

Curriculum Alignment Tool - Summary Across Units
Puerto Rico Department of Education
English
Grade 3

		Unit 3.1 What Makes Puerto Rico Unique?	Unit 3.2 Immigration	Unit 3.3 Fables	Unit 3.4 News	Unit 3.5 Democracy & Citizenship	Unit 3.6 Water	Unit 3.7 Outer Space
	Listening							
3.L.1	Listen and interact with peers during social interactions, read-alouds, oral presentations, and class, group, and partner discussions.			x	x	x	x	x
3.L.1a	Ask and answer detailed questions that stimulate conversation and refer to details from the text as the basis for opinions and conclusions, and use appropriate language structure according to purpose and setting (formal and informal).	x	x	x	x	x	x	x
3.L.1b	Use verbal and nonverbal forms and simple sentences to demonstrate engagement and understanding in a socially appropriate manner.					x		
3.L.1c	Listen and respond to increasingly complex commands and directions.				x		x	
3.L.1d	Offer and respond to greetings/farewells using appropriate courtesy expressions.						x	
3.L.1e	Listen and respond to 5W questions.		x		x			
	Speaking							
3.S.1	Interact in class, group, and partner discussions by following rules, asking and answering questions, and adding relevant information.	x	x	x		x	x	x
3.S.2	Use and apply common social greetings, retell texts, and recount experiences, using increasingly detailed complete sentences.			x		x		
3.S.2a	Exchange verbal and nonverbal forms of greetings, farewells, and introductions using the appropriate courtesy expressions and respond accordingly.						x	
3.S.2b	Use correct grammar in expanded simple sentences to express ideas for a variety of purposes, to respond to simple instructions, and to answer and formulate questions.	x		x	x	x	x	
3.S.2c	Expand sentences to provide details (e.g., <i>They worked quietly; They ran across the soccer field.</i>) in shared language activities.	x				x		

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3.S.3	Retell fictional and informational texts; respond to stories, conversations, read-alouds, and presentations; and recount experiences using increasingly complex complete sentences and key words in order to add detail while speaking using expanded vocabulary and descriptive words.	x		x	x	x	x	x
3.S.4	Offer and reinforce ideas and opinions by providing good reasoning and increasingly detailed text evidence and/or relevant background knowledge about the subject matter.	x	x	x		x	x	
3.S.5	Describe personal experiences or ideas from a fictional or informational text, choosing appropriate language according to purpose, context, and audience and using grade appropriate grammar. (With support in the first language as necessary.)	x				x	x	x
3.S.6	Plan and deliver brief oral presentations on a variety of topics and content areas.			x			x	x
3.S.6a	Retell and summarize familiar stories or short informational texts and recount experiences using complete sentences, key words, and a growing number of academic and content-specific words in order to add important details or the main idea.	x		x		x	x	
	Reading							
3.R.1	Use in-depth critical reading of a variety of relevant texts to describe ideas, phenomena, cultural identity and literary elements in the texts, asking and answering such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recognize fact vs. opinion and fiction vs. nonfiction as well as facts/supporting details from the texts.	x	x	x	x			x
3.R.2L	Recount stories, including fables and folktales from diverse cultures, and determine main idea, lesson, or moral.			x				
3.R.2I	Identify the main topic of a multi-paragraph informational text as well as the focus of specific paragraphs within the text.		x		x			
3.R.3L	Describe how characters in a story respond to major events and challenges.					x		
3.R.3I	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text.		x			x	x	

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3.R.4L	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.							x
3.R.4I	Determine the meaning of words and phrases in an informational text.		x				x	
3.R.5L	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a literary text including describing how the beginning introduces the story and the ending concludes the action.	x						
3.R.5I	Use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in an informational text efficiently.	x	x		x			
3.R.6L	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.							x
3.R.6I	Identify the main purpose of an informational text, including what the author wants to answer, explain, or describe.	x	x		x			
3.R.7L	Use information gained from the illustrations and words in a print or digital literary text to demonstrate understanding of its characters, setting, or plot.							x
3.R.7I	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify an informational text.						x	x
3.R.8	Describe how reasons support specific points the author makes in a text including, but not limited to, narrative, persuasive, and descriptive writing and knowledge of their qualities.				x			
3.R.9L	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors, from different cultures, or from different time periods.			x				
3.R.9I	Compare and contrast the most important points presented by two informational texts on the same topic.	x	x					
3.R.10	Read and comprehend narratives and stories, biographies, autobiographies, realistic fiction, and other types of passages of appropriate complexity.	x				x		
3.R.FS.11	Identify sounds (phonemes), syllables, and words.		x					

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3.R.FS.11a	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		x					
3.R.FS.11b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.						x	
3.R.FS.11c	Segment spoken single-syllable and multi-syllable words into their complete sequence of individual sounds (phonemes).						x	
3.R.FS.11d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)						x	
3.R.FS.12	Know and apply phonics and word analysis skills to decode words.		x			x	x	
3.R.FS.12a	Identify and know the meaning of the most common prefixes and suffixes.			x				
3.R.FS.12b	Decode multi-syllable words.				x			
3.R.FS.12c	Read increasing number of irregularly spelled words fluently.		x	x		x		
3.R.FS.12d	Know and apply the spelling-sound correspondences for common consonant digraphs.						x	
3.R.FS.13	Apply the distinguishing features of a sentence when reading (e.g., first word, capitalization, ending punctuation).							x
	Writing							
3.W.1	Offer and support ideas, feelings, and opinions on familiar topics, experiences, or appropriate-level texts, providing text evidence or adding relevant background knowledge about the subject matter.	x	x	x	x	x		
3.W.2	Write informational texts (e.g., “how-to” book, simple report) with increasing independence, and organize key ideas and details in a clear sequence.	x			x	x	x	x
3.W.3	Write literary texts with increasing independence using appropriate text organization and using transitional words and other cohesive devices to better organize writing.			x				x
3.W.4	Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	x	x	x	x	x		x
3.W.5	Use a variety of digital tools to produce and publish writing, including in collaboration with peers.	x	x					
3.W.6	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).		x	x	x		x	x

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3.W.7	Students remember information about experiences or gather information from print and digital sources (e.g., word wall, book talks, grade-appropriate texts) to answer a question in writing.		x	x		x		
3.W.8	Write routinely over short time frames (a single sitting or a day or two) for a variety of discipline-specific tasks, purposes, and audiences.				x	x		x
3.W.FS.9	Apply the distinguishing features of a sentence when writing (e.g., first word, capitalization, ending punctuation).			x	x	x		
	Language							
3.LA.1	Demonstrate command of English grammar and usage when writing or speaking.			x	x	x	x	
3.LA.1a	Use nouns and adjectives in increasingly complex grammatically correct sentences.				x		x	x
3.LA.1b	Form and use regular and irregular plural nouns.			x				
3.LA.1c	Use reflexive pronouns (e.g., <i>myself, ourselves</i>).							x
3.LA.1d	Use an apostrophe to form contractions and frequently occurring possessives.							x
3.LA.1e	Form and apply regular and irregular verbs.							x
3.LA.1f	Form and apply the simple present, past, and future (e.g., I walk, I walked, I will walk) verb tenses.			x		x		
3.LA.1g	Form and apply the appropriate comparative and superlative adjectives (e.g., <i>good, better, best</i>), to modify a noun.					x		
3.LA.1h	Combine two simple sentences to make a compound sentence by adding “and,” “but,” or “because.”				x	x		
3.LA.1i	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.</i>).				x			x
3.LA.1j	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).							x
3.LA.1k	Form and use homophones.							x
3.LA.2	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing.			x	x	x		x
3.LA.2a	Capitalize appropriate words in titles.				x			x
3.LA.2b	Use commas in writing.				x			
3.LA.2c	Use commas in greetings and closings of letters and quotation marks in dialogue.					x		

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3.LA.2d	Form and use possessives.							x
3.LA.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).			x	x			
3.LA.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.				x	x	x	x
3.LA.2g	Consult reference materials, including dictionaries, as needed to check and correct spellings, using the ability to alphabetize by the entire word.				x	x	x	x
3.LA.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.					x		
3.LA.3a	Choose words and phrases for different purposes (e.g., slang, written vs. spoken, formal vs. informal).					x	x	
3.LA.3b	Apply differences between the conventions of spoken and written English with some degree of accuracy though not perfectly and with support.					x		
3.LA.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on class reading and content area study, choosing flexibly from an array of strategies.						x	
3.LA.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).							x
3.LA.4b	Use context clues to help determine the meaning of a word or phrase.	x						
3.LA.4c	Use the most frequently occurring suffixes (e.g., -s, -ed, -ing, -ful, -less) as a clue to the meaning of an unknown word.		x	x				
3.LA.4d	Determine the meaning of the new word formed when a prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).			x				
3.LA.4e	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>).			x				
3.LA.4f	Use knowledge of the meaning of individual words to determine the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).						x	

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3.LA.4g	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.						x	
3.LA.5	Identify figurative language, word relationships and differences in word meanings.							x
3.LA.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).							x
3.LA.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)					x		
3.LA.5c	Distinguish meaning among closely related verbs (e.g. <i>Toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny</i>).						x	
3.LA.6	Accurately use basic conversational, general academic, and content area words and phrases.			x	x	x		x
Number of indicators per quarter		40		58		68		33
Number of indicators per unit		19	21	29	29	35	31	33