

## Grade 3 ELA Scope and Sequence SY 13–14

Unit Theme	Unit Dates and Duration	Dates to Assess	Unit Focus	Reading: Literature RL.3.1, RL.2.2 and RL.3.10 apply to each unit.	Reading: Informational Text RI.3.1, RI.3.2, RI.3.4 and RI.3.10 apply to each unit.	Reading: Foundational Skills RF.3.4 applies to each unit.	Writing	Speaking and Listening SL.3.1, SL.3.2 and SL.3.6 apply to each unit.	Language L.3.4 applies to each unit. **Tested Item
<b>1</b> <b>It's Right Outside My Door!</b>	8/27/13 to 10/17/13 (Instructional Days: 36)	TBD	<i>Students will learn about various monuments, historical and cultural landmarks, and neighborhoods in Washington, DC.</i> In reading, students will learn and practice comprehension strategies, with a particular focus on asking questions and finding answers to their questions. Students will also analyze text features to deepen their understanding of DC's famous cultural and historical landmarks. In evidence based response writing, students will respond to text in a variety of ways	<b>**RL.3.1</b> <b>**RL.3.2</b> <b>RL.3.7</b>	<b>**RI.3.1</b> <b>**RI.3.2</b> <b>RI.3.4</b> <b>**RI.3.5</b> <b>**RI.3.7</b>	<b>RF.3.3 (c), (d)</b> <b>RF.3.4 (a), (b)</b>	<b>Refer to forthcoming writing curriculum.</b>	<b>SL.3.1</b> <b>SL.3.2</b> <b>SL.3.6</b>	<b>L.3.1 (b), (d)</b> <b>L.3.4</b>
<b>2</b> <b>People, Laws and Democracy</b>	10/22/13 to 12/20/13 (Instructional Days: 40.5)	TBD	<i>Students will learn about democracy and how it influences the three branches of government.</i> In reading, students will study multiple texts about the same topic so that they can compare and contrast key points across texts. Students will also be encouraged to debate various laws by citing evidence to support their thinking. In evidence based response writing, students will write an informational piece.	<b>**RL.3.1</b> <b>**RL.3.2</b> <b>**RL.3.4</b> <b>**RL.3.5</b> <b>**RL.3.7</b>	<b>**RI.3.1</b> <b>**RI.3.2</b> <b>**RI.3.3</b> RI.3.4 RI.3.7	<b>RF.3.4 (c)</b>		<b>SL.3.1</b> <b>SL.3.2</b> <b>SL.3.3</b> <b>SL.3.6</b>	<b>L.3.1 (a), (c), (g)</b> <b>L.3.2 (a), (b), (f)</b> L.3.4 <b>**L.3.5</b>
<b>3</b> <b>Powerful Characters, Powerful Words</b>	1/7/14 to 2/27/14 (Instructional Days: 34.5)	TBD	<i>Students will learn about how an individual's motivations, feelings, and actions can alter the course of events.</i> In reading, students will read stories, dramas, and poems to analyze characters and how their motivations, feelings, and actions impact the story. Students will study idioms and analyze author's word choices in poems. In evidence based response writing, students will write a narrative piece that includes well-developed characters and temporal words.	<b>**RL.3.1</b> <b>**RL.3.2</b> <b>**RL.3.3</b> RL.3.4 <b>**RL.3.5</b> <b>**RL.3.7</b>	<b>**RI.3.1</b> <b>**RI.3.2</b> <b>**RI.3.4</b>	RF.3.4		<b>SL.3.1</b> <b>SL.3.2</b> <b>SL.3.6</b>	<b>L.3.1 (e), (f)</b> <b>L.3.2 (c), (d), (e)</b> <b>**L.3.4</b>
<b>4</b> <b>Creative, Innovative, and Notable People</b>	3/3/14 to 5/8/14 (Instructional Days: 42.5)	TBD	<i>Students will learn about creative, innovative, and notable people and what makes them successful.</i> In reading, students will compare and contrast the characteristics of notable people by making text-to-text connections. Students will also learn to recognize the difference between an author's and a reader's point of view and analyze text structures to determine how ideas are connected. In evidence based response writing, students will write an opinion piece in which they provide reasons supported by facts and details.	<b>**RL.3.1</b> <b>**RL.3.2</b> <b>**RL.3.6</b> <b>**RL.3.9</b>	<b>**RI.3.1</b> <b>**RI.3.2</b> RI.3.4 <b>**RI.3.6</b> <b>**RI.3.8</b> <b>**RI.3.9</b>	<b>RF.3.3 (a), (b)</b> RF.3.4		<b>SL.3.1</b> <b>SL.3.2</b> <b>SL.3.4</b> <b>SL.3.5</b> <b>SL.3.6</b>	<b>L.3.1 (h), (i)</b> <b>L.3.2 (g)</b> <b>L.3.3</b> L.3.4
<b>5</b> <b>The Living World</b>	5/12/14 to 6/19/14 (Instructional Days: 26.5)	TBD	<i>Students will learn about life in various habitats, such as jungles, rainforests, and the ocean floor.</i> In reading, students will continue to practice comprehension strategies, particularly focusing on summarizing key details and visualizing the habitats they are studying. Students will also learn a variety of strategies for determining the meaning of unknown words. In evidence based response writing, students will write an informational piece based on a short research project. Students' research project will include opportunities for gathering information from a variety of resources, note-taking, and sorting information. Students will peer-edit and peer-revise.	<b>**RL.3.1</b> <b>**RL.3.2</b> RL.3.4 <b>**RL.3.5</b> RL.3.6	<b>**RI.3.1</b> <b>**RI.3.2</b> <b>**RI.3.4</b> RI.3.6 <b>**RI.3.8</b>	RF.3.4		<b>SL.3.1</b> <b>SL.3.2</b> <b>SL.3.4</b> <b>SL.3.5</b> <b>SL.3.6</b>	L.3.4 <b>L.3.6</b>