

3rd Grade Scope and Sequence ELA

Unit of Study	Big Idea	Essential Question	Resources	Standards
Unit 1 September 6 – September 30 (4 weeks)	Main Idea	How do strategic readers create meaning from informational and literary text? What is this text really about? What makes a good story?	<u>Journeys Unit 1</u> -A Fine, Fine School (Level M), One-Room School Houses (N) -The Trial of Cardigan Jones (M), You Be the Jury (N) -Roberto Clemente (Lexile 860), Baseball Poems (L) -Bat Loves the Night (M), A Bat is Born (M) (*from Journeys Unit 2)	CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.4.3.M Write narratives to develop real or imagined experiences or events.
Unit 2 October 3 – October 28 (4 weeks)	Text Structure (Sequencing)	How does story structure and sequence help you to understand a story? How do the decisions and actions of characters reveal their personalities? How do you write to inform?	<u>Journeys Unit 2</u> -Young Thomas Edison (N), Moving Pictures (N) -What Do Illustrators Do (M), Jack Draws a Beanstalk (L) -Harvest Birds (N), The Treasure (N) -The Journey of Oliver K. Woodman (N), Moving the U.S. Mail (M) (*from Journeys Unit 5) -Mountains: Surviving on Mt. Everest (N), The Big Clean Up (L) (*from Journeys Unit 5) (*This is the only Unit with 5 stories, you should choose 4 out of the 5 stories to meet the skill.)	CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect. CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. (Revisit) CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. (step by step, recipe, how to)
Unit 3 October 31 – November 30 (5 weeks)	Text Features	How can you use text features to locate key facts? How do the illustrations help us to understand the narrative? How do you write to inform?	<u>Journeys Unit 3</u> -Aero and Officer Mike (N), Kids and Critters Nature Newsletter (L) -Yonder Mountain: A Cherokee Legend (N), The Trail of Tears (M) -Tops and Bottoms (N), Goodness Grows in Gardens (N) -The Extra-Good Sunday (Ramona Quimby, Age 8) (M), Imagine a Recipe (L)	CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.2.3.E Use text features and search tools to locate and interpret information. CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text. CC.1.3.3.G Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g.,

				create mood, emphasize aspects of a character or setting). CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
Unit 4 December 5 – January 13 (5 weeks)	Comparison	How does comparing texts deepen your understanding key information and story elements? How does interaction with text provoke thinking and response?	<u>Journeys Unit 4</u> -Judy Moody Saves the World (N), My Smelly Pet (M) -A Tree is Growing (O), Stopping By Woods on a Snowy Evening (M) -Two Bear Cubs (N), Whose Land is it? (M) -Life on the Ice (O), The Raven: an Inuit Myth (M)	CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic. CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts
Unit 5 January 17 – February 10 (4 weeks)	Inferencing	How do strategic readers create meaning from informational and literary text? How does interaction with text provoke thinking and response?	<u>Journeys Unit 5</u> -Destiny’s Gift (O), Kids Making a Difference (M) (*from Journeys Unit 1) -Pop’s Bridge (O), Bridges (O) (*from Journeys Unit 1) -Sarah Plain and Tall (N), Wagons of the Old West (M) -Dog of the Sea Waves (N), The Land Volcanoes Built (M)	CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words. CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. CC.1.3.3.B Ask and answer questions about the text and make inferences from text, referring to text to support responses. CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words. CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-

				level reading standards for literature and informational texts
Unit 6 February 13 – March 10 (3 weeks)	Point of View	<p>Why does the author use certain details to support points in a text?</p> <p>How can I organize my thoughts and words to express and support my opinion?</p> <p>What can a reader know about an author's intentions based only on a reading of the text?</p>	<p>-The Albertosaurus Mystery (O), Finding Fossils for Fun (M) (*from Journeys Unit 4)</p> <p>-Kamishibai Man (N), The True Story of Kamishibai (M) (*from Journeys Unit 2)</p> <p>-Technology Wins the Game (O), Science for Sports Fans (N) (*from Journeys Unit 3)</p> <p>-The Journey: Stories of Migration (O), The Grasshopper and the Ant (L) (*from Journeys Unit 5)</p> <p>[*Note: departing from Journeys Unit 6...the magazine can be addressed after PSSA]</p>	<p>CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.2.3.D Explain the point of view of the author.</p> <p>CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.</p> <p>CC.1.4.3.G Write opinion pieces on familiar topics or texts. (Opinion/Argumentative Writing)</p>
<p>**Intensive Intervention for All Eligible Content: March 13 – March 31 (All Standards)</p> <p>**Novel Study: May/June</p>				

*****Please note: Standards 1.2.- J, K, and L and 1.3- I, J, and K (regarding vocabulary and range of reading) are embedded throughout the curriculum.*****

*****Please note: Standard CC.1.1.1.E/Fluency is embedded throughout the curriculum and measured through DIBELS monitoring.*****