

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>Foundations 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>

Grade - 3 Unit - 1		Essential Question - <i>What Makes a Community Successful ?</i>	
	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>	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>	Content Area Focus: <i>Responsive Classroom, our community and its place in the world, Geography, Weather, Climate, Environment</i>
2 9/14 - 9/18	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>Eo3.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> Resources/Lessons: Ready PA Core Reading (RPACR) Unit 1 Lesson 1 Asking and Answering Questions about Key Details Fundations Lessons: Unit 1 Week 1	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>Eo3.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> Eo3.D.1.1.9 Produce simple, compound, and complex sentences.. Resources/Lessons: BAW Unit 1 Writing Community BAW Unit 2 - The Writing Process The Writing Process Writing a Paragraph Personal Narrative <u>My Father's Hands</u> <u>The Gardener</u> Grammar Skills: BAW Lesson 1 Lesson 2 Incomplete Sentences	Instructional Focus: Building Classroom community 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 Resources/Lessons: <u>My World Interactive (MWI)</u> <u>Chapter 1 Our Environment</u> <u>Quest</u> <u>Lesson 1 Land and Water</u>

Grade - 3 Unit - 1		Essential Question - What Makes a Community Successful ?	
	<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 Students write for different purposes and audiences.</u> <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>3</p> <p>9/21 - 9/25</p>	<p>Instructional Focus: <u>CC.1.2.3.A</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Eligible Content:<u>E03.B-K.1.1.2</u> Determine the main idea of a text; recount the key details and explain how they support the main idea.</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: <u>Standards CC.1.4.3.M</u> Write narratives to develop real or imagined experiences or events. <u>CC.1.4.3.N</u> Establish a situation and introduce a narrator and/or characters. <u>CC.1.4.3.O</u> Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <u>CC.1.4.3.L</u> Demonstrate a grade-appropriate command of the conventions of standard English.</p> <p>Eligible Content: <u>E03.C.1.3.1</u> 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. <u>E03.C.1.3.2</u> 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. <u>E03.D.1.1.9</u> Produce simple, compound, and complex sentences..</p> <p>Resources/Lessons: BAW Unit 3 - Personal Narrative</p> <p>Writing a Paragraph Personal Narrative</p> <p><u>Grandma's Records</u> <u>Grandpa's Face</u></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: <u>My World Interactive (MWD)</u> <u>Chapter 1 Our Environment</u></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 Students write for different purposes and audiences. 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: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.</p> <p>Eligible Content: <i>EO3.B-K.1.1.3 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.</i></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: CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B Identify and introduce the topic. CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar Eligible Content: <i>EO3.C.1.2.1 Introduce a topic for the intended audience, and group related information together to support the writer's purpose.</i></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: 7.1.3.A, 7.1.3.B 7.2.3.A 3.3.4.A1* (landforms - 4th grade)</p> <p>Resources/Lessons:</p> <p>My World Interactive (MWT) Chapter 1 Our Environment Lesson 3 Using Earth's Resources Literacy Skills - Cause and Effect</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>5</p> <p>10/5 - 10/9</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. CC.1.4.3.B Identify and introduce the topic. CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.4.3.F 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: 7.1.3.A, 7.1.3.B 7.2.3.A 3.3.4.A1* (landforms - 4th grade)</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: <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 Students write for different purposes and audiences.</u> <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>6</p> <p>10/12 ~ 10/16</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>E03.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 Interim Assessment- The Strange Power of Volcanoes With updated TDA 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.C</u> Develop the topic with facts, definitions, details, and illustrations, as appropriate. <u>CC.1.4.3.F</u> Demonstrate a grade-appropriate command of the conventions of standard English grammar</p> <p>Eligible Content: <u>E03.C.1.2.1</u> Introduce a topic for the intended audience, and group related information together to support the writer's purpose. <u>E03.C.1.2.2</u> Develop the topic with facts, definitions, and/or details. <u>E03.D.1.2.4</u> 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: <u>7.1.3.A, 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 (MWI)</u> <u>Chapter 1 Our Environment</u> <u>End of Chapter Assessment</u></p>

Springfield School District - Integrated Elementary Curriculum

Grade -3 Unit - 2		Essential Question - <i>How does our homeland inspire us?</i>	
	<p>Reading Focus: CC.1.3.3: Reading Literature: Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>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.</p>	<p>Writing Focus: CC.1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>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: <u>Social Studies</u> - Early U. S. History, Exploration, Colonization</p>
<p>1</p> <p>10/19 - 10/23</p>	<p>Instructional Focus: CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p> <p>Eligible Content: EO3.A-K.1.1.2 Recount poems, dramas, or 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>Resources/Lessons: RPACR Unit 2 Lesson 5 Asking and Answering Questions about Stories</p> <p>Fundations Lessons: Unit ____ week ____</p>	<p>Instructional Focus: CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B Identify and introduce the topic. CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar</p> <p>Eligible Content: EO3.C.1.2.1 Introduce a topic for the intended audience, and group related information together to support the writer's purpose.</p> <p>Resources/Lessons: RCCW Lesson 1 Writing to Inform Steps 7-9</p> <p>Grammar Skills: BAW Lesson 7 Common and Proper Nouns</p>	<p>Instructional Focus: Early U. S. History, Exploration, Colonization</p> <p>Standards/Eligible Content Addressed 5.1.3.E, 5.3.3.J 6.1.3.A, 6.1.3.B, 6.1.3.C, 6.1.3.D 6.5.3.A, 6.5.3.B 7.3.3.A, 7.4.3.A, 7.4.3.B 8.1.3.A, 8.1.3.B, 8.1.3.C 8.2.3.A, 8.2.3.C, 8.2.3.D 8.3.3.A, 8.3.3.B, 8.3.3.C, 8.3.3.D 8.4.3.A, 8.4.3.B, 8.4.3.C, 8.4.3.D</p> <p>Resources/Lessons: <u>MWI Chapter 3 Communities Build a Nation</u> Quest Pt 1 <u>Lesson 1 America's First Peoples</u> Literacy Skill - Sequence <u>Lesson 2 Early Explorers</u></p>
District Scored Writing Assessment - Writing to a Prompt			

Grade -3 Unit - 2		Essential Question - <i>How does our homeland inspire us?</i>	
	Reading Focus: <u>CC.1.2 Reading Literature</u> <u>CC.1.4.3.S Writing in Response to Literature</u>	Writing Focus: <u>CC.1.4 Writing</u> <u>CC.1.4.3.S Writing in Response to Literature</u>	Content Area Focus: Early U. S. History, Exploration, Colonization
2 10/26 - 10/30	Instructional Focus: CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. Eligible Content: <i>Eo3.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.</i> Resources/Lessons: RPACR Unit 2 Lesson 6 Describing Characters Fundations Lessons: Unit ____ week ____	Instructional Focus: <u>CC.1.4.3.S Writing in Response to Literature</u> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts. Resources/Lessons: RCCW Lesson 2 Writing to Literature - Essay Steps 1-3 Grammar Skills: BAW - Lesson 8 Possessive Nouns RPACL - Lesson 20 Possessive Nouns	Instructional Focus: Early U. S. History, Exploration, Colonization Standards/Eligible Content Addressed 5.1.3.E, 5.3.3.J 6.1.3.A, 6.1.3.B, 6.1.3.C, 6.1.3.D 6.5.3.A, 6.5.3.B 7.3.3.A, 7.4.3.A, 7.4.3.B 8.1.3.A, 8.1.3.B, 8.1.3.C 8.2.3.A, 8.2.3.C, 8.2.3.D 8.3.3.A, 8.3.3.B, 8.3.3.C, 8.3.3.D 8.4.3.A, 8.4.3.B, 8.4.3.C, 8.4.3.D Resources/Lessons: <u>MWI Chapter 3 Communities Build a Nation</u> Map and Graph Skills - Timelines Lesson 3 Early Spanish Communities
Includes Halloween			

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	Reading Focus: <i>CC.1.2 Reading Literature</i> <i>CC.1.4.3.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing</i> <i>CC.1.4.3.S Writing in Response to Literature</i>	Content Area Focus: Early U. S. History, Exploration, Colonization
3 11/2 - 11/6	<p>Instructional Focus: Standards and Eligible Content: <i>CC.1.3.3.E</i> Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections</p> <p>Eligible Content: <i>E03.A-K.1.1.2</i> Recount poems, dramas, or 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>Resources/Lessons:</p> <p>RPACR Unit 2 Lesson 7 Recounting Stories</p> <p>Fundations Lessons:</p> <p>Unit ____ week ____</p>	<p>Instructional Focus: 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>Resources/Lessons:</p> <p>RCCW Lesson 2 Writing to Literature - Essay Steps 4-6</p> <p>Grammar Skills:</p> <p>BAW Lesson 9 Subject and Object Pronouns</p> <p>RPACL Lesson 2 Pronouns</p>	<p>Instructional Focus: Early U. S. History, Exploration, Colonization</p> <p>Standards/Eligible Content Addressed</p> <p>5.1.3.E, 5.3.3.J 6.1.3.A, 6.1.3.B, 6.1.3.C, 6.1.3.D 6.5.3.A, 6.5.3.B 7.3.3.A, 7.4.3.A, 7.4.3.B 8.1.3.A, 8.1.3.B, 8.1.3.C 8.2.3.A, 8.2.3.C, 8.2.3.D 8.3.3.A, 8.3.3.B, 8.3.3.C, 8.3.3.D 8.4.3.A, 8.4.3.B, 8.4.3.C, 8.4.3.D</p> <p>Resources/Lessons:</p> <p><u>MWI Chapter 3 Communities Build a Nation</u> Lesson 4 Early French Communities Lesson 5 Early English Communities</p>

Grade -3 Unit - 2		Essential Question - <i>How does our homeland inspire us?</i>	
	Reading Focus: <u>CC.1.2 Reading Literature</u> <u>CC.1.4.3.S Writing in Response to Literature</u>	Writing Focus: <u>CC.1.4 Writing</u> <u>CC.1.4.3.S Writing in Response to Literature</u>	Content Area Focus: Early U. S. History, Exploration, Colonization
4 11/9 - 11/13	<p>Instructional Focus: <u>CC.1.3.3.E</u> Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.</p> <p>Eligible Content: <u>E03.A-K.1.1.2</u> <i>Recount poems, dramas, or 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.</i></p> <p>Resources/Lessons:</p> <p>RPACR Unit 2 Lesson 7 Recounting Stories</p> <p>RPACR - Unit 2 Lesson 8 Determining the Central Message of a Story</p> <p>Fundations Lessons:</p> <p>Unit ____ week ____</p>	<p>Instructional Focus: <u>CC.1.4.3.S Writing in Response to Literature</u> 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>Resources/Lessons:</p> <p>RCCW Lesson 2 Writing to Literature - Essay Steps 7-9</p> <p>Grammar Skills:</p> <p>BAW Lesson 10 Possessive Pronouns</p> <p>RPACL Lesson 21 Possessive Pronouns</p>	<p>Instructional Focus: Early U. S. History, Exploration, Colonization</p> <p>Standards/Eligible Content Addressed</p> <p>5.1.3.E, 5.3.3.J 6.1.3.A, 6.1.3.B, 6.1.3.C, 6.1.3.D 6.5.3.A, 6.5.3.B 7.3.3.A, 7.4.3.A, 7.4.3.B 8.1.3.A, 8.1.3.B, 8.1.3.C 8.2.3.A, 8.2.3.C, 8.2.3.D 8.3.3.A, 8.3.3.B, 8.3.3.C, 8.3.3.D 8.4.3.A, 8.4.3.B, 8.4.3.C, 8.4.3.D</p> <p>Resources/Lessons:</p> <p><u>MWI Chapter 3 Communities Build a Nation</u> Lesson 6 Creating a New Nation Primary Source - Declaration of Independence Citizenship - Archie Thompson: Saving the Yurok Language</p>

Grade -3 Unit - 2		Essential Question - <i>How does our homeland inspire us?</i>	
	Reading Focus: <i>CC.1.2 Reading Literature</i> <i>CC.1.4.3.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing</i> <i>CC.1.4.3.S Writing in Response to Literature</i>	Content Area Focus: Early U. S. History, Exploration, Colonization
5 11/16 - 11/20	<p>Instructional Focus: <i>CC.1.3.3.E</i> Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.</p> <p>Eligible Content: <i>Eo3.A-K.1.1.2</i> Recount poems, dramas, or 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>Resources/Lessons:</p> <p>RPACR - Unit 2 Lesson 8 Determining the Central Message of a Story</p> <p>Fundations Lessons:</p> <p>Unit ____ week ____</p>	<p>Instructional Focus: <i>CC.1.4.3.S Writing in Response to Literature</i> 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>Resources/Lessons:</p> <p>District Scored Writing Assessment - TDA</p> <p>Grammar Skills:</p> <p>BAW Lesson 11 Noun and Pronoun Agreement</p> <p>RPACL Lesson 12 Pronoun and Antecedent Agreement</p>	<p>Instructional Focus: Early U. S. History, Exploration, Colonization</p> <p>Standards/Eligible Content Addressed</p> <p>5.1.3.E, 5.3.3.J 6.1.3.A, 6.1.3.B, 6.1.3.C, 6.1.3.D 6.5.3.A, 6.5.3.B 7.3.3.A, 7.4.3.A, 7.4.3.B 8.1.3.A, 8.1.3.B, 8.1.3.C 8.2.3.A, 8.2.3.C, 8.2.3.D 8.3.3.A, 8.3.3.B, 8.3.3.C, 8.3.3.D 8.4.3.A, 8.4.3.B, 8.4.3.C, 8.4.3.D</p> <p>Resources/Lessons:</p> <p><u>MWI Chapter 3 Communities Build a Nation</u></p> <p>Chapter 3 Assessment Quest Wrap-up</p>
Last week before conferences and Thanksgiving Holiday			

Grade -3 Unit - 2		Essential Question - <i>How does our homeland inspire us?</i>	
	Reading Focus: <i>CC.1.2 Reading Literature</i> <i>CC.1.4.3.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing</i> <i>Informative/Expository Writing</i>	Content Area Focus: Science - Geology
<p>6</p> <p>11/30 - 12/4</p>	<p>Instructional Focus: <i>CC.1.3.3.E</i> Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.</p> <p>Eligible Content: <i>EO3.A-K.1.1.2</i> Recount poems, dramas, or 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>Resources/Lessons:</p> <p>RPACR Unit 2 Review RPACR Unit 2 Interim Assessment</p> <p>Bicycle Parade - question - Explain how Gina's feelings and actions impact the events of the story.</p> <p>Fundations Lessons:</p> <p>Unit ____ week ____</p>	<p>Instructional Focus: <i>CC.1.4.3.S Writing in Response to Literature</i> 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>Resources/Lessons:</p> <p>RPACR Lesson 6 Describing Characters - Independent Practice</p> <p>Grammar Skills:</p> <p>Grammar Review Lesson 12 Review and Assessment</p>	<p>Instructional Focus: Rocks and Minerals</p> <p>Standards/Eligible Content Addressed 3.3.A.2, 3.3.A.1, 4.1.3.A, 4.1.3.C 4th Grade standards - 3.3.4.A.3</p> <p>Resources/Lessons:</p> <p>Minerals - Student Investigation Book Science- Rocks and Minerals Lessons 1,2 & 3</p> <p><u>Mineral Profile Sheet</u></p> <p><u>Rocks and Minerals Science and Technology for Children's Books</u></p> <p>Stored Sunshine Diamond: Earth's Oldest Treasures</p>

Grade -3 Unit - 2		Essential Question - <i>How does our homeland inspire us?</i>	
	Reading Focus: <i>CC.1.2 Informational Text</i> <i>CC.1.4.3.S Writing in Response to Text</i>	Writing Focus: <i>CC.1.4 Writing</i> <i>Informative/Expository Writing</i>	Content Area Focus: Science - Geology
<p>7</p> <p>12/7 - 12/11</p>	<p>Instructional Focus: <i>CC.1.2.3.F</i> 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.</p> <p>Eligible Content: <i>E03.B-V.4.1.1 E03.B-V.4.1.2</i></p> <p>Resources/Lessons:</p> <p>RPACR Unit 3 Lesson 9 Unfamiliar Words</p> <p>Fundations Lessons:</p> <p>Unit ____ week ____</p>	<p>Instructional Focus: 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.D</i> Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. <i>CC.1.4.3.E</i> Choose words and phrases for effect. <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.1.2.3</i> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <i>E03.C.1.2.4</i> Provide a concluding statement or section. <i>E03.D.1.1.6</i> Ensure subject-verb and pronoun-antecedent agreement.</p> <p>Resources/Lessons:</p> <p>Writing to Inform - Content area writing</p> <p>Grammar Skills:</p> <p>BAW Lesson 13 Verbs</p>	<p>Instructional Focus: Rocks and Minerals</p> <p>Standards/Eligible Content Addressed 3.3.A.2, 3.3.A.1, 4.1.3.A, 4.1.3.C 4th Grade standards - 3.3.4.A.3</p> <p>Resources/Lessons:</p> <p>Minerals - Student Investigation Book STC _ Rocks and Minerals - Lesson 4, 5 & 6</p> <p>Rocks - Hard Soft Smooth and Rough</p>

Grade -3 Unit - 2		Essential Question - <i>How does our homeland inspire us?</i>	
	Reading Focus: <i>CC.1.2 Informational Text CC.1.4.3.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing Informative/Expository Writing</i>	Content Area Focus: Science - Geology
8 12/14 - 12/18	<p>Instructional Focus: CC.1.2.3.E Use text features and search tools to locate and interpret information.</p> <p>Eligible Content: <i>Eo3.B.-C.2.1.2 Use text features (e.g., headings, graphics, charts,) and search tools, (e.g., key words,sidebars, hyperlinks) to efficiently locate information relevant to given topic.</i></p> <p>Resources/Lessons: RPACR Unit 3 Lesson 10 Text Features</p> <p>Fundations Lessons: Unit ____ week ____</p>	<p>Instructional Focus: <i>CC.1.4.3.S Writing in Response to Literature</i> <i>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</i></p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.CC.1.4.3.E Choose words and phrases for effect. CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar</p> <p>Eligible Content: <i>Eo3.C.1.2.3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Eo3.C.1.2.4 Provide a concluding statement or section. Eo3.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement.</i></p> <p>Resources/Lessons: Writing to Inform - Content area writing Writing in response to reading - text features</p> <p>Grammar Skills: BAW Lesson 14 Linking Verbs RPACL Lesson 3 Verbs</p>	<p>Instructional Focus: Rocks and Minerals</p> <p>Standards/Eligible Content Addressed 3.3.A.2, 3.3.A.1, 4.1.3.A, 4.1.3.C 4th Grade standards - 3.3.4.A.3</p> <p>Resources/Lessons: Minerals - Student Investigation Book STC - Rocks and Minerals Lessons 7-9 Lessons 10-12</p>

Grade -3 Unit - 2		Essential Question - <i>How does our homeland inspire us?</i>	
	Reading Focus: <i>CC.1.2 Informational Text</i> <i>CC.1.4.3.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing</i> <i>Informative/Expository Writing</i>	Content Area Focus: Science - Geology
9 12/21 - 12/23	<p>Instructional Focus: CC.1.2.3.E Use text features and search tools to locate and interpret information.</p> <p>Eligible Content: <i>EE03.B.-C.2.1.2 Use text features (e.g., headings, graphics, charts,) and search tools, (e.g., key words,sidebars, hyperlinks) to efficiently locate information relevant to given topic.</i></p> <p>Resources/Lessons: RPACR Unit 3 Lesson 10 Text Features</p> <p>Foundations Lessons: Unit ____ week ____</p>	<p>Instructional Focus: <i>CC.1.4.3.S Writing in Response to Literature</i> <i>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</i></p> <p>CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.CC.1.4.3.E Choose words and phrases for effect. CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar</p> <p>Eligible Content: <i>E03.C.1.2.3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</i> <i>E03.C.1.2.4 Provide a concluding statement or section. E03.D.1.1.6 Ensure subject-verb and pronoun-antecedent agreement.</i></p> <p>Resources/Lessons: Writing to Inform - Content area writing Writing in response to reading - text features</p> <p>Grammar Skills: BAW Lesson 14 Linking Verbs RPACL Lesson 3 Verbs</p>	<p>Instructional Focus: Rocks and Minerals</p> <p>Standards/Eligible Content Addressed 3.3.A.2, 3.3.A.1, 4.1.3.A, 4.1.3.C 4th Grade standards - 3.3.4.A.3</p> <p>Resources/Lessons: Rocks and Minerals - Assessment with TDA</p>
3 day week - Last week before Winter Break			

Springfield School District - Integrated Elementary Curriculum

Grade -3 Unit -3		Essential Question - How are cultural differences important?	
	<p>Reading Focus: CC.1.2.3: Reading Informational Text CC.1.3.3: Reading Literature: Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>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 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.3.A-F Informative/Expository Writing: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.3.G Opinion/Argumentative: Write opinion pieces on familiar topics or texts.</p>	<p>Content Area Focus: <u>History, Immigration, Impact of Cultures</u></p>
1 1/4 - 1/8	<p>Instructional Focus: CC.1.2.3.D Explain the point of view of the author.</p> <p>Eligible Content: Eo3.A-C.2.1.1 Explain the point of view from which a story is narrated, including the difference between first and third-person narrations.</p> <p>Resources/Lessons: RPACR Unit 3 Review Lessons 9 and 10 RPACR Unit 3 Lesson 11 Author's POV</p>	<p>Instructional Focus: CC.1.4.3.G Write opinion pieces on familiar topics or texts. CC.1.4.3.H Introduce the topic and state an opinion on the topic. CC.1.4.3.I Support an opinion with reasons. CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. Eligible Content: Eo3.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose. Eo3.C.1.1.2 Provide reasons that support the opinion. Eo3.C.1.1.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.</p> <p>Resources/Lessons: RCCW Lesson 3 Opinion Steps 1-2</p> <p>Grammar Skills: BAW Lesson 14 Linking Verbs RPACL Lesson 3 Verbs</p>	<p>Instructional Focus: Early U. S. History, Exploration, Colonization, Immigration</p> <p>Standards/Eligible Content Addressed 5.1.3.E, 5.3.3.J 6.1.3.A, 6.1.3.B, 6.1.3.C, 6.1.3.D 6.5.3.A, 6.5.3.B 7.3.3.A, 7.4.3.A, 7.4.3.B 8.1.3.A, 8.1.3.B, 8.1.3.C 8.2.3.A, 8.2.3.C, 8.2.3.D 8.3.3.A, 8.3.3.B, 8.3.3.C, 8.3.3.D 8.4.3.A, 8.4.3.B, 8.4.3.C, 8.4.3.D</p> <p>Resources/Lessons: <u>MWI Chapter 6 A Growing Nation</u> Quest pt 1 Lesson 1 Our Nation's Immigrants</p>

Grade -3 Unit -3		Essential Question - <i>How are cultural differences important?</i>	
	Reading Focus: <i>CC.1.2.3 Reading Informational Text, CC.1.3.3 Reading Literature CC.1.4.3.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing, Informational, Opinion/Argumentative</i>	Content Area Focus: <i>History, Immigration, Impact of Cultures</i>
2 1/11 - 1/15	<p>Instructional Focus: CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events. CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.</p> <p>Eligible Content: E03.A-C.3.1.1 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). E03.A-K.1.1.2 Recount poems, dramas, or 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 E03.A-K.1.1.3 Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events</p> <p>Resources/Lessons:</p> <p>RPACR Unit 3 Interim Assessment</p>	<p>Instructional Focus: CC.1.4.3.G Write opinion pieces on familiar topics or texts. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Eligible Content: E03.C.1.1.2 Provide reasons that support the opinion. E03.C.1.1.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons. E03.C.1.1.4 Provide a concluding statement or section. E03.D.1.1.4 Form and use regular and irregular verbs.</p> <p>Resources/Lessons:</p> <p>RCCW Lesson 3 Opinion Steps 3-4</p> <p>Grammar Skills:</p> <p>BAW Lesson 15 Simple Verb Tenses RCCL Lesson 8 Simple Verb Tenses</p>	<p>Instructional Focus: Early U. S. History, Exploration, Colonization, Immigration</p> <p>Standards/Eligible Content Addressed</p> <p>5.1.3.E, 5.3.3.J 6.1.3.A, 6.1.3.B, 6.1.3.C, 6.1.3.D 6.5.3.A, 6.5.3.B 7.3.3.A, 7.4.3.A, 7.4.3.B 8.1.3.A, 8.1.3.B, 8.1.3.C 8.2.3.A, 8.2.3.C, 8.2.3.D 8.3.3.A, 8.3.3.B, 8.3.3.C, 8.3.3.D 8.4.3.A, 8.4.3.B, 8.4.3.C, 8.4.3.D</p> <p>Resources/Lessons:</p> <p><u>MWI Chapter 6 A Growing Nation</u></p> <p>Critical Thinking Skills Compare Primary and Secondary Sources Lesson 2 A New Home in America</p>

Grade -3 Unit -3		Essential Question - <i>How are cultural differences important?</i>	
	Reading Focus: <i>CC.1.2.3 Reading Informational Text, CC.1.3.3 Reading Literature</i> <i>CC.1.4.3.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing, Informational, Opinion/Argumentative</i>	Content Area Focus: <i>History, Immigration, Impact of Cultures</i>
3 1/18 - 1/22	Instructional Focus: 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. Eligible Content: E03.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies <i>a. Use context as a clue to the meaning of a word or phrase.</i> <i>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</i> Resources/Lessons: RPACR Unit 4 Lesson 12 Words in Context	Instructional Focus: CC.1.4.3.G Write opinion pieces on familiar topics or texts. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar. Eligible Content: E03.C.1.1.2 Provide reasons that support the opinion. E03.C.1.1.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons. E03.C.1.1.4 Provide a concluding statement or section. E03.D.1.1.4 Form and use regular and irregular verbs. Resources/Lessons: RCCW Lesson 6 Opinion Steps 5-6 Grammar Skills: BAW Lesson 16 Regular and Irregular Past Tense Verbs RPACL Lesson 9 Regular Verbs RPACL Lesson 10 Irregular Verbs	Instructional Focus: Early U. S. History, Exploration, Colonization, Immigration Standards/Eligible Content Addressed 5.1.3.E, 5.3.3.J 6.1.3.A, 6.1.3.B, 6.1.3.C, 6.1.3.D 6.5.3.A, 6.5.3.B 7.3.3.A, 7.4.3.A, 7.4.3.B 8.1.3.A, 8.1.3.B, 8.1.3.C 8.2.3.A, 8.2.3.C, 8.2.3.D 8.3.3.A, 8.3.3.B, 8.3.3.C, 8.3.3.D 8.4.3.A, 8.4.3.B, 8.4.3.C, 8.4.3.D Resources/Lessons: MWI Chapter 6 A Growing Nation Lesson 3 New Ways to Communicate Literacy Skill - Draw Conclusions

Grade -3 Unit -3		Essential Question - <i>How are cultural differences important?</i>	
	Reading Focus: <i>CC.1.2.3 Reading Informational Text, CC.1.3.3 Reading Literature CC.1.4.3.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing, Informational, Opinion/Argumentative</i>	Content Area Focus: <i>History, Immigration, Impact of Cultures</i>
4 1/25 - 1/29	<p>Instructional Focus: CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.</p> <p>Eligible Content: <i>Eo3.A-K.1.1.2 Recount poems, dramas, or 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</i></p> <p>Resources/Lessons:</p> <p>RPACR Unit 4 Lesson 13 What Are Stories Made Of?</p>	<p>Instructional Focus: CC.1.4.3.G Write opinion pieces on familiar topics or texts. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Eligible Content: <i>Eo3.C.1.1.2 Provide reasons that support the opinion. Eo3.C.1.1.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons. Eo3.C.1.1.4 Provide a concluding statement or section. Eo3.D.1.1.4 Form and use regular and irregular verbs.</i></p> <p>Resources/Lessons:</p> <p>RCCW Lesson 6 Opinion Steps 7-9</p> <p>Grammar Skills:</p> <p>BAW Lesson 17 Subject Verb Agreements</p> <p>RPACL Lesson 11 Subject Verb Agreement</p>	<p>Instructional Focus: Early U. S. History, Exploration, Colonization, Immigration</p> <p>Standards/Eligible Content Addressed</p> <p>5.1.3.E, 5.3.3.J 6.1.3.A, 6.1.3.B, 6.1.3.C, 6.1.3.D 6.5.3.A, 6.5.3.B 7.3.3.A, 7.4.3.A, 7.4.3.B 8.1.3.A, 8.1.3.B, 8.1.3.C 8.2.3.A, 8.2.3.C, 8.2.3.D 8.3.3.A, 8.3.3.B, 8.3.3.C, 8.3.3.D 8.4.3.A, 8.4.3.B, 8.4.3.C, 8.4.3.D</p> <p>Resources/Lessons:</p> <p>MWI Chapter 6 A Growing Nation</p> <p>Lesson 4 New Ideas Primary Source - Brooklyn Bridge Citizenship - Mary McLeod Bethune</p>

Grade -3 Unit -3		Essential Question - <i>How are cultural differences important?</i>	
	Reading Focus: <i>CC.1.2.3 Reading Informational Text, CC.1.3.3 Reading Literature</i> <i>CC.1.4.3.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing, Informational, Opinion/Argumentative</i>	Content Area Focus: <i>History, Immigration, Impact of Cultures</i>
5 2/1 - 2/5	<p>Instructional Focus: Standards: CC.1.3.3.E Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.</p> <p>Eligible Content: E03.A-K.1.1.2 <i>Recount poems, dramas, or 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.</i></p> <p>Resources/Lessons: RPACR Unit 4 Lesson 14 What Are Plays Made Of?</p>	<p>Instructional Focus: CC.1.4.3.G Write opinion pieces on familiar topics or texts. CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience. CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Eligible Content: E03.C.1.1.2 <i>Provide reasons that support the opinion.</i> E03.C.1.1.3 <i>Use linking words and phrases (e.g., because, therefore, since, for example) to connect an opinion and reasons.</i> E03.C.1.1.4 <i>Provide a concluding statement or section.</i> E03.D.1.1.4 <i>Form and use regular and irregular verbs.</i></p> <p>Resources/Lessons: RCCW Lesson 5 Writing to Inform Steps 1-2</p> <p>Grammar Skills: BAW 18 Review and assessment</p>	<p>Instructional Focus: Early U. S. History, Exploration, Colonization, Immigration Standards/Eligible Content Addressed 5.1.3.E, 5.3.3.J 6.1.3.A, 6.1.3.B, 6.1.3.C, 6.1.3.D 6.5.3.A, 6.5.3.B 7.3.3.A, 7.4.3.A, 7.4.3.B 8.1.3.A, 8.1.3.B, 8.1.3.C 8.2.3.A, 8.2.3.C, 8.2.3.D 8.3.3.A, 8.3.3.B, 8.3.3.C, 8.3.3.D 8.4.3.A, 8.4.3.B, 8.4.3.C, 8.4.3.D</p> <p>Resources/Lessons: MWI Chapter 6 A Growing Nation Chapter 6 Assessment Quest Wrap-up</p>

Grade -3 Unit -3		Essential Question - How are cultural differences important?	
	<p>Reading Focus: <u>CC.1.2.3 Reading Informational Text, CC.1.3.3 Reading Literature</u> <u>CC.1.4.3.S Writing in Response to Literature</u></p>	<p>Writing Focus: <u>CC.1.4 Writing, Informational, Opinion/Argumentative</u></p>	<p>Content Area Focus: <u>History, Immigration, Impact of Cultures</u></p>
<p>7</p> <p>2/15 - 2/19</p>	<p>Instructional Focus: <u>CC.1.3.3.D</u> Explain the point of view of the author. Eligible Content: <u>E03.A-C.2.1.1</u> Explain the point of view from which a story is narrated, including the difference between first and third-person narrations.</p> <p>Resources/Lessons:</p> <p>RPACR Unit 4 Lesson 16 Point of View</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.C</u> Develop the topic with facts, definitions, details, and illustrations, as appropriate. <u>CC.1.4.3.D</u> Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. <u>CC.1.4.3.E</u> Choose words and phrases for effect. <u>E03.D.2.1.1</u> <u>CC.1.4.3.F</u> Demonstrate a grade-appropriate command of the conventions of standard English grammar</p> <p>Eligible Content: <u>E03.C.1.2.3</u> Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <u>E03.C.1.2.4</u> Provide a concluding statement or section. <u>E03.D.1.1.1</u> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>Resources/Lessons:</p> <p>RCCW Lesson 5 Writing to Inform Steps 5-6</p> <p>Grammar Skills:</p> <p>BAW Lesson 20 Comparative and Superlative Adjectives</p>	<p>Instructional Focus: Immigration, Impact of Cultures</p> <p>Resources/Lessons:</p> <p>MWI Chapter 7 Celebrating Our Communities Literacy Skills - Generalize Lesson 2 Three Types of Communities</p>

Grade -3 Unit -3		Essential Question - <i>How are cultural differences important?</i>	
	Reading Focus: <i>CC.1.2.3 Reading Informational Text, CC.1.3.3 Reading Literature CC.1.4.3.S Writing in Response to Literature</i>	Writing Focus: <i>CC.1.4 Writing, Informational, Opinion/Argumentative</i>	Content Area Focus: <i>History, Immigration, Impact of Cultures</i>
9 3/1 - 3/5	<p>Instructional Focus: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.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.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Eligible Content:<i>EE03.B.-C.2.1.2 Use text features (e.g., headings, graphics, charts,) and search tools, (e.g., key words,sidebars, hyperlinks) to efficiently locate information relevant to the given topic. E03.B-C.3.1.1</i></p> <p>Resources/Lessons: RPACR Unit 5 Lesson 17 Connecting Words and Pictures in Informational Text</p>	<p>Instructional Focus: CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. CC.1.4.3.B Identify and introduce the topic. CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate. CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section. CC.1.4.3.E Choose words and phrases for effect. E03.D.2.1.1 CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar</p> <p>Eligible Content: <i>E03.C.1.2.3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. E03.C.1.2.4 Provide a concluding statement or section. E03.D.1.1.1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i></p> <p>Resources/Lessons: RCCW Lesson 6 Opinion Steps 1-2</p> <p>Grammar Skills: BAW Lesson 22 Comparative and Superlative Adverbs</p>	<p>Instructional Focus: Immigration, Impact of Cultures</p> <p>Resources/Lessons: MWI Chapter 7 Celebrating Our Communities Lesson 4 Culture through the Arts</p>

Grade -3 Unit -3		Essential Question - <i>How are cultural differences important?</i>	
	<p>Reading Focus: <i>CC.1.2.3 Reading Informational Text, CC.1.3.3 Reading Literature</i></p> <p><i>CC.1.4.3.S Writing in Response to Literature</i></p>	<p>Writing Focus: <i>CC.1.4 Writing, Informational, Opinion/Argumentative</i></p>	<p>Content Area Focus: <i>History, Immigration, Impact of Cultures</i></p>
<p>10</p> <p>3/8 - 3/12</p>	<p>Instructional Focus: 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.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.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points. CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Eligible Content: <i>EEo3.B.-C.2.1.2 Use text features (e.g., headings, graphics, charts,) and search tools, (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to the given topic. Eo3.B-C.3.1.1</i></p> <p>Resources/Lessons: RPACR Unit 5 Lesson 18 Describing Connections Between Sentences and Paragraphs</p>	<p>Instructional Focus:</p> <p>Resources/Lessons: RCCW Lesson 6 Opinion Steps 3-4</p> <p>Grammar Skills: BAW Lesson 23 Adjectives and Adverbs RPACL Lesson 13 Comparative and Superlative Adjectives and Adverbs</p>	<p>Instructional Focus: Immigration, Impact of Cultures</p> <p>Resources/Lessons: <i>MWI Chapter 7 Celebrating Our Communities</i> Lesson 5 Cultural Celebrations Primary Source Photographs: Cultures in the United States</p>

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Springfield School District - Integrated Elementary Curriculum

Grade - 3 Unit -4		Essential Question - <i>How are cycles essential to our environment?</i>	
	<p>Reading Focus: CC.1.3: Reading Literature: Students read and respond to works of literature with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>Reading Focus: CC.1.2 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.</p>	<p>Writing Focus: CC.1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>CC.1.4.3.M-R Narrative Writing Write narratives to develop real or imagined experiences or events.</p> <p>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: <i>Cycles: Water, and Plants</i></p>
<p>1</p> <p>4/5 - 4/9</p>	<p>Instructional 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.1.3.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>Resources/Lessons: RPACR Unit 6 Lesson 21 Connecting Words and Pictures in Literature (Optional) RPACR Unit 6 Lesson 22 Comparing and Contrasting Stories</p>	<p>Instructional Focus: 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. CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Resources/Lessons: PSSA Writing Review and Preparation</p> <p>Grammar Skills: RCCL Lesson 28 Root Words RCCL Lesson 30 Literal and Nonliteral Meanings</p>	<p>Instructional Focus: No content - PSSA Review and Preparation</p>
First week after Spring Break - 2 weeks before PSSA			

Grade - 3 Unit -4		Essential Question - <i>How are cycles essential to our environment?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text, CC.1.3: Reading Literature</i>	Writing Focus: <i>CC.1.4.3.S Writing in Response to Text</i>	Content Area Focus: <i>Cycles:Water, and Plants</i>
2 4/12 - 4/16	<p>Instructional 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.1.3.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>Resources/Lessons: RPACR Unit 6 Lesson 21 Connecting Words and Pictures in Literature (Optional) RPACR Unit 6 Lesson 22 Comparing and Contrasting Stories</p>	<p>Instructional Focus: 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. CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar.</p> <p>Resources/Lessons: PSSA Writing Review and Preparation</p> <p>Grammar Skills: RCCL Lesson 28 Root Words RCCL Lesson 30 Literal and Nonliteral Meanings</p>	<p>Instructional Focus: No content - PSSA Review and Preparation</p>
Week before PSSA			

Grade - 3 Unit -4		Essential Question - <i>How are cycles essential to our environment?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text, CC.1.3: Reading Literature</i>	Writing Focus: <i>CC.1.4 Writing Narrative/Poetry</i>	Content Area Focus: <i>Cycles:Water, and Plants</i>
5 5/3 - 5/7	<p>Instructional 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.1.3.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>Resources/Lessons:</p> <p>Plant books</p> <p><u>MWI Chapter 2 Economics</u> Lesson 1 Goods and Services Lesson 2 Types of Resources</p>	<p>Instructional Focus: 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.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English.</p> <p>Eligible Content: 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.C.1.3.3 Use temporal words and phrases to signal event order.</p> <p>Resources/Lessons:</p> <p>RCCW Lesson Narrative Folktale Steps 1-2</p> <p>Grammar Skills:</p> <p>Review & reinforcement</p>	<p>Instructional Focus: Introduction to the Water Cycle</p> <p>Standards/Eligible Content Addressed</p> <p>3.1.3.A1, 3.1.3.A2, 3.1.3.A3, 3.1.3.A5, 3.1.3.B1, 3.1.3.B5, 3.1.3.C1, 3.2.3.B6</p> <p>4.1.3.A, 4.4.3.C</p> <p>Resources/Lessons:</p> <p>Investigation 1 Water Observations Investigation 2 Hot and Cold Water</p> <p>Investigation 4 Waterworks Waterworks - Water cycle play -</p>

Grade - 3 Unit -4		Essential Question - <i>How are cycles essential to our environment?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text, CC.1.3: Reading Literature</i>	Writing Focus: <i>CC.1.4 Writing Narrative/Poetry</i>	Content Area Focus: <i>Cycles:Water, and Plants</i>
6 5/10 - 5/14	<p>Instructional 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.1.3.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>Resources/Lessons:</p> <p>Plant Books</p> <p><u>MWI Chapter 2 Economics</u> Lesson 3 Economic Choices Lesson 4 Human Capital and Your Future</p>	<p>Instructional Focus: 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.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English.</p> <p>Eligible Content: 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.C.1.3.3 Use temporal words and phrases to signal event order. E03.C.1.3.4 Provide a sense of closure.</p> <p>Resources/Lessons:</p> <p>RCCW Lesson 4 Narrative Folktale Steps 3-4</p> <p>Grammar Skills:</p> <p>Review & reinforcement</p>	<p>Instructional Focus: Plant Life Cycle</p> <p>Standards/Eligible Content Addressed</p> <p>3.1.3.A1, 3.1.3.A2, 3.1.3.A3, 3.1.3.A5, 3.1.3.B1, 3.1.3.B5 3.1.3.C1 3.2.3.B6</p> <p>4.1.3.A 4.4.3.C</p> <p>Resources/Lessons:</p> <p>Plant Unit: -Lesson 1 and 2 Plant Unit: Lesson 3, 4 and 5 Plant Unit: Lesson 6, 7, and 8</p> <p>Science notebooks</p>

Grade - 3 Unit -4		Essential Question - <i>How are cycles essential to our environment?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text, CC.1.3: Reading Literature</i>	Writing Focus: <i>CC.1.4 Writing Narrative/Poetry</i>	Content Area Focus: <i>Cycles:Water, and Plants</i>
<p>7</p> <p>5/17 - 5/21</p>	<p>Instructional 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.1.3.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>Resources/Lessons:</p> <p>Plant Books</p> <p><u>MWI Chapter 4 Government, Landmarks, and Symbols</u> Lesson 1 The American Government Lesson 2 Branches of Government</p>	<p>Instructional Focus: CC.1.4.3.M Write narratives to develop real or imagined experiences or events. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English.</p> <p>Eligible Content: Eo3.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. Eo3.C.1.3.3 Use temporal words and phrases to signal event order. Eo3.C.1.3.4 Provide a sense of closure.</p> <p>Resources/Lessons:</p> <p>RCCW Lesson 4 Narrative Folktale Steps 5-6</p> <p>Grammar Skills:</p> <p>Review & reinforcement</p>	<p>Instructional Focus: Plant Life Cycle</p> <p>Standards/Eligible Content Addressed</p> <p>3.1.3.A1, 3.1.3.A2, 3.1.3.A3, 3.1.3.A5, 3.1.3.B1, 3.1.3.B5, 3.1.3.C1, 3.2.3.B6</p> <p>4.1.3.A, 4.4.3.C</p> <p>Resources/Lessons:</p> <p>Plant Unit: Lesson 9, 10, and 11 Plant Unit: Lesson 12, 13, and 14</p> <p>Science notebooks</p>

Grade - 3 Unit -4		Essential Question - <i>How are cycles essential to our environment?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text, CC.1.3: Reading Literature</i>	Writing Focus: <i>CC.1.4 Writing Narrative/Poetry</i>	Content Area Focus: <i>Cycles: Water, and Plants</i>
8 5/24 - 5/27	<p>Instructional 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.1.3.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>Resources/Lessons: <u>MWI Chapter 4 Government, Landmarks, and Symbols</u> Lesson 3 Levels of Government Lesson 4 Landmarks, Symbols, and Documents</p>	<p>Instructional Focus: 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.</p> <p>Eligible Content: 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.</p> <p>Resources/Lessons: RCCW Lesson 4 Narrative Folktale Steps 7-9</p> <p>Grammar Skills: Review & reinforcement</p>	<p>Instructional Focus: Plant Life Cycle/Land and Water</p> <p>Standards/Eligible Content Addressed</p> <p>3.1.3.A1, 3.1.3.A2, 3.1.3.A3, 3.1.3.A5, 3.1.3.B1, 3.1.3.B5, 3.1.3.C1, 3.2.3.B6</p> <p>4.1.3.A, 4.4.3.C</p> <p>Resources/Lessons: Plant Unit: Lesson 15 and 16 Writing in response to text Science notebooks</p>

Grade - 3 Unit -4		Essential Question - <i>How are cycles essential to our environment?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text, CC.1.3: Reading Literature</i>	Writing Focus: <i>CC.1.4 Writing Narrative/Poetry</i>	Content Area Focus: <i>Cycles: Water, and Plants</i>
9 6/1 - 6/4	<p>Instructional 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.1.3.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>Resources/Lessons:</p> <p><u>MWI Chapter 5 Citizenship and Civic Engagement</u> Lesson 1 The Reasons for Rules and Laws Lesson 2 Being a Good Citizen</p> <p>Diary of...</p>	<p>Instructional Focus: 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.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English.</p> <p>Eligible Content: Eo3.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. Eo3.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. Eo3.C.1.3.3 Use temporal words and phrases to signal event order.</p> <p>Resources/Lessons:</p> <p>Narrative Writing: Diary of...</p>	<p>Instructional Focus: Plant Life Cycle/Land and Water</p> <p>Standards/Eligible Content Addressed</p> <p>3.1.3.A1, 3.1.3.A2, 3.1.3.A3, 3.1.3.A5, 3.1.3.B1, 3.1.3.B5, 3.1.3.C1, 3.2.3.B6</p> <p>4.1.3.A, 4.4.3.C</p> <p>Resources/Lessons:</p> <p>Land and Water Lessons and Activities Science notebooks</p>

Grade - 3 Unit -4		Essential Question - <i>How are cycles essential to our environment?</i>	
	Reading Focus: <i>CC.1.2 Reading Informational Text, CC.1.3: Reading Literature</i>	Writing Focus: <i>CC.1.4 Writing Narrative/Poetry</i>	Content Area Focus: <i>Cycles: Water, and Plants</i>
10 6/7 - 6/16	<p>Instructional 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.1.3.3: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>Resources/Lessons:</p> <p><u>MWI Chapter 5 Citizenship and Civic Engagement</u> Lesson 3 Taking Action for Our Rights Lesson 4 American Heroes</p> <p>Diary of...</p>	<p>Instructional Focus: 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.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure. CC.1.4.3.Q Choose words and phrases for effect. CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English.</p> <p>Eligible Content: Eo3.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. Eo3.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. Eo3.C.1.3.3 Use temporal words and phrases to signal event order.</p> <p>Resources/Lessons:</p> <p>Narrative Writing: Diary of...</p>	<p>Instructional Focus: Plant Life Cycle/Land and Water</p> <p>Standards/Eligible Content Addressed</p> <p>3.1.3.A1, 3.1.3.A2, 3.1.3.A3, 3.1.3.A5, 3.1.3.B1, 3.1.3.B5, 3.1.3.C1, 3.2.3.B6</p> <p>4.1.3.A, 4.4.3.C</p> <p>Resources/Lessons:</p> <p>Land and Water Lessons and Activities Science notebooks</p>
Last 2 weeks of school (5 full days, 3 half days)			