

Springfield School District - Integrated Elementary Curriculum

Grade - 3 Unit - 1

Essential Question - *What Makes a Community Successful ?*

	<p>Reading Focus: CC.1.2.3 Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. CC.1.4.3.S Writing in Response to Literature Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>	<p>Writing Focus: CC.1.4.3 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. CC.1.4.3.M-R Narrative Writing Write narratives to develop real or imagined experiences or events. CC.1.4.3.S Writing in Response to Literature Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>	<p>Content Area Focus: Responsive Classroom, our community and its place in the world, Geography, Weather, Climate, Environment</p>
<p>1 9/8 - 9/11</p>	<p>Instructional Focus: CC.1.3.3.B Ask and answer questions about the text and make inferences from text; referring to text to support responses</p> <p>Eligible Content: Eo3.A-K.1.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Resources/Lessons: First Day Jitters -Reading response Amazing Grace - Dear Teacher Week 1 Activities</p> <p>Fundations Lessons: Set up routines</p>	<p>Instructional Focus:CC.1.4.3.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English. Eligible Content: Eo3.D.1.2.1 Capitalize appropriate words in titles. Eo3.D.1.2.2 Use commas in addresses.</p> <p>Resources/Lessons: Writing in response to: Amazing Grace - Hopes and Dreams Dear Teacher - Letter writing Revise, edit, publish - Letter to Future Self Letter writing assessment All About Me Poem</p> <p>Grammar Skills: BAW Routines and Lesson 28 Commas in Addresses</p>	<p>Instructional Focus: Establishing a caring classroom community Standards/Eligible Content Addressed 5.3.3.A, 5.3.3.B, 5.3.3.D, 5.3.3.F, 5.3.3.G Resources/Lessons: All Responsive Classroom and Community Building Activities - Give One/ Get On, Me Bag, Facts About Me, Smart Pizza, Guess Who, MindWinders Explore the Classroom, Traveling Rules Recess Rules, Scavenger Hunt Guided Discovery (Pencils, Crayons, Scissors) Math About me Model and practice partner work, group work, rules for a read aloud, Classroom Rules, Classroom Jobs, Introduce Logical Consequences, Practice independent work while teacher is “busy” reading with another student If You Were 3 Facts and a Fiction Clock Buddies The Important Book Mystery Me Enemy Pie Ilog topic organizers</p> <p>My World Interactive (MWI) Geography Handbook</p>

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	<p>Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC.1.2 Reading Informational Text</i> <i>CC.1.4.3.S Writing in Response to Literature</i></p>	<p>Writing Focus: <i>CC.1.4.3 Students write for different purposes and audiences.</i> <i>CC.1.4.3.M-R Narrative Writing</i></p>	<p>Content Area Focus: <i>Responsive Classroom, our community and its place in the world, Geography, Weather, Climate, Environment</i></p>
<p>2</p> <p>9/14 - 9/18</p>	<p>Instructional Focus: Standards/Eligible Content: CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses. Eligible Content: <i>E03.B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</i></p> <p>Resources/Lessons: Ready PA Core Reading (RPACR) Unit 1 Lesson 1 Asking and Answering Questions about Key Details</p> <p>Fundations Lessons: Unit 1 Week 1</p>	<p>Instructional Focus: Standards/Eligible Content: CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.N Establish a situation and introduce a narrator and/or characters. CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English. Eligible Content:<i>E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer’s purpose.</i> <i>E03.D.1.1.9 Produce simple, compound, and complex sentences..</i></p> <p>Resources/Lessons: BAW Unit 1 Writing Community BAW Unit 2 - The Writing Process</p> <p>The Writing Process Writing a Paragraph Personal Narrative</p> <p><u>My Father’s Hands</u> <u>The Gardener</u></p> <p>Grammar Skills: BAW Lesson 1 Lesson 2 Incomplete Sentences</p>	<p>Instructional Focus: Building Classroom community</p> <p>Standards/Eligible Content: 5.3.3.A, 5.3.3.B, 5.3.3.D, 5.3.3.F, 5.3.3.G, 6.1.3.C, 6.1.3.D</p> <p>Resources/Lessons:</p> <p><u>My World Interactive (MWI)</u> <u>Chapter 1 Our Environment</u> <u>Quest</u> <u>Lesson 1 Land and Water</u></p>

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	<p>Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC.1.2 Reading Informational Text</i> <i>CC.1.4.3.S Writing in Response to Literature</i></p>	<p>Writing Focus: <i>CC.1.4 Students write for different purposes and audiences. CC.1.4.3.M-R Narrative Writing</i> <i>CC.1.4.3.A-F Informative/Expository Writing</i></p>	<p>Content Area Focus: <i>Responsive Classroom, our community and its place in the world, Geography, Weather, Climate, Environment</i></p>
<p>3</p> <p>9/21 - 9/25</p>	<p>Instructional Focus: <i>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</i></p> <p>Eligible Content:<i>E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</i></p> <p>Resources/Lessons: RPACR Unit 1 Lesson 2 Finding Main Ideas and Key Details in Informational Text</p> <p>Fundations Lessons: Unit 1 Week 2</p>	<p>Instructional Focus: Standards <i>CC.1.4.3.M</i> Write narratives to develop real or imagined experiences or events. <i>CC.1.4.3.N</i> Establish a situation and introduce a narrator and/or characters. <i>CC.1.4.3.O</i> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <i>CC.1.4.3.L</i> Demonstrate a grade-appropriate command of the conventions of standard English.</p> <p>Eligible Content: <i>E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose. E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations. E03.D.1.1.9 Produce simple, compound, and complex sentences..</i></p> <p>Resources/Lessons: BAW Unit 3 - Personal Narrative</p> <p>Writing a Paragraph Personal Narrative</p> <p>Grandma's Records Grandpa's Face</p> <p>Grammar Skills: BAW Lesson 3 Compound Sentences Ready PA Core Language (RPACL) Lesson 15 Simple and Compound Sentences</p>	<p>Instructional Focus: Understanding where the community of Springfield is and what surrounds it.</p> <p>Standards/Eligible Content Addressed</p> <p>Resources/Lessons: My World Interactive (MWD) Chapter 1 Our Environment</p> <p>Lesson 2 Weather, Climate, and Forces of Nature Map and Graph Skills-Use Digital Tools</p>

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	<p>Reading Focus: <u>CC.1.3 Reading Literature</u> <u>CC.1.2 Reading Informational Text</u> <u>CC.1.4.3.S Writing in Response to Literature</u></p>	<p>Writing Focus: <u>CC.1.4</u> Students write for different purposes and audiences. <u>CC.1.4.3.M-R Narrative Writing</u> <u>CC.1.4.3.A-F Informative/Expository Writing</u></p>	<p>Content Area Focus: <i>Responsive Classroom, our community and its place in the world, Geography, Weather, Climate, Environment</i></p>
<p>4</p> <p>9/28 - 10/2</p>	<p>Instructional Focus: Standards/Eligible Content: <u>CC.1.2.3.C</u> 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.</p> <p>Eligible Content: <u>EO3.B-K.1.1.3</u> 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>Resources/Lessons:</p> <p>RPACR Unit 1 Lesson 3 Reading About Time and Space</p> <p>Quick Check Assessment - Race to the Rescue with no written response</p> <p>Fundations Lessons:</p>	<p>Instructional Focus: <u>CC.1.4.3.A</u> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <u>CC.1.4.3.B</u> Identify and introduce the topic. <u>CC.1.4.3.F</u> Demonstrate a grade-appropriate command of the conventions of standard English grammar</p> <p>Eligible Content: <u>EO3.C.1.2.1</u> Introduce a topic for the intended audience, and group related information together to support the writer's purpose.</p> <p>Resources/Lessons:</p> <p>RCCW Lesson 1 Writing to Inform Steps 1-2</p> <p>Grammar Skills: BAW Lesson 4 Complex Sentences</p> <p>RPACL - Lesson 16 Subordinating Conjunctions and Complex Sentences</p>	<p>Instructional Focus:</p> <p>Standards/Eligible Content: <u>7.1.3.A</u>, <u>7.1.3.B</u> <u>7.2.3.A</u> <u>3.3.4.A1*</u> (landforms - 4th grade)</p> <p>Resources/Lessons:</p> <p><u>My World Interactive (MWT)</u> <u>Chapter 1 Our Environment</u> <u>Lesson 3 Using Earth's Resources</u> <u>Literacy Skills - Cause and Effect</u></p>

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<p>5</p> <p><i>10/5</i> <i>-</i> <i>10/9</i></p>	<p>Instructional Focus: Standards/Eligible Content:<i>CC.1.2.3.C</i> 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.</p> <p>Eligible Content: <i>E03.B-K.1.1.3</i> 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>Resources/Lessons:</p> <p>RPACR Unit 1 Lesson 4 Describing Cause and Effect</p> <p>Foundations Lessons:</p>	<p>Instructional Focus: <i>CC.1.4.3.A</i> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <i>CC.1.4.3.B</i> Identify and introduce the topic. <i>CC.1.4.3.C</i> Develop the topic with facts, definitions, details, and illustrations, as appropriate. <i>CC.1.4.3.F</i> Demonstrate a grade-appropriate command of the conventions of standard English grammar</p> <p>Eligible Content: <i>E03.C.1.2.1</i> Introduce a topic for the intended audience, and group related information together to support the writer’s purpose. <i>E03.C.1.2.2</i> Develop the topic with facts, definitions, and/or details. <i>E03.D.1.2.4</i> Form and use possessives.</p> <p>Resources/Lessons:</p> <p>RCCW Lesson 1 Writing to Inform Steps 3-4</p> <p>Grammar Skills:</p> <p>BAW Lesson 5 review and assessment</p>	<p>Instructional Focus:</p> <p>Standards/Eligible Content: <i>7.1.3.A, 7.1.3.B</i> <i>7.2.3.A</i> <i>3.3.4.A1* (landforms - 4th grade)</i></p> <p>Resources/Lessons:</p> <p><u>My World Interactive (MWI)</u> <u>Chapter 1 Our Environment</u> Lesson 4 Interacting with the Environment Primary Source - Essay Rachel Carson Citizenship Hallie M. Daggett</p>

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	<p>Reading Focus: <i>CC.1.3 Reading Literature</i> <i>CC.1.2 Reading Informational Text</i> <i>CC.1.4.3.S Writing in Response to Literature</i></p>	<p>Writing Focus: <i>CC.1.4 Students write for different purposes and audiences. CC.1.4.3.M-R Narrative Writing</i> <i>CC.1.4.3.A-F Informative/Expository Writing</i></p>	<p>Content Area Focus: <i>Responsive Classroom, our community and its place in the world, Geography, Weather, Climate, Environment</i></p>
<p>6</p> <p>10/12 - 10/16</p>	<p>Instructional Focus: Standards/Eligible Content: <i>CC.1.2.3.C</i> 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.</p> <p>Eligible Content: <i>EO3.B-K.1.1.3</i> 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>Resources/Lessons:</p> <p>RPACR Unit 1 Interim Assessment- The Strange Power of Volcanoes With updated TDA written response</p> <p>Fundations Lessons:</p>	<p>Instructional Focus: <i>CC.1.4.3.A</i> Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. <i>CC.1.4.3.B</i> Identify and introduce the topic. <i>CC.1.4.3.C</i> Develop the topic with facts, definitions, details, and illustrations, as appropriate. <i>CC.1.4.3.F</i> Demonstrate a grade-appropriate command of the conventions of standard English grammar</p> <p>Eligible Content: <i>EO3.C.1.2.1</i> Introduce a topic for the intended audience, and group related information together to support the writer’s purpose. <i>EO3.C.1.2.2</i> Develop the topic with facts, definitions, and/or details. <i>EO3.D.1.2.4</i> Form and use possessives.</p> <p>Resources/Lessons: RCCW Lesson 1 Writing to Inform Steps 5-6</p> <p>Grammar Skills: BAW Lesson 6 Singular and Plural Nouns RPACL Lesson 1 Nouns RPACL Lesson 6 Plural Nouns</p>	<p>Instructional Focus:</p> <p>Standards/Eligible Content: <i>7.1.3.A, 7.1.3.B</i> <i>7.2.3.A</i> <i>3.3.4.A1* (landforms - 4th grade)</i></p> <p>Resources/Lessons:</p> <p>My World Interactive (MWI) Chapter 1 Our Environment End of Chapter Assessment</p>