

Scope and Sequence for Grade 3 ELA

Trimester 1			
Unit		Instructional Days	Essential questions
		64	
Trimester 1, Unit 1	<p><u>Reading- Literature-</u> Standards addressed-RL.3.1, RL.3.4, RL.3.6, RL.3.10 Content addressed-ask and answer questions using the text to better understand the story; determine the meaning of words through the text; developing the student’s own point of view beyond that of the narrator and/or characters</p> <p><u>Reading Foundational Skills</u> Standards addressed-RF.3.3.c-d Content addressed-Use grade level phonics and word analysis to decode words</p> <p><u>Writing-</u> Standards addressed-W.3.3.a-d, W.3.4, W.3.10 -RACE (Paragraph writing) - Responding to narratives and answering general questions that require a paragraph response. -Narrative writing</p> <p><u>Speaking and Listening</u> Standards addressed- SL.3.1.a-b, SL.3.2, SL.3.6 Content addressed-Students will engage effectively in collaborative discussions on grade 3 topics and texts. Students will determine the main idea and detail to a text read aloud or information presented in diverse media formats.</p> <p><u>Language-</u> Standards addressed-L.3.2.a,e,f, L.3.4.b-c Content addressed-More specific language content information will be added to this document during the 19/20 school year. Use a variety of resources, including the CCSS standard book, for content covered under the particular language standard.</p>	20	<p><u>Reading-</u> RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying? RL.3.4 -How does the author’s choice and use of words affect the meaning of the text? -How does the author’s use of words help me know their meanings? RL.3.6 -How is my point of view the same as or different from any characters in the text? <u>Reading Foundational Skills</u> RF.3.3 -How can I use my understanding of word parts to spell words correctly? How can I break words into parts to determine the meaning of the word? <u>Writing</u> W.3.3 -How can I use appropriate details and organization to express a real or imagined event? -How can I use appropriate techniques to express the event more effectively? W.3.4 -Why do I write? W.3.10 -Why is it important to write regularly? -Why is it important to write for different reasons and different audiences?</p>

			<p><u>Speaking and Listening</u> SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation? SL.3.6 -Why do I need to speak well? -Why do I need to think about the audience and purpose each time I speak?</p> <p><u>Language</u> L.3.2 -Why is it important for me to know and follow the rules of standard English mechanics for writing? L.3.4 -How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?</p>
Trimester 1, Unit 2	<p><u>Reading- Literature-</u> Standards addressed-RL.3.2, RL.3.5, RL.3.7, RL.3.10 Content covered-central message of stories/fables/folktales; text structure of fiction texts; text illustrations and their effects on understanding</p> <p><u>Informational-</u> Standards addressed-RI.3.1, RI.3.2, RI.3.5, RI.3.10 Content Covered-asking and answering questions to understand the text; main idea and detail; text features of nonfiction text.</p> <p><u>Reading Foundational Skills</u> Standards addressed-RF3.3.a,c,d, RF.3.4.c Content covered-Students will understand and know the most common prefixes and derivational suffixes. Students will decode multisyllabic words and read grade-appropriate irregularly spelled words. Students will read accurately and fluently.</p> <p><u>Writing-</u> Standards addressed-W.3.3.a-d, W.3.4,W.3.10 -Narrative writing -RACE Paragraph Writing should be incorporated throughout the trimesters, writing about a variety of topics including responses to reading topics/questions, journal entries, etc.</p>	22	<p><u>Reading Literature</u> RL.3.2 -How can I learn life lesson from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? RL.3.5 How does the text structure help me understand the text? Why does the structure of the text matter? What are the text structures and how do they help me understand the text? RL.3.7 -What can illustrations tell me about the story?</p> <p><u>Informational</u> RI.3.1 -How can using questions while I read help me better understand the text?</p>

	<p><u>Speaking and Listening</u> Standards addressed- SL.3.1.c, SL.3.2 Content addressed-Students will ask questions to check their understanding of information presented, staying on topic and linking their comments to the remarks of others. Students will determine the main idea and detail of a text read aloud or information presented in diverse media formats.</p> <p><u>Language-</u> Standards addressed-L.3.1.a,d,e, L.3.6 Content addressed-More specific language content information will be added to this document during the 19/20 school year. Use a variety of resources, including the CCSS standard book, for content covered under the particular language standard.</p>	<p>-How can using the text to justify my answers help me better understand what the author is saying? RI.3.2 -Why is identifying key ideas and supporting details from the text important? RI.3.5 -What are the text features and how do they help me understand the text? -How can search tools help me locate relevant information?</p> <p><u>Reading Foundational Skills</u> RF.3.3 -How can I use my understanding of word parts to spell words correctly? -How can I break words into parts to determine the meaning of the word?</p> <p><u>Writing</u> W.3.3 -How can I use appropriate details and organization to express a real or imagined event? -How can I use appropriate techniques to express the event more effectively? W.3.4 -Why do I write? W.3.10 -Why is it important to write regularly? -Why is it important to write for different reasons and different audiences?</p> <p><u>Speaking and Listening</u> SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged? SL.3.2 -How do I determine what is important when listening to and/or watching a presentation?</p> <p><u>Language</u> L.3.1 -Why is it important for me to know and follow the rules of standard English grammar when I write or speak?</p>
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			L.3.6 -What strategies will I use to learn and use words that are specific to the things I study?
Trimester 1, Unit 3	<p>Reading-Informational- Standards addressed-RI.3.3, RI.3.4, RI.3.6, RI.3.8, RI.3.9, RI.3.10 Content addressed-Define and use terms pertaining to time, sequence and relationships; define and use terms pertaining to cause and effect; identify relationships within text; describe the relationship that occurs between scientific ideas or concepts, historical and steps from a procedure; describe the sequence of events using language pertaining to time; describe the sequence of events using language pertaining to sequence and cause and effect. Determine the meaning of academic vocabulary and domain specific words and phrases appropriately. Students will distinguish their own point of view from that of the author of the text. Compare and contrast the most important points and details presented in two texts on the same topic.</p> <p>Reading Foundational Skills- Standards addressed-RF.3.3.a,c Content addressed-Students will understand and know the most common prefixes and derivational suffixes. Students will decode multisyllabic words.</p> <p>Writing- Standards addressed-Standards addressed-W.3.3.a-d, W.3.4,W.3.10 -Narrative writing -RACE Paragraph Writing should be incorporated throughout the trimesters, writing about a variety of topics including responses to reading topics/questions, journal entries, etc.</p> <p>Speaking/Listening Standards addressed-SL.3.1.d, SL.3.2 Content addressed-Students will explain their own ideas and understanding during a discussion. Students will determine the main idea and detail of a text read aloud or information presented in diverse media formats.</p> <p>Language- Standards addressed-L.3.1.b, L.3.2.b-c, L.3.3.b, L.3.4.a Content addressed-More specific language content information will be added to this document during the 19/20 school year. Use a variety of resources, including the CCSS standard book, for content covered under the particular language standard.</p>	22	<p>Reading RI.3.3 -How does language in informational texts signal particular kinds of relationships? RI.3.4 -How can I learn and use academic vocabulary appropriately? -How can I learn and use domain-specific vocabulary appropriately? RI.3.6 -How is my point of view the same as or different from the text? RI.3.8 -How does the organization support the author's purpose for the text? RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? Reading Foundational Skills RF.3.3 -How can I use my understanding of word parts to spell words correctly? -How can I break words into parts to determine the meaning of the word? Writing W.3.3 -How can I use appropriate details and organization to express a real or imagined event? -How can I use appropriate techniques to express the event more effectively? W.3.4 -Why do I write? W.3.10 -Why is it important to write regularly? -Why is it important to write for different reasons and different audiences?</p>

			<p><u>Speaking and Listening</u></p> <p>SL.3.1 -How are my conversation skills dependent on the makeup of the group? -What contributions can I make to the conversation when I'm prepared and engaged?</p> <p>SL.3.2 -How do I determine what is important when listening to and/or watching a presentation?</p> <p><u>Language</u></p> <p>L.3.1 -Why is it important for me to know and follow the rules of standard English grammar when I write or speak?</p> <p>L.3.2 -Why is it important for me to know and follow the rules of standard English mechanics for writing?</p> <p>L.3.3 -How can I convey my ideas effectively through word choice and punctuation? -How does my language change based on the situation and audience?</p> <p>L.3.4 -How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?</p>
	<p>RACE Resources: RACE RACE Booklet Writing Common Assessments: Narrative Writing K-5 Teacher Directions Narrative Writing - Beginning Trimester Benchmark By end of 3rd week of September Narrative Writing - Later in Trimester Benchmark By end of third week of November Grade 3 Narrative Rubric Common Core Writing Exemplars</p>	<p>Total: 64</p>	

Trimester 2			
Unit		Instructional Days	Essential questions
		56	
Trimester 2, Unit 1	<p>Reading- Literature- Standards addressed-RL.3.2, RL.3.3, RL.3.9, RL.3.10 Content addressed-central message of stories/fables/folktales; describe characters and how their actions contribute to the sequence of events; compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., books from a series)</p> <p>Reading Foundational Skills Standards addressed-RF.3.3.c-d Content addressed-Students will decode multisyllabic words and read grade-appropriate irregularly spelled words.</p> <p>Writing- Standards addressed-W.3.2.a-d, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10 -Informational, Explanatory and Research Writing -RACE Paragraph Writing should be incorporated throughout the trimesters, writing about a variety of topics including responses to reading topics/questions</p> <p>Speaking/Listening Standards addressed-SL.3.2 Content addressed-Students will determine the main idea and detail of a text read aloud or information presented in diverse media formats.</p> <p>Language- Standards Addressed-L.3.1.c,f, L.3.5.a-b Content addressed-More specific language content information will be added to this document during the 19/20 school year. Use a variety of resources, including the CCSS standard book, for content covered under the particular language standard.</p>	18	<p>Reading RL.3.2 -How can I learn life lesson from stories? -Why is using key details from the story important in retelling the story? -In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose?</p> <p>RL.3.3 -How does the character affect the text?</p> <p>RL.3.9 -Why do you read different stories with the same or similar character? -How does the author use theme, setting, and plot to help me learn about the characters?</p> <p>Reading Foundational Skills RF.3.3 -How can I use my understanding of word parts to spell words correctly? - How can I break words into parts to determine the meaning of the word?</p> <p>Writing W.3.2 -How can I use information to express an idea? W.3.4 -Why do I write? W.3.5 -How does the writing process make me a better writer? W.3.7 -How can I learn more about a topic by completing a research project? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly?</p>

			<p>-Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences? <u>Speaking and Listening</u> SL.3.2 -How do I determine what is important when listening to and/or watching a presentation? <u>Language</u> L.3.1 -Why is it important for me to know and follow the rules of standard English grammar when I write or speak? L.3.5 -How do I show I know how to use words accurately and effectively?</p>
<p>Trimester 2, Unit 2</p>	<p><u>Reading- Informational-</u> Standards addressed-RI.3.3, RI.3.5, RI.3.7, RI.3.8, RI.3.9, RI.3.10 Content addressed- Define and use terms pertaining to time, sequence and relationships; define and use terms pertaining to cause and effect; identify relationships within text; describe the relationship that occurs between scientific ideas or concepts, historical and steps from a procedure; describe the sequence of events using language pertaining to time; describe the sequence of events using language pertaining to sequence and cause and effect. Use text features to locate information relevant to a given topic. Compare and contrast the most important points and details presented in two texts on the same topic. <u>Reading Foundational Skills</u> Standards addressed-RF.3.3.a,c,d Content addressed-Students will understand and know the most common prefixes and derivational suffixes. Students will decode multisyllabic words read grade-appropriate irregularly spelled words. <u>Writing-</u> Standards addressed-W.3.2.a-d, W.3.4, W.3.5, W.3.7, W.3.8, W.3.10 -Informational, Explanatory and Research Writing -RACE Paragraph Writing should be incorporated throughout the trimesters, writing about a variety of topics including responses to reading topics/questions <u>Speaking/Listening</u> Standards addressed-SL.3.2 Content addressed-Students will determine the main idea and detail of a text</p>	<p>19</p>	<p><u>Reading</u> RI.3.3 -How does language in informational texts signal particular kinds of relationships? RI.3.5 -What are the text features and how do they help me understand the text? -How can search tools help me locate relevant information? RI.3.7 -How can illustrations help me understand information? RI.3.8 -How does the organization support the author's purpose for the text? RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic? <u>Reading Foundational Skills</u> RF.3.3 -How can I use my understanding of word parts to spell words correctly? - How can I break words into parts to determine the meaning of the word?</p>

	<p>read aloud or information presented in diverse media formats.</p> <p>Language- Standards Addressed-L.3.1.a,g, L.3.3.a, L.3.5.c Content addressed-More specific language content information will be added to this document during the 19/20 school year. Use a variety of resources, including the CCSS standard book, for content covered under the particular language standard.</p>		<p>Writing W.3.2 -How can I use information to express an idea? W.3.4 -Why do I write? W.3.5 -How does the writing process make me a better writer? W.3.7 -How can I learn more about a topic by completing a research project? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences Speaking and Listening SL.3.2 -How do I determine what is important when listening to and/or watching a presentation? Language L.3.1 -Why is it important for me to know and follow the rules of standard English grammar when I write or speak? L.3.3 -How can I convey my ideas effectively through word choice and punctuation? -How does my language change based on the situation and audience? L.3.5 -How do I show I know how to use words accurately and effectively?</p>
<p>Trimester 2, Unit 3</p>	<p>Reading- Literature- Standards Addressed-RL.3.2, RL.3.3 Content addressed-central message of stories/fables/folktales; describe characters and how their actions contribute to the sequence of events.</p>	<p>19</p>	<p>Reading RL.3.2 -How can I learn life lesson from stories? -Why is using key details from the story important in retelling the story?</p>

<p>Reading Foundational Skills Standards addressed-RF.3.3.a,c,d Content addressed--Students will understand and know the most common prefixes and derivational suffixes. Students will decode multisyllabic words and read grade-appropriate irregularly spelled words.</p> <p>Writing- Standards addressed-W.3.2.a-d, W.3.4, W.3.5,W.3.6, W.3.7, W.3.8, W.3.10 -Informational, Explanatory and Research Writing -RACE Paragraph Writing should be incorporated throughout the trimesters, writing about a variety of topics including responses to reading topics/questions</p> <p>Speaking/Listening Standards addressed-SL.3.2, SL.3.3, SL.3.4 Content addressed-Students will determine the main idea and detail of a text read aloud or information presented in diverse media formats.</p> <p>Language- Standards Addressed-L.3.2.d,g, L.3.4.d Content addressed-More specific language content information will be added to this document during the 19/20 school year. Use a variety of resources, including the CCSS standard book, for content covered under the particular language standard.</p>	<p>-In what ways can I use the details of text and the lesson or message to recognize the genre and its purpose? RL.3.3 -How does the character affect the text?</p> <p>Reading Foundational Skills RF.3.3 -How can I use my understanding of word parts to spell words correctly? - How can I break words into parts to determine the meaning of the word?</p> <p>Writing W.3.2 -How can I use information to express an idea? W.3.4 -Why do I write? W.3.5 -How does the writing process make me a better writer? W.3.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.3.7 -How can I learn more about a topic by completing a research project? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences</p> <p>Speaking and Listening SL.3.2 -How do I determine what is important when listening to and/or watching a presentation? SL.3.2 -What kinds of questions should I ask during a presentation to increase my understanding? SL.3.4 -How can I give a good presentation?</p>
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			<p>Language</p> <p>L.3.2 -Why is it important for me to know and follow the rules of standard English mechanics for writing?</p> <p>L.3.4 -How do I know which strategy to use to make meaning of words or phrases I don't recognize or know?</p>
	<p>RACE Resources: RACE RACE Booklet Writing Common Assessments: Informational Writing K-5 Teacher Directions Informational Writing - Beginning Trimester Benchmark By the end of the third week of December Informational Writing - Later in Trimester Benchmark By the end of the first week of March Grade 3 Informational Rubric Common Core Writing Exemplars</p>	Total: 56	
Trimester 3			
Unit		Instructional Days	Essential questions
		60	
Trimester 3, Unit 1	<p>Reading- Informational Standards Addressed-RI.3.1, RI.3.5, RI.3.9, RI.3.10 Content addressed-ask and answer questions to understand the text; use text features to locate information relevant to a given topic; compare and contrast the most important points and details presented in two texts on the same topic. Reading Foundational Skills Standards addressed-RF.3.3.b-c Content addressed-Decode words with latin suffixes and multisyllabic words. Writing- Standards addressed-W.3.1.a-d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10 -Opinion Writing -RACE Paragraph Writing should be incorporated throughout the trimesters, writing about a variety of topics including responses to reading topics/questions</p>	30	<p>Reading</p> <p>RI.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p> <p>RI.3.5 -What are the text features and how do they help me understand the text? -How can search tools help me locate relevant information?</p> <p>RI.3.9 -Why do you read different texts on the same topic? -How does the author use important points and key details to help me learn about the topic?</p>

	<p>Speaking/Listening Standards addressed-SL.3.2 Content addressed-Students will determine the main idea and detail of a text read aloud or information presented in diverse media formats.</p> <p>Language Standards Addressed- L.3.1.h-i Content addressed-More specific language content information will be added to this document during the 19/20 school year. Use a variety of resources, including the CCSS standard book, for content covered under the particular language standard.</p>		<p>Reading Foundational Skills RF.3.3 -How can I use my understanding of word parts to spell words correctly? - How can I break words into parts to determine the meaning of the word?</p> <p>Writing W.3.1 -How can I use reasons to support my opinion? W.3.4 Why do I write? W.3.5 -How does the writing process make me a better writer? W.3.6 -How can technology be used as a tool to write, publish, and/or collaborate? W.3.7 -How can I learn more about a topic by completing a research project? W.3.8 -How can I recall and organize information accurately? W.3.10 -Why is it important to write regularly? -Why is it important to adopt the routine of research, reflection, and revision? -Why is it important to write for different reasons and different audiences</p> <p>Speaking and Listening SL.3.2 -How do I determine what is important when listening to and/or watching a presentation?</p> <p>Language L.3.1 -Why is it important for me to know and follow the rules of standard English grammar when I write or speak?</p>
Trimester 3, Unit 2	<p>Reading-Literature- Standards Addressed-RL.3.1, RL.3.9, RL.3.10 Content addressed- ask and answer questions using the text to better understand the story; compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters (e.g.,</p>	30	<p>Reading RL.3.1 -How can using questions while I read help me better understand the text? -How can using the text to justify my answers help me better understand what the author is saying?</p>

<p>books from a series)</p> <p>Reading Foundational Skills</p> <p>Standards addressed-RF.3.3.c, RF.3.4.a-b</p> <p>Content addressed-decode multisyllabic words; read on-level text with purpose and understanding; read on-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.</p> <p>Writing-</p> <p>Standards Addressed-W.3.1.a-d, W.3.4, W.3.5, W.3.6. W.3.7, W.3.8, W.3.10</p> <p>-Opinion Writing</p> <p>-RACE Paragraph Writing should be incorporated throughout the trimesters, writing about a variety of topics including responses to reading topics/questions</p> <p>Speaking/Listening</p> <p>Standards addressed-SL.3.2, SL.3.5</p> <p>Content addressed-Students will determine the main idea and detail of a text read aloud or information presented in diverse media formats. Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace, adding visuals when appropriate.</p> <p>Language</p> <p>Standards Addressed-L.3.5.a-c</p> <p>Content addressed-More specific language content information will be added to this document during the 19/20 school year. Use a variety of resources, including the CCSS standard book, for content covered under the particular language standard.</p>	<p>RL.3.9</p> <p>-Why do you read different stories with the same or similar character?</p> <p>-How does the author use theme, setting, and plot to help me learn about the characters?</p> <p>Reading Foundational Skills</p> <p>RF.3.3</p> <p>-How can I use my understanding of word parts to spell words correctly?</p> <p>- How can I break words into parts to determine the meaning of the word?</p> <p>RF.3.4</p> <p>-How does my fluency and accuracy affect my understanding of any text I read?</p> <p>-How does my reading need to change when I read different kinds of texts?</p> <p>Writing</p> <p>W.3.1</p> <p>-How can I use reasons to support my opinion?</p> <p>W.3.4</p> <p>-Why do I write?</p> <p>W.3.5</p> <p>-How does the writing process make me a better writer?</p> <p>W.3.6</p> <p>-How can technology be used as a tool to write, publish, and/or collaborate?</p> <p>W.3.7</p> <p>-How can I learn more about a topic by completing a research project?</p> <p>W.3.8</p> <p>-How can I recall and organize information accurately?</p> <p>W.3.10</p> <p>-Why is it important to write regularly?</p> <p>-Why is it important to adopt the routine of research, reflection, and revision?</p> <p>-Why is it important to write for different reasons and different audiences</p> <p>Speaking and Listening</p> <p>SL.3.2</p> <p>-How do I determine what is important when listening to and/or watching a presentation?</p> <p>SL.3.5</p>
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			-How can I create an audio recording? Language L.3.5 -How do I show I know how to use words accurately and effectively?
	RACE Resources: RACE RACE Booklet Writing Common Assessments: Opinion Writing K-5 Teacher Directions Opinion Writing - Beginning Trimester Benchmark By the end of the fourth week of March Opinion Writing - Later in Trimester Benchmark By the end of the first week of June Grade 3 Opinion Rubric Common Core Writing Exemplars	Total: 60	