

Grade 3 Scope and Sequence SY 2022-2023



Ongoing Practices– CLOSE Reading and Text Dependent Questions (3.RLI.1), Word Study- Fountas and Pinnell (Reading Foundational Skills), Vocabulary (3.RL.4 and 3.L.4), Fluency (3.RF.4), Comprehension/Text Complexity (3.RLI.10), Language (3L.1 – 3L.6) Text Features (RI.5, RL.5)

Unit Theme	Unit Dates and Duration	Common Assessments	Essential Questions	Reading: Literature	Reading: Informational Text	Writing:	Speaking and Listening:
1 Friendship	September 6th - October 28th	<p>Informational Friendly Faces</p> <p>Literary Treasure Hunt</p> <p>Writing Baseline - Narrative - Penguin</p> <p>Narrative PT - Unlikely Friends</p>	<p>What does it take to be a good friend?</p> <p>How will students be able to read closely to determine what the text says explicitly?</p> <p>How will students use specific evidence from the text to support their answer?</p> <p>How will students produce clear and coherent narrative writing?</p>	<p>3.RL.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>3.RI.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>Narrative 3.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p>	<p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
2 Science in Our World	November 7th - January 25th	<p>Team Generated Reading Pre-Assessments</p> <p>Informational "Wild Things"</p>	<p>How do scientists use evidence to support an argument?</p> <p>How will students be able to read closely to determine the main idea of text?</p> <p>How will students be able to recount the key details to support the main idea?</p> <p>How will students explain how key details support the main idea?</p>	<p>3.RL.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.</p>	<p>3.RI.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Informational 3.W.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>3.SL.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.</p>

		<p>Literary “The Wise Choice”</p> <p>Writing Baseline - Informational - Saving Water</p> <p>Informational PT- Animal Adaptations</p>	<p>How will students be able to recount stories?</p> <p>How will students explain the central message/lesson/moral?</p> <p>How will students explain how key details support the central message/lesson/moral?</p> <p>How will students produce clear and coherent explanatory writing?</p>				
<p>3 Communities Across Time</p>	<p>February 6th- March 31st</p>	<p>Team Generated Reading Pre-Assessments</p> <p>Informational “Water Worries”</p> <p>Literary “My Community”</p> <p>Writing Baseline -Opinion - The Best Pet</p> <p>Opinion: PT - The Best Place to Live</p> <p>This PT also fulfills the Social Studies</p>	<p>How do people affect their environment? How does the environment affect people?</p> <p>How will students be able to identify a character and describe their physical and emotional traits?</p> <p>How will students be able to explain how characters’ actions cause events to happen in a certain order or sequence in a story?</p> <p>How will students be able to tell about the time, sequence, and cause and effect of a historical event?</p> <ul style="list-style-type: none"> ● Of scientific ideas? ● Of steps in a procedure? <p>How will students be able to produce clear and coherent opinion writing?</p>	<p>3.RL.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>3.RI.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.</p>	<p><u>Opinion</u> 3.W.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>3.SL.3 -Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>

		CBA for state reporting.					
4 Reading with Purpose	April 17th - June 2nd	SBA No unit assessments required	<p>How does reading make you smarter and make your life easier?</p> <p>How will students be able to read closely to:</p> <ul style="list-style-type: none"> determine the main idea of text? recount the key details to support the main idea? explain how key details support the main idea? <p>How will students be able to recount stories?</p> <p>How will students explain:</p> <ul style="list-style-type: none"> the central message/lesson/moral? how key details support the central message/lesson/moral? <p>How will students be able to identify a character and describe their physical and emotional traits?</p> <p>How will students be able to explain how characters' actions cause events to happen in a certain order or sequence in a story?</p> <p>How will students be able to tell about the time, sequence, and cause and effect of a historical event?</p> <ul style="list-style-type: none"> Of scientific ideas? Of steps in a procedure? <p>How will students be able to revise and edit writing to improve it for their audience?</p>	<p>3.RL.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.</p> <p>3.RL.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>3.RI.2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.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.</p>	<p>3.W.5 – With guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, and editing.</p> <p>3.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>3.SL.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.</p>