by studying where water is found on earth. They examine the water cycle and watersheds, comparing how different texts present similar information. Then students research challenges facing the earth’s clean water supply: pollution, access, and the demand for water. Students develop opinions about what they can do to conserve, protect, or provide access to clean water, and then create a public service announcement (PSA).</p> |



| | Module 1 ¹ | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|---|--|---|---|---|---|
| Texts (central text(s) in bold) ² | <ul style="list-style-type: none"> • <i>That Book Woman</i>, Heather Henson (RL, 920L; teacher copy only) • <i>Waiting for the Biblioburro</i>, Monica Brown (RL, 880L; teacher copy only) • <i>The Boy Who Loved Words</i>, Roni Schotter (RL, 780L; teacher copy only) • <i>Thank You, Mr. Falker</i>, Patricia Polacco (RL, 650L; teacher copy only) • <i>The Librarian of Basra: A True Story from Iraq</i>, Jeanette Winter (RL, 640L) • <i>Nasreen's Secret School</i>, Jeanette Winter (RL, 630L) • <i>The Incredible Book-Eating Boy</i>, Oliver Jeffers (RL, 470L; teacher copy only) | <ul style="list-style-type: none"> • <i>Deadly Poison Dart Frogs</i>, Lincoln James (RI, 700+L) • <i>Bullfrog at Magnolia Circle</i>, Deborah Dennard (RL, 670L) • <i>All the Small Poems and Fourteen More</i>, Valerie Worth (RL poems, NL) • "The Glass Frog," Douglas Florian (RL poems, NL) • "The Red-Eyed Tree Frog," Douglas Florian (RL poems, NL) • "The Poison Dart Frog," Douglas Florian (RL poems, NL) • <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i>, DK Publishing (RI, 820L) • "Staying Alive, Animal Adaptations," Expeditionary Learning (RI, 890L) • <i>Poison Dart Frogs Up Close</i>, Carmen Bredeson (RI, 830L) | <ul style="list-style-type: none"> • <i>Magic Tree House #33: Carnival at Candlelight</i>, Mary Pope Osborne (RL, 590L; for 1/3 of class) • <i>Magic Tree House #37: Dragon of the Red Dawn</i>, Mary Pope Osborne (RL, 580L) • <i>Magic Tree House #34: Season of the Sandstorms</i>, Mary Pope Osborne (RL, 580L; for 1/3 of class) • <i>Magic Tree House #45: A Crazy Day with Cobras</i>, Mary Pope Osborne (RL, 570L; for 1/3 of class), • "The Ancient Art of Rangoli," Shruti Priya and Katherine Darrow (RI, 1130L) • "Republic of Iraq." In <i>CultureGrams Kids Edition 2013</i> (RI, 1200L) • "Discovering Culture," Expeditionary Learning (RI, 990L) • <i>Exploring Countries: Italy</i>, Walter Simmons (RI, 870L; for 1/3 of class) | <ul style="list-style-type: none"> • Classic Starts edition of <i>Peter Pan</i>, J.M. Barrie, retold from the original by Tania Zamorsky (RL, 860L) • "The Mermaid Lagoon" script adapted by Expeditionary Learning from: <i>Peter Pan</i>; or <i>Peter and Wendy</i> by J.M. Barrie (RL, 540L) • "The Birds Leave the Nest" script adapted by Expeditionary Learning from: <i>Peter Pan</i>; or <i>The Boy Who Would Not Grow Up</i> by J.M. Barrie (RL, 480L) | <ul style="list-style-type: none"> • "The Fox and the Wolf," Lynda Durrant Lemmon (RL, 1010L) • "The Wolves and the Sheep" from the Gutenberg Project (RL, 820L) • "A Wolf in the Park" found at: http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park (RL, 780L) • <i>Aesop's Fables</i>, Jerry Pinkney (RL, 760L) • "The Tricky Wolf and the Rats" found at: http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/ (RL, 700L) • "The Wolf and the Sheep" found at: http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42 (RL, 700L) • <i>Lon Po Po</i>, Ed Young (RL, 670L) | <ul style="list-style-type: none"> • "The Water Cycle," U.S. Geological Survey (RI, 1080L) • "Rivers and Streams," Nature Works (RI, 970L) • <i>One Well: The Story of Water on Earth</i>, Rochelle Strauss (RI, 960L) • "Earth's Water Cycle," Gina Jack (RI, 920L) • "Dry Days in Australia," Ann Weil (RI, 840L) • "Ryan Hreljac: The Boy Who Built a Well," Elisabeth Deffner, February 2009 (RI, 800L) • "Let's Get Physical," <i>Junior Scholastic</i> (RI, 790L) • "Where in the World Is Water?" Expeditionary Learning (RI, 730L) • "Tackling the Trash," Jill Esbaum, <i>Highlights for Children</i> (RI, 650L) |

¹ For 3M1, students work with most texts about the same amount.

² Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).



| | Module 1 ¹ | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|-------------------------|--|---|--|--|---|--|
| | <ul style="list-style-type: none"> • <i>Rain School</i>, James Rumford (RL, 420L) • <i>My Librarian Is a Camel</i>, Margriet Ruurs (RI, 980L) • “One Boy’s Book Drive,” <i>Boy’s Quest</i> (RI, 700L) (alternate) • “Physical Environments around the World,” Expeditionary Learning (RI, 680L or 530L) | <ul style="list-style-type: none"> • “Spadefoot Toad,” Melanie Freeman (RI, 780L) | <ul style="list-style-type: none"> • <i>Exploring Countries: India</i>, Jim Bartell (RI, 840L; for 1/3 of class) • <i>Exploring Countries: Iraq</i>, Lisa Owings (RI, 810L; for 1/3 of class) • <i>Exploring Countries: Japan</i>, Colleen Sexton (RI, 740L) • “Soccer Mania,” Cynthia Hatch (RI, 440L) | | <ul style="list-style-type: none"> • <i>Face to Face with Wolves</i>, Jim and Judy Brandenburg (RI, 970L) | |
| Lexile® | Common Core Band Level Text Difficulty Ranges for Grades 2–3 ⁴ : 420–802L | | | | | |
| Performance Task | Accessing Books around the World Bookmark (RI.3.2, W.3.2 (and a-d), W.3.4, W.3.5, and L.3.2) scaffolded explanatory paragraph | Freaky Frog Trading Cards (W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3) research-based scaffolded narrative and explanatory paragraph | Research-Based Letter to Author (W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, L.3.1h, L.3.1i, L.3.2f, and L.3.3a) research-based scaffolded narrative and explanatory letter | Summary and Opinion Writing: Who Is Your Favorite Character in <i>Peter Pan</i> , and Why? (RL.3.3, RL.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2 and L.3.3) scaffolded literary analysis essay | Wolf Narrative (W.3.3, W.3.4, W.3.5, L.3.1g, h, and i) narrative | VoiceThread Public Service Announcement (W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL.3.6, L.3.3b) scaffolded speech |

⁴ Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf



Unit-Level Assessments (ELA CCSS)

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|----------------------|---|--|--|--|---|--|
| Mid-Unit 1 | Collaborative Discussion Skills (SL.3.1b and c) speaking and listening | Close Reading: <i>Bullfrog at Magnolia Circle</i> (RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4a) selected response and short constructed response | Reading to Capture Key Details: Chapter 6 of <i>Dragon of the Red Dawn</i> (RL.3.1 and RL.3.4) selected response and short constructed response | Character Analysis: Peter Pan's Traits, Motivations and Actions That Contribute to a Sequence of Events in the Story (RL.3.3) short constructed response | Selected Response and Short Answer Questions: "Fox and Wolf" (RL.3.1–4 and RL.3.7) selected response and short constructed response | On-Demand Informational Paragraph: Where in the World Is Water? (W.3.2 and L.3.1) short constructed response |
| End of Unit 1 | Close Reading and Powerful Note-Taking on My Own (RL.3.2, RL.3.3, W.3.8, and L.3.4a) selected response and short constructed response | Informational Paragraph about How a Bullfrog Survives (W.3.2, W.3.4, L.3.3a, and L.3.6) extended response | On-Demand Writing of a Research-Based Informational Paragraph (RL.3.1, RI.3.5, W.3.2, L.3.3, and L.3.2f) extended response | Opinion Writing about Wendy's Actions (RL.3.6, W.3.1, and L.3.6) extended response | Part 1: Character Analysis and Opinion Writing: "The Wolves and the Sheep" and Part 2: Reading Fluently (RL.3.3, L.3.4, W.3.1, and RF.3.4) extended response | Comparing and Contrasting Two Texts about the Water Cycle (RI.3.2, RI.3.7, RI.3.8, RI.3.9 and L.3.4c) selected response and short constructed response |
| Mid-Unit 2 | A Letter about my Reading Goals (W.3.2 and L.3.6) extended response | Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) (RI.3.1, RI.3.2, RI.3.5, RI.3.7, and L.3.4a) selected response and short constructed response | Book Discussions and Text-Dependent Questions on the <i>Magic Tree House Books</i> (RL.3.1, RL.3.9, W.3.8, SL.3.1, and SL.3.3) short constructed response and speaking and listening | Writing: New Scene from <i>Peter Pan</i> (W.3.3 and W.3.4) extended response | Reading a New Section of <i>Face to Face with Wolves</i> : "Life in the Pack" (RL.3.1, RL.3.2 and RL.3.4) selected response and short constructed response | Asking and Answering Questions about Water Issues (RI.3.1, RI.3.8, and W.3.8) selected response and short constructed response |
| End of Unit 2 | Listen Up! Recording Our Reading (SL.3.5) speaking and listening | Informational Paragraph about the Poison Dart Frog (W.3.2, W.3.4, W.3.7, L.3.3a and L.3.6) extended response | Reading and Writing about a New Informational Text (RI.3.1, RI.3.2, RI.3.5, W.3.2, and W.3.8) extended response | Reading Fluency: Reading a Scene from <i>Peter Pan</i> (RL.3.3 and RF.3.4) short constructed response and reading fluently | Reading and Answering Questions about <i>Face to Face with Wolves</i> (RI.3.2, RI.3.4, RI.3.6, W.3.2 and W.3.10) selected response and short constructed response | On-Demand Informative Writing to Inform Readers about Water Issues (W.3.2 and W.3.4.) extended response |



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|----------------------|--|---|---|--|---|--|
| Mid-Unit 3 | Answering Text-Dependent Questions about Librarians and Organizations around the World (RI.3.2, RI. 3.1, W.3.8 and SL.3.1) selected response and short constructed response | Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph (W.3.2, W.3.3a, W.3.5, W.3.7, and L.3.3) extended response | Drafting a Research-Based Letter to Mary Pope Osborne (RI.3.3, RI.3.5, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, and W.3.10) extended response | On-Demand Book Summary (RL 3.2, W.3.2, and W.3.4) short constructed response | Revising Story Plans (W.3.3 and W.3.5) graphic organizer | On-Demand Opinion Writing: The One Thing That Should be Done to Conserve, Protect, or Provide Access to Clean Water (W.3.1 and W.3.4) extended response |
| End of Unit 3 | Accessing Books around the World: On-Demand Informative Paragraph about a New Country (W.3.2) extended response | Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form) (W.3.2, W.3.3 and L.3.3) extended response | Using the Writing Process: Revising and Editing the Letter to Mary Pope Osborne (W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3) extended response | Opinion Writing about a New Character (W.3.1, W.3.4, and L.3.2) extended response | Final Wolf Narrative (W.3.3, W.3.4, W.3.5, L.3.1g, h and i) narrative | VoiceThread Script Presentation and Critique (SL.3.4) speaking and listening |



Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- “B” modules will assess all the same standards as “A” modules but may address additional standards as well.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”
- Some standards (e.g., W.2) have a main or “parent” standard and then subcomponents (e.g., W.2a). Often, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
- For more guidance about how to address CCSS RF.3 (Phonics and Word Recognition), CCSS RF.4 (Fluency), and CCSS L.1, 2, and 3, see the stand-alone document *Foundational Reading and Language Standards: Resources Packages for Grades 3-5*. This resource provides guidance about structures and purpose for an Additional Literacy Block alongside the modules. The overview in that stand-alone document also includes a list of example lessons that teachers can use as a model to develop additional similar lessons.



Reading Standards for Literature

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|---|-----------|-----------|-----------|-----------|----------|
| 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.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | | | ✓ | | ✓ | |
| RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | ** | | | ✓ | | |
| RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. | * | | | ✓ | | |
| 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). | | | | | ✓ | |
| RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone document on EngageNY.org). | | | | | |
| RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | Integrated throughout. | | | | | |

* Not formally assessed. To be addressed upon revision.



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|--|-----------|-----------|-----------|-----------|----------|
| RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. ⁵ | Implemented through Accountable Independent Reading: see “Launching Independent Reading in Grades 3–5: Sample Plan” (stand-alone resource on commoncoresuccess.elschools.org). | | | | | |

⁵This is a standard specific to New York State. RL.3.11 and RL.3.11a are particularly emphasized in M1. In the elementary modules, RL.11a and b are also addressed through Accountable Independent Reading. See “Foundational Reading and Language Skills: Resource Package for Grades 3-5” (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled “Independent Reading: The Importance of a Volume of Reading and Sample Plans.”



Reading Standards for Informational Text

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|-----------|-----------|-----------|----------|
| RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | ✓ | ✓ | | | ✓ |
| 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.3.6. Distinguish their own point of view from that of the author of a text. | | | | ** | ✓ | |
| 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). | | ✓ | | | | ✓ |
| 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.3.10. 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. | Integrated throughout. | | | | | |

* Not formally assessed. To be addressed upon revision.



Reading Standards: Foundational Skills

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|----------|-----------|-----------|-----------|-----------|----------|
| RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words | | | ++ | | | |
| A. Identify and know the meaning of the most common prefixes and derivational suffixes. | | | + | | | |
| B. Decode words with common Latin suffixes. | | | + | | | |
| C. Decode multisyllable words. | | | + | | | |
| D. Read grade-appropriate irregularly spelled words. | | | + | | | |
| RF.3.4. Read with sufficient accuracy and fluency to support comprehension. | | | + | + | | |
| A. Read grade-level text with purpose and understanding. | | | + | + | | |
| B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | | + | + | | |
| C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary. | | | + | + | | |

+ This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5



Writing Standards

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------|
| W.3.1. Write opinion pieces on topics or texts, supporting a point of view 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., <i>because, therefore, since, for example</i>) to connect opinion and reasons. | | | | ✓ | ✓ | ✓ |
| D. Provide a concluding statement or section. | | | | ✓ | ✓ | ✓ |
| W.3.2. 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., <i>also, another, and, more, but</i>) to connect ideas within categories of information. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| D. Provide a concluding statement or section. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | ✓ | ✓ | |
| A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | | ✓ | | ✓ | ✓ | |



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|-----------|-----------|-----------|----------|
| B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | | | | ** | ✓ | |
| C. Use temporal words and phrases to signal event order. Provide a sense of closure. | | ✓ | | ✓ | ✓ | |
| W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | Integrated throughout. | | | | | |
| W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | Integrated throughout. | | | | | |
| W.3.7. Conduct short research projects that build knowledge about a topic. | | ✓ | ✓ | | | ✓ |
| W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | ✓ | ✓ | ✓ | | | ✓ |
| W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Integrated throughout. | | | | | |
| W.3.11. Create and present a poem, narrative, play, artwork, or personal response to a particular author or theme studied in class. ⁶ | | | | | ✓ | |

* Not formally assessed; to be addressed upon revision

⁶ This is a standard specific to New York State.



Speaking and Listening Standards

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------|
| SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. | ✓ | | ✓ | | | |
| A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | ✓ | | ✓ | | | |
| B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | ✓ | | ✓ | | | |
| C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | ✓ | | ✓ | | | |
| D. Explain their own ideas and understanding in light of the discussion. | ✓ | | ✓ | | | |
| E. Seek to understand and communicate with individuals from different cultural backgrounds. ⁷ | ✓ | | ✓ | | | |
| SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | | | ** | ✓ | |
| SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | | | ✓ | | | |
| SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | | | | | | ✓ |

⁷ This is a standard specific to New York State.

* Not formally assessed; to be addressed upon revision.



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|---|----------|-----------|-----------|-----------|-----------|----------|
| SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | ✓ | | | | | ✓ |
| SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | | | | | | ✓ |



Language Standards

| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|----------------|-----------|-----------|----------|
| L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | ⁺ + | | | |
| A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | | ✓ | + | | | ✓ |
| B. Form and use regular and irregular plural nouns. | | | + | | | |
| C. Use abstract nouns (e.g., <i>childhood</i>). | | | + | | | |
| D. Form and use regular and irregular verbs. | | | + | | | |
| E. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. | | | + | | | ✓ |
| F. Ensure subject-verb and pronoun-antecedent agreement. | | | + | | | ✓ |
| G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | | | + | | ✓ | ✓ |
| H. Use coordinating and subordinating conjunctions. | | | ✓ | ✓ | ✓ | |
| I. Produce simple, compound, and complex sentences. | | | ✓ | ✓ | ✓ | |

⁺ This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|------------------------|-----------|----------------|-----------|-----------|----------|
| L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | ✓ | | + ⁺ | | | |
| A. Capitalize appropriate words in titles. | | | + | ✓ | | |
| B. Use commas in addresses. | | | + | | | |
| C. Use commas and quotation marks in dialogue. | | | + | ✓ | | |
| D. Form and use possessives. | | | + | ✓ | | |
| E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). | | | + | ✓ | | |
| F. Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words. | | | ✓ | ✓ | | |
| G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | | + | | | |
| L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | + | | | |
| A. Choose words and phrases for effect. | | ✓ | ✓ | ✓ | | |
| B. Recognize and observe differences between the conventions of spoken and written standard English. | Integrated throughout. | | | | | |

⁺ This module includes an example lesson to address the standard, but this component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5



| | Module 1 | Module 2A | Module 2B | Module 3A | Module 3B | Module 4 |
|--|----------|-----------|-----------|-----------|-----------|----------|
| L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | | | ++ | | ✓ | ** |
| A. Use sentence-level context as a clue to the meaning of a word or phrase. | ✓ | ✓ | + | | | * |
| B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). | ** | | + | | | |
| C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | | | + | | | ✓ |
| D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | * | | + | | | |
| L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. | * | | + | + | | |
| A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). | | | + | + | | * |
| B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). | | | + | + | | * |
| C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). | | | + | + | | * |
| L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | ✓ | ✓ | | ✓ | | |

+ This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.

* Not formally assessed; to be addressed upon revision.