

## Scope and Sequence for Grade 3- English Language Arts

Duration / Timeline	Word Study	Reading Workshop	Writing Workshop	Health - Social Studies - Science
<b>Trimester One</b>	<p>LS 1 – Recognizing Words with Consonant Clusters (Making Words) page 75</p> <p>LS 2 – Identifying Words with Ending Consonant Clusters (Making Words) page 79</p> <p>SP 2 – Recognizing Word Patterns with Ending Consonant Clusters (Go Fish) page 157</p> <p>SP 1 – Recognizing Phonograms with Short Vowel Sounds (Word Search) page 153</p> <p>LS 3 – Recognizing Words with Ending Consonant Digraphs (Consonant Cluster Lotto) page 83</p> <p>LS 4 – Recognizing Words with Beginning and Ending Consonant Digraphs (Go Fish) page 87</p> <p>LS 5 – Recognizing and Using y as a Vowel Sound in Words (Follow the Path) page 91</p> <p>SP 3 – Recognizing Word Patterns with Long Vowel Sounds (Blind Sort) page 161</p> <p>SP 4 – Recognizing Phonograms</p>	<p><b>Establish classroom routines</b></p> <ul style="list-style-type: none"> <li>Morning message</li> </ul> <p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>Form reading groups</li> <li>Teach with leveled text</li> <li>Comprehension discussions</li> <li>Word analysis</li> </ul> <p><b>Whole Group Reading</b></p> <ul style="list-style-type: none"> <li>Read Aloud</li> <li>Ask and answer questions about a text citing evidence.</li> <li>Recount stories and</li> </ul>	<p><b>Whole Group</b></p> <ul style="list-style-type: none"> <li>Mini-lessons</li> <li>Sharing Writing</li> <li>Write-To</li> <li>Interactive Writing</li> <li>Morning Message</li> </ul> <p><b>Small Group/Independent</b></p> <ul style="list-style-type: none"> <li>Reading response</li> <li>Answer text dependent questions</li> </ul> <p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>Handwriting without Tears - Cursive</li> </ul> <p><b>Genre Focus</b></p> <ul style="list-style-type: none"> <li>Narrative</li> </ul>	<p><b>Science</b></p> <p>3. Inheritance and Variation of Traits: Life Cycles and Traits</p> <p>Students who demonstrate understanding can:</p> <p>3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p>3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> <p>3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> <p><b>Social Studies</b></p> <p>3.1 On a map of the United States, locate the New England states (Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine) and the Atlantic Ocean. On a map of Massachusetts, locate major cities and towns, Cape Ann, Cape Cod, the Connecticut River, the Merrimack River, the Charles River, and the Berkshire Hills.(G)</p> <p>3.10 Explain the meaning of the stars and stripes in the American flag, and describe official procedures for the care and</p>

	<p>with Double Vowels (Crazy Eights) page 165</p> <p>WM/V 18 – Learning about Nouns – Words for People, Places, Things (Noun Sort) page 317</p> <p>SP 5 (Thanksgiving Week) – Recognizing Word Patterns with the Short o sound (Battle) page 169</p> <p>WMV 3 – Exploring Homophones (Words in Context) page 257</p> <p>Teacher’s Choice: WS 6, WMV 1, WMV 2, LS6</p> <p>WS 6 – Recognizing Parts in Compound Words (Compound Rummy) page 363</p> <p>WMV1 – Recognizing and Using Compound Words (Making Words) page 249</p> <p>WMV2 – Working with Compound Words (Word Sorting) page 253</p> <p>LS6 – Identifying Wrods with Different Vowel Sounds: oo, ow, ea (Connect) page 95</p>	<p>determine central message or lesson.</p> <ul style="list-style-type: none"> <li>Establishing speaking and listening norms.</li> </ul> <p><b>Genre Focus</b></p> <ul style="list-style-type: none"> <li>Fiction</li> <li>Non Fiction</li> </ul>		<p>display of the flag. (C)</p> <p>3.11 Identify when the students' own town or city was founded, and describe the different groups of people who have settled in the community since its founding. (H, G)</p>
<p><b>ELA Power Standards</b></p>	<p><i>Reading Literature &amp; Reading Informational Text:</i></p> <p>RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through</p>			

	<p>key details in the text.</p> <p>RL3: 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>RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><i>Foundational Skills &amp; Language:</i></p> <p>RF1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Writing:</i></p> <p>W1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W3b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><i>Speaking &amp; Listening:</i></p> <p>SL1: 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> <p>SL1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Administer BAS (formative benchmark assessment) (October)</li> <li>• Score Narrative Writing using District Rubric (November)</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Leveled Readers</li> <li>• <i>Phonics Lessons, Grade 3</i>, Irene Fountas and Gay Su Pinnell</li> <li>• <i>Units of Study in Opinion, Information, and Narrative Writing, Grade 3: A Common Core Workshop Curriculum</i>, Lucy Calkins</li> <li>• Handwriting without Tears – Cursive</li> <li>• Second Step</li> <li>• BAS</li> </ul>

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<b>Trimester Two</b>	<p>WMV 6 – Recognizing and Using Synonyms (Synonym Match) page 269</p> <p>WMV 7 – Recognizing and Using Antonyms (Antonyms Concentration) page 273</p> <p>WMV 8 – Synonyms and Sentences (Go Fish) page 277</p> <p>WS 7 – Forming Plurals of Words that Add es (Three-Way Sort) page 367</p> <p>WS 8 – Forming Plurals with Words Ending in y (Two-Way Sort) page 371</p> <p>WS 9 – Forming Plurals with Words Ending in f, fe, or if (Making Words) page 375</p> <p>WS 1 – Summarizing Contractions (Crazy Eights) page 343</p> <p>LS 7 – Identifying Other Vowel Sounds: oo, oi,</p>	<p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>• Flexible reading groups</li> <li>• Teach with leveled text</li> <li>• Comprehension discussions</li> <li>• Word analysis</li> </ul> <p><b>Whole Group Reading</b></p> <ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Comprehension discussions</li> <li>• Determine the main idea of a text; recount the key details</li> <li>• Use text features search tools</li> </ul> <p><b>Genre Focus</b></p> <ul style="list-style-type: none"> <li>• Fiction</li> <li>• Nonfiction</li> </ul>	<p><b>Whole Group</b></p> <ul style="list-style-type: none"> <li>• Mini-lessons</li> <li>• Sharing Writing</li> <li>• Write-To</li> <li>• Interactive Writing</li> <li>• Morning Message</li> </ul> <p><b>Small Group/Independent</b></p> <ul style="list-style-type: none"> <li>• Reading response</li> <li>• Answer text dependent questions</li> </ul> <p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>• Handwriting without Tears – Cursive</li> </ul> <p><b>Genre Focus</b></p> <ul style="list-style-type: none"> <li>• Opinion (favorite pets, school rules, etc.)</li> </ul>	<p><b>Science</b></p> <p>3. Interdependent Relationships in Ecosystems</p> <p>Students who demonstrate understanding can:</p> <p>3-LS2-1. Construct an argument that some animals form groups that help members survive.</p> <p>3- LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.</p> <p>3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some can not survive at all.</p> <p>3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.</p> <p>3. Weather and Climate</p> <p>Students who demonstrate understanding can:</p> <p>3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p>3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.</p> <p>3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> <p><b>Social Studies</b></p> <p>3.12 Explain how objects or artifacts of everyday life in the past tell us</p>

	<p>oy, ow, aw, au (Make, Write, Read) page 99</p> <p>WM/V 14 – Learning About Actions Words (Verbs) (Verb Search) page 301</p> <p>WM/V 15 – Recognizing and Using Actions Words (Read Around the Room) page 305</p> <p>WM/V 16 – Learning about Describing Words (Adjective Search) page 309</p> <p>WM/V 17 – Recognizing and Using Describing Words (Read Around the Room) page 313</p> <p>WM/V 18 – Learning about Nouns, Describing Words, Actions Words (Three-Way Sort) page 321</p> <p>WM/V 19 – Learning about Nouns, Describing Words, Actions Words (Three-Way Sort) page 321</p>			<p>how ordinary people lived and how everyday life has changed. Draw on the services of the local historical society and local museums as needed. (H, G, E)</p> <p>3.13 Give examples of goods and services provided by their local businesses and industries. (E)</p> <p>3.14 Give examples of tax-supported facilities and services provided by their local government, such as public schools, parks, recreational facilities, police and fire departments, and libraries. (E)</p> <p>3.2 Identify the Wampanoags and their leaders at the time the Pilgrims arrived, and describe their way of life. (H, G)</p> <p>3.3 Identify who the Pilgrims were and explain why they left Europe to seek religious freedom; describe their journey and their early years in the Plymouth Colony. (H, G, C, E)</p> <ul style="list-style-type: none"> <li>A. the purpose of the Mayflower Compact and its principles of self-government</li> <li>B. challenges in settling in America</li> <li>C. events leading to the first Thanksgiving</li> </ul> <p>3.4 Explain how the Puritans and Pilgrims differed and identify early leaders in Massachusetts, such as John Winthrop; describe the daily life, education, and work of the Puritans in the Massachusetts Bay Colony. (H, E, C)</p>
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**ELA Power Standards**

*Reading Literature & Reading Informational Text:*

RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI3: 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.

RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

*Foundational Skills & Language:*

L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L1h: Use coordinating and subordinating conjunctions.

L1i: Produce simple, compound, and complex sentences.

L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

L4d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

RF4: Read with sufficient accuracy and fluency to support comprehension.

RF4b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

*Writing:*

W1: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

*Speaking & Listening:*

SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SL1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Administer BAS (formative benchmark assessment) (January)</li> <li>• Score Informational and Opinion (a single piece) using District Rubric (January)</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Leveled Readers</li> <li>• <i>Phonics Lessons, Grade 3</i>, Irene Fountas and Gay Su Pinnell</li> <li>• <i>Units of Study in Opinion, Information, and Narrative Writing, Grade 3: A Common Core Workshop Curriculum</i>, Lucy Calkins</li> <li>• Handwriting without Tears – Cursive</li> <li>• Second Step</li> <li>• BAS</li> <li>• Scholastic News – Opinion/Debate articles</li> </ul>



Duration / Timeline	Word Study	Reading Workshop	Writing Workshop	Health - Social Studies - Science
<b>Trimester Three</b>	<p>LS 12 – Taking Apart Words with Open Syllables (Two-Way Sort) page 119</p> <p>LS 13 – Taking Apart Words with Closed Syllables (Two-Way Sort) page 123</p> <p>SP 17 – Recognizing Frequently Appearing Syllables in Word Patterns (Go Fish) page 217</p> <p>LS 17 – Learning about Words with Capital Letters (Capital Detective Lotto) page 139</p> <p>WM/V 21 – Recognizing and Using Metaphors and Similes (Making Comparisons) page 329</p> <p>WS 21 – Recognizing Words with a Prefix (un-) (Making Words) page 423 AND</p> <p>WS 22 – Recognizing Words with a Prefix (re-) (Follow the Path) page</p>	<p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>• Flexible reading groups</li> <li>• Teach with leveled text</li> <li>• Comprehension discussions</li> <li>• Word analysis</li> </ul> <p><b>Whole Group Reading</b></p> <ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Comprehension discussions</li> <li>• Identify points of view</li> <li>• Use text features and search tools</li> <li>• Define academic and domain specific vocabulary</li> <li>• Compare and contrast main points and key details</li> </ul> <p><b>Genre Focus</b></p> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Fiction</li> </ul>	<p><b>Whole Group</b></p> <ul style="list-style-type: none"> <li>• Mini-lessons</li> <li>• Sharing Writing</li> <li>• Write-To</li> <li>• Interactive Writing</li> <li>• Morning Message</li> </ul> <p><b>Small Group/Independent</b></p> <ul style="list-style-type: none"> <li>• Reading response</li> <li>• Answer text dependent questions</li> </ul> <p><b>Mechanics</b></p> <ul style="list-style-type: none"> <li>• Handwriting without Tears – Cursive</li> </ul> <p><b>Genre Focus</b></p> <ul style="list-style-type: none"> <li>• Informational</li> <li>• Poetry</li> </ul>	<p><b>Science</b></p> <p>3. Forces and Interactions</p> <p>Students who demonstrate understanding can:</p> <p>3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p>3-PS2-2. Make observations and/or measurements of an object’s motion to provide evidence that a pattern can be used to predict future motion.</p> <p>3-PS2-3. Ask questions to determine cause and effect relationships of electronic or magnetic interactions between two objects in contact with each other.</p> <p>3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.</p> <p><b>Social Studies</b></p> <p>3.5 Explain important political, economic, and military developments leading to and during the American Revolution. (H, C)</p> <ul style="list-style-type: none"> <li>A. the growth of towns and cities in Massachusetts before the Revolution</li> <li>B. the Boston Tea Party</li> <li>C. the beginning of the Revolution at Lexington and Concord</li> <li>D. the Battle of Bunker Hill</li> <li>E. Revolutionary leaders such as John Adams, Samuel Adams, John Hancock, and Paul Revere</li> </ul>

	<p>427</p> <p>WSA 6 – Using Alphabetical Order (List Sheet) page 453</p> <p>WSA 10 – Using Guide Words in a Dictionary (Guide Word Sort) page 469</p> <p>HF5 – Checking Your Knowledge of High Frequency Words (Go Fish) page 243</p>	<ul style="list-style-type: none"> <li>• Non Fiction</li> </ul>		<p>3.6 Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents. (C)</p> <p>3.7 After reading a biography of a person from Massachusetts in one of the following categories, summarize the person's life and achievements. (H, C)</p> <ul style="list-style-type: none"> <li>A. science and technology (e.g., Alexander Graham Bell, Nathaniel Bowditch, Robert Goddard, John Hayes Hammond, Edwin Land, Samuel Morse)</li> <li>B. the arts (e.g., Henry Adams, Louisa May Alcott, John Singleton Copley, Emily Dickinson, Ralph Waldo Emerson, Theodore Geisel, Nathaniel Hawthorne, Oliver Wendell Holmes, Frederick Law Olmsted, Norman Rockwell, Henry David Thoreau, Phyllis Wheatley)</li> <li>C. business (e.g., William Filene, Amos Lawrence, Francis Cabot Lowell, An Wang);</li> <li>D. education, journalism, and health (e.g., Clara Barton, Horace Mann, William Monroe Trotter)</li> </ul> <p>political leadership (e.g., John Adams, John Quincy Adams, Susan B. Anthony, Edward Brooke, Benjamin Franklin, John F. Kennedy, Paul Revere)</p>
<p><b>ELA Power Standards</b></p>	<p><i>Reading Literature &amp; Reading Informational Text:</i></p> <p>RL4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p> <p>RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RL2: 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>RL6: Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band</p>			

	<p>independently and proficiently.</p> <p>RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><i>Foundational Skills &amp; Language:</i></p> <p>RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF3b: Decode words with common Latin suffixes.</p> <p>RF4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p><i>Writing:</i></p> <p>W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W7: Conduct short research projects that build knowledge about a topic.</p> <p>W.MA.3.A Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements.</p> <p><i>Speaking &amp; Listening:</i></p> <p>SL5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Administer BAS (formative benchmark assessment) (late May/June)</li> <li>• Score Informational Writing using District Rubric (late May/June)</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Leveled Readers</li> <li>• <i>Phonics Lessons, Grade 3</i>, Irene Fountas and Gay Su Pinnell</li> <li>• <i>Units of Study in Opinion, Information, and Narrative Writing, Grade 3: A Common Core Workshop Curriculum</i>, Lucy Calkins</li> <li>• Handwriting without Tears – Cursive</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Second Step</li><li>• BAS</li><li>• Massachusetts Textbook</li><li>• Nature's Children Books (in library)</li></ul> |
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