

Scope and Sequence: Third Grade

<p>Unit 1: It's Right Outside My Door Unit Dates (8/25-10/09, 33 Days) Suggested Unit Assessment Window 9/29-10/07</p> <p>Unit Focus Students will learn about various monuments, historical and cultural landmarks, and neighborhoods in Washington, DC. In reading, students will learn and practice comprehension strategies, with a particular focus on asking questions and finding answers to their questions and generating main ideas and supporting them with key details. Students will also analyze text features to deepen their understanding of DC's famous cultural and historical landmarks.</p>	<p>Anchor Text <i>A Kid's Guide to Washington, D.C.</i>, Richard Brown (Lexile N/A, ARC)</p>	<p>Text Set (420L-820L) <u>Literary Texts</u> <i>Capital Mysteries: Who Broke Lincoln's Thumb?</i>, Ron Roy (630L, ARC)</p>	<p>Assessed¹²³ Common Core State Standards</p>	
	<p>Text Complexity Rationale This text contains many important pieces of information about Washington DC, its landmarks, and history. It connects to the unit in multiple ways and is used in multiple learning plans and modules.</p>	<p><u>Informational Texts</u> <i>The Capitol Building</i> (Lexile N/A, Reading A-Z) <i>The White House Picture Card</i> (Lexile N/A, Reading A-Z) <i>U.S. Presidents: George Washington</i> (780L, Readworks.org)</p> <p><u>Nontraditional Texts</u> <i>The National Mall Video</i> (National Park Service)</p>	<p>Reading RL.3.1, RL.3.2, RL.3.7 RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7</p> <p>Foundational Skills RF.3.3</p> <p>Writing W.3.2, W.3.4, W.3.5, W.3.7</p>	
	<p>Line of Inquiry How do a nation's historical landmarks tell its story?</p>	<p>Unit Vocabulary area, commemorate, demonstrate, features, landmark, memorial, monument, nation, presentation, preservation, represent, section, symbol, union</p>	<p>Speaking and Listening SL.3.1, SL.3.2, SL.3.6</p> <p>Language L.3.4</p>	
<p>Summative Assessment Students will respond to the line of inquiry and have created their own guide to Washington, DC. For each text, students create a summary page of the respective landmark/symbol that includes at least two details about its significance, as well as text features of their choice. The response to the line of inquiry will become the introduction of their guides.</p>				

¹ The Reading: Literature and Reading: Informational Texts standards listed here will be assessed in this unit cycle; however, other standards that naturally lend themselves to the selected texts will also be included in the learning plan(s).

² Bolded standards indicate that this is the first time the standard(s) has been introduced

³ RL.1, RL.10, RI.1, and RI.10 apply to every Unit.

<p>Unit 2: People, Laws and Democracy 10/14-12/12, 38.5 Days</p> <p>Suggested Unit Assessment Window 11/19-12/02</p> <p>Unit Focus Students will learn about democracy and how it influences the three branches of government. 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 opinion piece.</p>	<p>Anchor Text <i>Our Democracy</i>, Ariella Tievsky (730L, ARC)</p>	<p>Text Set <u>Literary Texts</u> <i>Grace for President</i>, Kelly S. DiPucchio (880L, ARC) <i>Madam President</i>, Catherine Thimmesh (1150L, ARC)</p> <p><u>Informational Texts</u> <i>American Government Preamble to the United States Constitution</i> (860L, ReadWorks.org)</p>	<p>Assessed⁴⁵⁶ Common Core State Standards</p>	
	<p>Text Complexity Rationale This is an informational text that contains information on the US Government. It includes vocabulary that will help deepen student understanding of government. This text is easily accessible to students and offers insight into many of the topics addressed in the additional texts in the set.</p>	<p>Reading RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.7 RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.7</p>	<p>Foundational Skills RF.3.4 (c)</p>	<p>Writing W.3.1, W.3.4, W.3.5</p>
	<p>Line of Inquiry How can citizens of a democracy take an active role in their government?</p>	<p>Unit Vocabulary address, document, freedom, function, laws, politics, society, rights, resource</p>	<p>Speaking and Listening SL.3.1, SL.3.2, SL.3.3, SL.3.6</p>	<p>Language L.3.1 (a), (c), (g) , L.3.2 (a), (b), (f) L.3.4, L.3.5</p>
<p>Summative Assessment: Students will write an opinion piece that explains why it is important to participate in a democracy. The teacher should prompt students to include specific details from each text to support their ideas.</p>				

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<p>Unit 3: Powerful Characters, Powerful Words 12/15-2/12, 32.5 Days</p> <p>Suggested Unit Assessment Window 2/02-2/10</p> <p>Unit Focus Students will learn about how an individual’s motivations, feelings, and actions can alter the course of events. 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.</p>	<p>Anchor Text <i>Frindle</i>, Andrew Clements (830L, ARC)</p>	<p>Text Set <u>Literary Texts</u> <i>Goin’ Someplace Special</i>, Patricia McKissack (550L, ARC) <i>Ranita, The Frog Princess</i> (n/a, Houghton Mifflin – Treasures) <i>Ballad of Mulan</i>, Song Nan Zhang (610, Houghton Mifflin) <i>My Man Blue</i>, Nikki Grimes (Lexile N/A, ARC)</p> <p><u>Informational Texts</u> <i>Rodeo-Ridin’ Cowboy</i>, Bill Pickett (Lexile N/A, ARC)</p>	<p>Assessed⁷⁸⁹ Common Core State Standards</p>	
	<p>Text Complexity Rationale This text contains the use of abstract language. Throughout the text, the author compares situations and events to the game of chess. Occasionally, students will come across sentences and structure that will be difficult to decode. The text complexity focuses on the author’s use of language in a situation that is not common to many readers.</p>	<p>Unit Vocabulary emotion, motivation, narrative, trait, voice</p>	<p>Reading RL.3.1, RL.3.2, RL.3.3, RL.3.5, RL.3.7, RI.3.1, RI.3.2, RI.3.4</p> <p>Foundational Skills RF.3.4</p> <p>Writing W.3.3, W,3,4, W.3.5</p>	<p>Speaking and Listening SL.3.1, SL.3.2, SL.3.6</p> <p>Language L.3.1 (e), (f), L.3.2 (c), (d), (e) **L.3.4</p>
	<p>Line of Inquiry How do our emotions, choices, and motivations impact our lives and the lives of those around us?</p>	<p>Summative Assessment Students will write a narrative in which they put a character that we have read about into a different situation or time period and discuss how the characters’ emotions and motivations might affect their actions and responses in their new scenario.</p>		

*RL.3.9 is covered in this unit, but not assessed until Unit 4.

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<p>Unit 4: Forces: Magnetism & Electricity 2/17-4/10, 36.5 Days</p> <p>Suggested Unit Assessment Window (Optional) 3/30-4/28</p> <p>Unit Focus Students will learn about forces in physical science through the study and research of magnetism and electricity. In reading, students will compare and contrast the characteristics of physical forces 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.</p>	<p>Anchor Text <i>The Boy Who Harnessed the Wind</i>, William Kamkwamba and Bryan Mealer (910L, ARC)</p>	<p>Text Set <u>Literary Texts</u> Anchor Text</p>	<p>Assessed¹⁰¹¹¹² Common Core State Standards</p>	
	<p>Text Complexity Rationale This text is literary non-fiction that includes multiple layers of meaning. This text contains the use of abstract language. Occasionally, students will come across words and phrases that are unfamiliar to them. The ideas of this text will be new to the students, but will become relatable through the reading of other texts included in this set.</p>	<p><u>Informational Texts</u> <i>Charged Up: The Story of Electricity</i>, Jacqui Bailey (860L, ARC) <i>Electronics May Confuse a Birds Compass</i>, Stephan Ornes (Science News for Kids)</p>	<p><u>Nontraditional Texts</u> <i>JoAnna’s Literacy Blog: Electric Cars</i> (Blog Article) <i>Lost in Migration</i> (Video)</p>	<p>Reading RL.3.1, RL.3.2, RL.3.6, RL.3.9 RI.3.1, RI.3.2, RI.3.4, RI.3.6, RI.3.8, RI.3.9*</p>
	<p>Line of Inquiry How do different forces impact living things?</p>	<p>Unit Vocabulary compute, concept, current, electricity, force, generator, magnetism, quantity</p>	<p>Foundational Skills RF.3.3 (a), (b), RF.3.4</p> <p>Writing W.3.1, W.3.4, W.3.5, W.3.6</p>	
<p>Summative Assessment: Students will write an opinion piece about a force from the unit that they feel impacts life the most. Students will give reasons why they think this force is the most impactful and compare and contrast it with other forces they have learned about. Students will provide facts and details from more than one text that supports their choice.</p>				

*RI.3.9 was addressed in Unit 3, but is not covered in Unit 4.

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<p>Unit 5: The Living World (4/20-6/17, 40.5 Days) Suggested Unit Assessment Window: 5/04-6/12</p> <p>Unit Focus Students will learn about life in various habitats, such as jungles, rainforests, and the ocean floor. 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.</p>	<p>Anchor Text <i>The Great Kapok Tree</i>, Lynne Cherry (670L, ARC)</p>	<p>Text Set <u>Literary Texts</u> <i>Two Days in May</i>, Harriet Peck Taylor (600L, Houghton Mifflin) <i>The Music Of Dolphins</i>, Karen Hesse (560L, ARC)</p>	<p>Assessed¹³¹⁴¹⁵ Common Core State Standards</p>	
	<p>Text Complexity Rationale This text contains rich illustrations that support the reader's understanding of the importance of conservation, animals' dependence on their habitats, and the connection between man, animals, and their habitats. It is a strong text to refer back to throughout the unit and relates strongly to the line of inquiry.</p>	<p><u>Informational Texts</u> <i>Nights of the Pufflings</i>, Bruce McMillan (890L, Houghton Mifflin) "Living with Lions," Joe Levitt(600L, EBSCO)</p>	<p><u>Reading</u> RL.3.1,RL.3.2, RL.3.4,RL.3.5, RL.3.6, RL.3.7 RI.3.1, RI.3.2,RI.3.4, RI.3.6, RI.3.8</p>	<p>Foundational Skills RF.3.4</p>
	<p>Line of Inquiry How do living things depend on their habitats and each other?</p>	<p>Unit Vocabulary depend, destroy, diversity, endangered, extinction, habitat, instinctively, population, research, species, stranded, summarize, tend, territory, uninhabited, venture</p>	<p><u>Audio Texts</u> "How Does a Species Become Endangered?" (Wonderopolis)</p>	<p>Writing W.3.2 ,W.3.4, W.3.5, W.3.7, W.3.8</p>
				<p>Speaking and Listening SL.3.1,SL.3.2 ,SL.3.4,SL.3.5 SL.3.6</p> <p>Language L.3.4, L.3.6</p>
<p>Summative Assessment After reading several informational texts about natural settings, students will choose a text and describe the habitat. The description should include specific details about how the illustrations contribute to their understanding as well as how the structure of the text supported their understanding. Students can engage in small group discussions comparing and contrasting how text is formatted and how it aides understanding.</p>				

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