



Curriculum Overview 2017-2018

Literacy – Grade Three (Course #5010044, #5020040, #5021050)

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

YEAR AT A GLANCE									
<u>1-1</u> <i>Life: Plants Geography: World & US Narrative</i>	<u>1-2</u> <i>Life: Animals Geography: Canada, Mexico, Caribbean Inf/Exp</i>	<u>2-1</u> <i>Life: Inter- dependence Culture, Life in US Inf/Exp</i>	<u>2-2</u> <i>Earth: Space/Time Life in Canada, Mexico, Caribbean Opinion</i>	<u>2-3</u> <i>Earth: Space/ Time Economics Opinion</i>	<u>3-1</u> <i>Physical: Measuring Matter Economics: Currency Inf/Exp</i>	<u>3-2</u> <i>Physical: Changes in Matter Government Inf/Exp</i>	<u>3-3</u> <i>Physical: Forms of Energy Federal Government Opinion</i>	<u>4-1</u> <i>Physical: Light State & Local Government Opinion</i>	<u>4-2</u> <i>Science Expo Florida Government Good Citizens Narrative</i>
Suggested: 25-35 days	Suggested: 15-21 days	Suggested: 10-14 days	Suggested: 15-21 days	Suggested: 10-14 days	Suggested: 10-14 days	Suggested: 15-21 days	Suggested: 15-21 days	Suggested: 10-14 days	Suggested: 25-35 days
Quarter 1 – 45 Days		Quarter 2 – 45 Days			Quarter 3 – 45 Days			Quarter 4 – 45 Days	

Click [HERE](#) to view the
LAFS Aligned Learning Goals

Click [HERE](#) to view the
Literacy – Grade 3 Curriculum Overview

Click [HERE](#) to view the
Literacy – **Grade 3 ELA Standards for Excellence**



Academic Plan 2017-2018

Literacy – Grade Three (Course #5010044, #5020040, #5021050)

Suggested Pacing Range:
25 – 35 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Concept 1-1
Quarter 1

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description:

Concept 1-1

Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.3.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>LAFS.3.RF.3.3c Decode multisyllable words.</p> <p>LAFS.3.RF.3.3d Read grade-appropriate irregularly spelled words.</p> <p>LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.3.RI.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>LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>LAFS.3.RI.3.7 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>LAFS.3.RL.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>LAFS.3.RL.1.2 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>SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p> <p>SC.3.N.1.2 Compare the observations made by different groups using the same tools and seek reasons to explain the differences across groups.</p> <p>SC.3.N.1.3 Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.</p> <p>SC.3.N.1.4 Recognize the importance of communication among scientists.</p> <p>SC.3.N.1.5 Recognize that scientists question, discuss, and check each other's evidence and explanations.</p> <p>SC.3.N.1.6 Infer based on observation.</p> <p>SC.3.N.1.7 Explain that empirical evidence is information, such as observations or measurements that is used to help validate explanations of natural phenomena.</p> <p>SC.3.N.3.1 Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.</p> <p>SC.3.N.3.2 Recognize that scientists use models to help understand and explain how things work.</p> <p>SC.3.N.3.3 Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.</p> <p>SC.3.L.14.1 (AA) Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.</p> <p>SC.3.L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.</p>

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LAFS.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.

LAFS.3.RL.3.9 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).

LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.

LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

LAFS.3.W.2.4 Produce writing in which the development and organization are appropriate to task and purpose.

LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.

LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.3.L.2.3a Choose words and phrases for effect.

LAFS.3.L.2.4 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.

SC.3.L.15.2 Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

SC.3.L.17.2 Recognize that plants use energy from the sun, air, and water to make their own food.

SS.3.A.1.1 Analyze primary and secondary sources. Remarks/Examples: Examples may include, but are not limited to artifacts, photographs, paintings, maps, images, documents, audio and video recordings.

SS.3.A.1.3 Define terms related to the social sciences. Remarks/Examples: Examples may include, but are not limited to, history, geography, civics, government, economics.

SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. Remarks/Examples: Types of photographs may include satellite or aerial.

SS.3.G.1.2 Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols).

SS.3.G.1.3 Label the continents and oceans on a world map.

SS.3.G.1.4 Name and identify the purpose of maps (physical, political, elevation, population).

SS.3.G.1.5 Compare maps and globes to develop an understanding of the concept of distortion.

SS.3.G.1.6 Use maps to identify different types of scale to measure distances between two places. Remarks/Examples: Examples are linear, fractional, word.

SS.3.G.2.1 Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).

SS.3.G.2.2 Identify the five regions of the United States.

Remarks/Examples: (i.e., Northeast, Southeast, Midwest, Southwest, West)

SS.3.G.2.3 Label states in each of the five regions of the United States.

SS.3.G.2.4 Describe the physical features of the United States, Canada, Mexico, and the Caribbean. Remarks/Examples: Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.

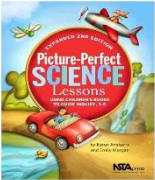
SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean.

Remarks/Examples: (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)

SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. Remarks/Examples: (e.g., tundra, sandy soil, humidity, maritime climate)

SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean.

LAFS.3.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.			Remarks/Examples: (e.g., water, arable land, oil, phosphate, fish)	
Big Ideas				
Science			Social Studies	
Organization and Development of Living Organisms			Location affects how people live	
Essential Outcome Questions				
Science			Social Studies	
What is life science? How do plants live and grow?			Why is it important to know about where we live? What defines a region?	
Aligned Learning Goals			Resources	Strategies for Differentiation
			Click HERE for Additional Resources	
Reading Foundational		Phonics/Word Analysis: short vowels; syllables VC/CV; plurals -s, -es, -ies; base words and endings -ed, -ing, -er, -est; vowel digraphs ee, ea; ai, ay; oa, ow; vowel diphthongs /ou/ spelled ou, ow; /oi/ spelled oi, oy	Florida Standards Phonics Handbook	
Reading Informational	Key Ideas & Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Determine the main idea of a text. Recount key details that support the main idea.	National Geographic Science, Scientific Methods & Process Skills National Geographic Science, Chapter 1, Lessons 1-9 (Life Science) Explore on Your Own: Piggyback Plants	
	Craft & Structure	Determine the meaning of general academic and domain-specific words and phrases in a text. (See Language Standards 4-6) Use text features to locate information relevant to a given topic efficiently.	Reading Street possible text selections, Plants: Fitting Into Their World (U2 W1 paired) How Do You Raise a Raisin (U3 W1 main) Worms at Work (U3 W1 paired) Hottest, Coldest, Highest, Deepest (U4 W2 main) Country to City (U5 W5 paired)	
	Integration of Knowledge & Ideas	Use information gained from illustrations (e.g., maps, photographs) to demonstrate understanding of the text.		

Science	<p>Identify that science is a way of knowing, subject to change when new evidence presents itself, and a creative process.</p> <p>Identify that life science is the study of all the living things around you and how they interact with one another and with the environment.</p> <p>Identify that plants need food, water, nutrients, and space to live and grow.</p> <p>Identify that plants have parts (leaves, roots, and stems) that work together to help them live, grow, and reproduce.</p> <p>Describe the process of photosynthesis.</p> <p>Describe how plants respond to stimuli such as heat, light, and gravity.</p> <p>Describe how flowering and/or nonflowering plants can be sorted into major groups according to their physical characteristics.</p> <p>Describe processes of reproduction in flowering plants (stamen, pistil, ovary, petal, sperm, and egg)</p>	<p><i>National Geographic Science,</i> Scientific Methods & Process Skills</p> <p><i>National Geographic Science,</i> Chapter 1, Lessons 1-9 (Life Science) Explore on Your Own: Piggyback Plants Florida Science Inquiry and Writing Book</p> <p>SC.3.L.14.1/SC.3.L.17.2</p> <ul style="list-style-type: none"> • Is It Food for Plants? <p>SC.3.L.14.2/SC.3.L.17.2</p> <ul style="list-style-type: none"> • Plants in the Dark and Light <p>SC.3.L.14.1/SC.3.L.14.2/SC.3.L.17.2</p> <ul style="list-style-type: none"> • Needs of Seeds <p>SC.3.L.15.2</p> <ul style="list-style-type: none"> • Is It A Plant? <p><u>Grade 3 Supplemental Resources</u></p>	 <p>SC.3.L.14.1</p> <ul style="list-style-type: none"> • Rice is Life (also addresses SC.3.N.1.1/SC.3.N.1.3)
Social Studies	<p>Analyze historical maps for information.</p> <p>Identify and define terms related to social studies and maps.</p> <p>Label the countries of North America and the states in each of the five regions.</p> <p>Use maps and globes to identify continents and oceans and to explain where you live.</p> <p>Identify types of maps and their purposes.</p> <p>Identify and use the basic elements included in maps.</p>	<p><i>Constitution Day & Freedom Week</i> Center for Civic Education The Constitution: Primary Source Set The U.S. Constitution Power Grab Game Ben's Guide to U.S. Government</p> <p><i>Florida Joint Center for Citizenship</i> Constitution is the Supreme Law</p> <p><u>Social Studies Supplemental Materials</u></p>	<p><i>SMART Notebook Lesson</i> Geography</p>

		<p>Use maps and globes to compare and contrast regions, specifically landmarks, resources, and vegetation within each region.</p> <p>Identify natural and man-made landmarks.</p> <p>State Statute</p> <p>Constitution Day is Thursday, September 17th. Freedom Week is September 21st - 25th.</p>		
Reading Literature	Key Ideas & Details	<p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Recount fables from diverse cultures. Determine the central message, lesson, or moral. Explain how the central message, lesson, or moral is conveyed through key details in the text.</p> <p>Describe characters in a story. Explain how their actions contribute to the sequence of events.</p>	<p><i>Reading Street possible text selections,</i> Tops & Bottoms (U2 W4 main) The Hare & The Tortoise (U2 W4 paired) Paul Bunyan and the Great Lakes (U4 W2 paired)</p> <p>“The Fox and the Cat” & “The Fox and the Hedgehog” (fables from diverse cultures)</p>	
	Craft & Structure	<p>Refer to parts of stories when writing or speaking about a text, using terms such as chapter. Describe how each successive part builds on earlier sections.</p> <p>Distinguish your own point of view from those of the characters.</p>		
	Integration of Knowledge & Ideas	<p>Compare and contrast the settings and plots of stories written about the same or similar characters.</p>		

Speaking & Listening	<p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>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>Determine the main idea and supporting details of a text read aloud.</p> <p>Ask and answer questions about information from a speaker.</p> <p>Report on a topic or text.</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace.</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	Use RI and RL text selections to include S&L tasks in lesson design	
Writing	<p>narrative</p> <p>Write to establish a situation.</p> <p>Write to introduce a narrator and/or characters.</p> <p>Write to organize an event sequence that unfolds naturally.</p> <p>Write to describe actions, thoughts, and feelings.</p> <p>Write using dialogue to express actions, thoughts, and feelings.</p> <p>Write using temporal words and phrases to signal event order.</p> <p>Provide a sense of closure.</p> <p>Write narratives that establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally; use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events; use temporal words and phrases to signal event order; and provide a sense of closure.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i> Writing a Narrative Piece (RLA3088, RLA3089, CWRLA3091, QZRLA3090) Beginning a Narrative and Organizing Events (RLA3092, RLA3093, CWRLA3095, QZRLA3094) Using Dialogue and Descriptive Details (RLA3096, RLA3097, CWRLA3099, QZRLA3098) Ordering Story Events and Ending a Narrative (RLA3100, RLA3101, CWRLA3103, QZRLA3102)</p>	
Language	<p>Conventions: sentences; subjects and predicates; declarative and interrogative sentences; imperative and exclamatory sentences; compound sentences</p> <p>Spelling: short vowels; syllables VC/CV; plurals -s, -es, -ies; base words and endings -ed, -ing, -er, -est; vowel digraphs <i>ee, ea; ai, ay; oa, ow</i>; vowel diphthongs /ou/ spelled <i>ou, ow</i>; /oi/ spelled <i>oi, oy</i></p>	<p><i>Reading Street,</i> Unit 1 Weeks 1-5</p> <p>Florida Standards Phonics Handbook</p>	

	Handwriting: (D'Nealian) A and a, D and d, O and o, G and g; C and c, E and e, S and s; F and f, B and b, L and l; T and t, H and h, K and k; I and i, U and u, W and w, Y and y		
Annual Heritage and History Month Observance	<p>September/October: Hispanic Heritage Month</p> <p>The first Hispanic Heritage Week was approved on September 15, 1968. The month gives people the opportunity to plan and participate in ceremonies and activities that recognize the contributions of the many diverse cultures within the Hispanic community. In 1988, the celebration was expanded to a month and goes from September 15 to October 15.</p>		

Click [HERE](#) to go back to the Curriculum Overview (page 1)



Academic Plan 2017-2018
Literacy – Grade Three (Course #5010044, #5020040, #5021050)

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

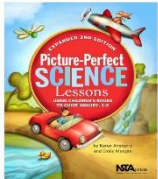
Concept Description:

Concept 1-2

Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.3.RF.3.3c Decode multisyllable words.</p> <p>LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.3.RI.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.</p> <p>LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text.</p> <p>LAFS.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>LAFS.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>LAFS.3.RL.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>LAFS.3.RL.1.2 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>LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>LAFS.3.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p> <p>SC.3.N.1.5 Recognize that scientists question, discuss, and check each others' evidence and explanations.</p> <p>SC.3.N.1.7 Explain that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.</p> <p>SC.3.N.3.1 Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.</p> <p>SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.</p> <p>SS.3.A.1.1 Analyze primary and secondary sources. Remarks/Examples: Examples may include, but are not limited to, artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</p> <p>SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. Remarks/Examples: Types of photographs may include satellite or aerial.</p> <p>SS.3.G.1.4 Name and identify the purpose of maps (physical, political, elevation, population).</p> <p>SS.3.G.2.4 Describe the physical features of the United States, Canada, Mexico, and the Caribbean. Remarks/Examples: Examples are lakes, rivers, oceans, mountains, deserts, plains, and grasslands.</p>

<p>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.</p> <p>LAFS.3.W.2.4 Produce writing in which the development and organization are appropriate to task and purpose.</p> <p>LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LAFS.3.L.2.3a Choose words and phrases for effect.</p> <p>LAFS.3.L.2.4 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.</p> <p>LAFS.3.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>SS.3.G.2.5 Identify natural and man-made landmarks in the United States, Canada, Mexico, and the Caribbean. Remarks/Examples: (e.g. Grand Canyon, Gateway Arch, Mount Rushmore, Devil's Tower, Mt. Denali, Everglades, Niagara Falls)</p> <p>SS.3.G.3.1 Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. Remarks/Examples: (e.g., tundra, sandy soil, humidity, maritime climate)</p> <p>SS.3.G.3.2 Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. Remarks/Examples: (e.g., water, arable land, oil, phosphate, fish)</p>
---	--

Big Ideas			
Science		Social Studies	
Diversity and Evolution of Living Organisms		Location affects how people live	
Essential Outcome Questions			
Science		Social Studies	
How are animals alike and different?		How are places unique and different?	
Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundational	Phonics/Word Analysis: syllables V/CV, VC/V; final syllable –le; compound words	Florida Standards Phonics Handbook	
	Describe the relationship between <u>scientific ideas or concepts</u> in a text, using language that pertains to sequence.		
Reading Informative	Key Ideas & Details	<i>National Geographic Science</i> , Chapter 2, Lessons 1-11 (Life Science) Explore on Your Own: Leapin’ Lizards	<i>SMART Notebook Lesson</i> Geography

		Describe the relationship between <u>steps in technical procedures</u> in a text, using language that pertains to sequence.	Reading Street possible text selections, Penguin Chick (U2 W1 main)	
	Craft & Structure	Distinguish their own point of view from that of the author of a text.		
	Integration of Knowledge & Ideas	Describe the logical connection between particular sentences and paragraphs in a text (e.g., first/second/third in a sequence). Compare and contrast the most important points and details presented in two texts on the same topic.		
Science		Describe how plants respond to stimuli. Classify animals into major groups according to their physical characteristics and behaviors. Classify animals by similar physical characteristics, such as fur, feathers, and number of legs.	National Geographic Science, Chapter 2, Lessons 1-11 (Life Science) Explore on Your Own: Leapin' Lizards Florida Science Inquiry and Writing Book Grade 3 Science Supplemental Resources	 SC.3.N.1.7/SC.3.N.1.6 <ul style="list-style-type: none"> • Earthlets SC.3.L.15.1 <ul style="list-style-type: none"> • Name That Shell! • Bugs!
Social Studies		Use primary and secondary sources to analyze artifacts. Explain how Canada, Mexico, and the Caribbean are unique. Analyze text visuals to see how regions are unique and different by reviewing appropriate maps to obtain information. Describe physical features, landmarks, climate, vegetation, and natural resources of the countries of North America.	Safari Montage, The Geography of Canada The Geography of Mexico The Caribbean Landscape Social Studies Supplemental Materials	
Reading Literature	Key Ideas & Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Reading Street possible text selections, Extra, Extra! Fairy Tale News (U2 W5 paired) Around One Cactus (U3 W5 main) Fly, Eagle, Fly!- Literary Anchor Text (U4 W5 main)	

		Recount folktales from diverse cultures. Determine the central message, lesson, or moral. Explain how the central message, lesson, or moral is conveyed through key details in the text.		
	Craft & Structure	Determine meaning of words and phrases as they are used in a text. (See Language Standards 4-6)		
	Integration of Knowledge & Ideas	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).		
Speaking & Listening	<p>Determine the main idea and supporting details of a text read aloud.</p> <p>Ask and answer questions about information from a speaker.</p> <p>Report on a topic or text.</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace.</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		Use RI and RL text selections to include S&L tasks in lesson design	
Writing	<p>informative/explanatory</p> <p>Write to introduce a topic.</p> <p>Write to group related information together.</p> <p>Write to develop the topic with facts, definitions, and details.</p>		<p>Florida Standards Writing Guide</p> <p><i>Compass,</i></p> <p>Writing an Informative Explanatory Piece (RLA3072, RLA3073, CWRLA3075, QZRLA3074)</p> <p>Introducing a Topic and Grouping Related Information (RLA3076, RLA3077, CWRLA3079, QZRLA3078)</p> <p>Developing the Topic and Including Illustrations (RLA3080, RLA3081, CWRLA3083, QZRLA3082)</p>	
Language	<p>Conventions: common and proper nouns; singular and plural nouns; irregular plural nouns</p> <p>Spelling: syllables V/CV, VC/V; final syllable –le; compound words</p>		<p><i>Reading Street,</i></p> <p>Unit 2 Weeks 1-3</p> <p>Florida Standards Phonics Handbook</p>	

	Handwriting: (D’Nealian) J and j, R and r, N and n, M and m, P and p; Q and q, V and v, Z and z, X and x; numerals 1-10		
Annual Heritage and History Month Observance	<p>October: National Disability Employment Awareness Month</p> <p>In 2003, previously known as National Employ the Handicapped Week, President George W. Bush proclaimed October as National Disability Employment Awareness Month. During this month, we recognize the many contributions citizens with disabilities make to our society, and we reaffirm our commitment to helping them achieve their full inclusion in our workforce.</p>		

Click [HERE](#) to go back to the Curriculum Overview (page 1)



Concept 2-1
Quarter 2

Academic Plan 2017-2018

Literacy – Grade Three (Course #5010044, #5020040, #5021050)

Suggested Pacing Range: 10 – 14
days

Teachers should adjust instructional
Suggested Pacing based on student data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description:

Concept 2-1

Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.3.RI.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>LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>LAFS.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>LAFS.3.RL.1.2 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>LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>LAFS.3.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.</p>	<p>SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p> <p>SC.3.N.1.4 Recognize the importance of communication among scientists.</p> <p>SC.3.N.1.6 Infer based on observation.</p> <p>SC.3.N.1.7 Explain that empirical evidence is information, such as observations or measurements that is used to help validate explanations of natural phenomena.</p> <p>SC.3.L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow towards the light and their roots grow downward in response to gravity.</p> <p>SC.3.L.17.1 Describe how animals and plants respond to changing seasons.</p> <p>SS.3.A.1.1 Analyze primary and secondary sources. Remarks/Examples: Examples may include, but are not limited to artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</p> <p>SS.3.A.1.3 Define terms related to the social sciences. Remarks/Examples: Examples may include, but are not limited to history, geography, civics, government, economics.</p> <p>SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. Remarks/Examples: Types of photographs may include satellite or aerial.</p> <p>SS.3.G.4.1 Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean. Remarks/Examples: Examples are settlements near water for drinking, bathing, cooking, agriculture and land for farming.</p> <p>SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p>

LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section. LAFS.3.W.2.4 Produce writing in which the development and organization are appropriate to task and purpose. LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic. LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		SS.3.G.4.4 Identify contributions from various ethnic groups to the United States. Remarks/Examples: Examples are Native Americans, Hispanics/Latinos, Africans, Asians, Europeans.	
Big Ideas			
Science		Social Studies	
Interdependence		Culture influences the way people live.	
Essential Outcome Questions			
Science		Social Studies	
How do plants and animals respond to seasons?		How does environment affect culture? How does diversity influence culture?	
Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundational	Phonics/Word Analysis: words with <i>spl, thr, squ, str, scr</i> ; consonant digraphs /sh/, /th/, /TH/, /f/, /ch/, /ng/	Florida Standards Phonics Handbook	
Reading Informational	Key Ideas & Details Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<i>National Geographic Science</i> , Chapter 3, Lessons 1-10 (Life Science) Explore on Your Own: Animals of Denali	

	Craft & Structure	Use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<i>Reading Street possible text selections,</i> Amazing Bird Nests (U2 W5 main) He Listens to Whales (U3 W4 paired) Clothes Bringing Cultures Together (U5 W1 paired) Communities Celebrate Cultures (U5 W2 paired) A Nation of Immigrants (U6 W1 paired)	
	Integration of Knowledge & Ideas	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison & first/second/third in a sequence).		
Science		Describe how plant structures, such as the stem and roots, are affected by light and gravity. Recognize how plants and animals adapt to changes in the environment. Describe why plants and animals adapt to changes in the environment. Identify physical changes animals experience with changing seasons. Compare and contrast how animals and plants respond to changing seasons.	<i>National Geographic Science,</i> Chapter 3, Lessons 1-10 (Life Science) Explore on Your Own: Animals of Denali Florida Science Inquiry and Writing Book SC.3.L.14.2 • Plants in the Dark and Light SC.3.L.17.1 • Adaptation <i>Smart Notebook,</i> Animal/Plant Adaptations Living things adapt to survive Grade 3 Science Supplemental Resources	
Social Studies		Analyze artifacts by using primary sources. Explain how countries are defined by their cultures. Explain how different cultures influence life in the United States. Use thematic maps to determine how the environment influences settlement patterns. Match cultural characteristics that are specific to each region.	Social Studies Supplemental Materials	<i>SMART Notebook Lessons</i> Cultures & Life in the United States

		Define terms that are related to social studies.		
Reading Literature	Key Ideas & Details	<p>Recount fables and folktales from diverse cultures.</p> <p>Determine the central message, lesson, or moral.</p> <p>Explain how the central message, lesson, or moral is conveyed through key details in the text.</p>	<p><i>Reading Street possible text selections,</i> A Symphony of Whales (U3 W4 main) Purple Coyote (U4 W5 paired)-Trickster Tale/Folktales-Literary Connected Text I Love Saturdays Y Domingos (U5 W2 main) Goodbye 382, Shin Dang Dong (U5 W3 main)</p>	
	Craft & Structure	Distinguish your own point of view from that of the narrator.		
	Integration of Knowledge & Ideas	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		
Speaking & Listening		<p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>Determine the main idea and supporting details on information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>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>	<p>Use RI and RL text selections to include S&L tasks in lesson design</p>	

	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		
Writing	<p>informative/explanatory</p> <p>Include illustrations when useful to aid in comprehension.</p> <p>Write using linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>Provide a concluding statement or section.</p> <p>Write informative/explanatory texts that introduce a topic and group related information together; develop the topic with facts, definitions and details; use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information; and provide a concluding statement or section.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i> Developing the Topic and Including Illustrations (RLA3080, RLA3081, CWRLA3083, QZRLA3082) Linking Words and a Conclusion (RLA3084, RLA3085, CWRLA3087, QZRLA3086)</p>	
Language	<p>Conventions: singular possessive nouns; plural possessive nouns</p> <p>Spelling: words with <i>spl</i>, <i>thr</i>, <i>squ</i>, <i>str</i>, <i>scr</i>; consonant digraphs /sh/, /th/, /TH/, /f/, /ch/, /ng/</p> <p>Handwriting: (D’Nealian) cursive letters: l, n, k, t, i, e, u, j, p; cursive letters: a, d, c, n, m, x, g, q, o, w, b</p>	<p><i>Reading Street,</i> Unit 2 Weeks 4-5</p> <p>Florida Standards Phonics Handbook</p>	
Annual Heritage and History Month Observance	<p>November: National American Indian Heritage Month</p> <p>National American Indian (or Native American) Month was enacted with a presidential proclamation in 1990. During the month, all Americans are encouraged to participate in programs ceremonies and activities that celebrate American Indian and Alaskan Native peoples’ important contribution to the United States.</p>		

Click [HERE](#) to go back to the Curriculum Overview (page 1)



Concept 2-2
Quarter 2

Academic Plan 2017-2018
Literacy – Grade Three (Course #5010044, #5020040, #5021050)

Suggested Pacing Range: 15 – 21
days

Teachers should adjust instructional
Suggested Pacing based on student data.

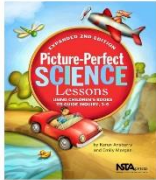
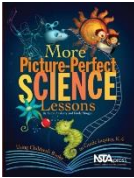
Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description:

Concept 2-2

Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.3.RI.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.</p> <p>LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>LAFS.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>LAFS.3.RL.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>LAFS.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>LAFS.3.RL.3.9 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).</p> <p>LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.</p> <p>LAFS.3.W.2.4 Produce writing in which the development and organization are appropriate to task and purpose.</p> <p>LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>SC.3.N.3.1 Recognize that words in science can have different or more specific meanings than their use in everyday language; for example, energy, cell, heat/cold, and evidence.</p> <p>SC.3.E.5.2 Identify the sun as a star that emits energy; some of it in the form of light.</p> <p>SC.3.E.5.3 Recognize that the sun appears large and bright because it is the closest star to Earth.</p> <p>SC.3.E.5.4 Explore the Law of Gravity by demonstrating that gravity is a force that can be overcome.</p> <p>SC.3.E.6.1 Demonstrate that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.</p> <p>SS.3.A.1.1 Analyze primary and secondary sources. Remarks/Examples: Examples may include, but are not limited to artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</p> <p>SS.3.G.2.6 Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.</p> <p>SS.3.G.4.2 Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean.</p> <p>SS.3.G.4.3 Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean. Remarks/Examples: Examples are housing, music, transportation, food, recreation, language, holidays, beliefs and customs.</p>

LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
LAFS.3.L.2.3a Choose words and phrases for effect.			
LAFS.3.L.2.4 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.			
LAFS.3.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.			
Big Ideas			
Science		Social Studies	
Earth in Space and Time		Culture influences the way people live.	
Essential Outcome Questions			
Science		Social Studies	
What is earth science? What properties can you observe about the sun?		How does diversity influence culture?	
Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundational	Phonics/Word Analysis: contractions, prefixes <i>un-</i> , <i>re-</i> , <i>mis-</i> , <i>dis-</i> ; spellings of /j/, /s/, /k/	Florida Standards Phonics Handbook	
Reading Informational	Key Ideas & Details Describe the relationship between a series of <u>historical events</u> in a text, using language that pertains to time and sequence. Describe the relationship between <u>scientific ideas or concepts</u> in a text, using language that pertains to time and sequence. Describe the relationship between steps in <u>technical procedures</u> in a text, using language that pertains to time and sequence.	<i>National Geographic Science</i> , Chapter 4, Lessons 1-9 (Earth Science) Explore on Your Own: The Sun <i>Reading Street possible text selections</i> , Foods of Mexico (U5 W4 paired)	

	Craft & Structure	Determine the meaning of general academic and domain-specific words and phrases in a text. (See Language standards 4-6)		
	Integration of Knowledge & Ideas	Compare and contrast the most important points and key details presented in two texts on the same topic.		
Science		<p>Identify the Sun as a star.</p> <p>Recognize that the Sun emits its own energy.</p> <p>Identify the types of energy the Sun emits.</p> <p>Compare the Sun's size to that of other stars.</p> <p>Identify the Sun as the largest and brightest star from our perspective on Earth.</p> <p>Explain the Law of Gravity.</p> <p>Describe how to overcome gravity by stopping a falling object.</p> <p>Identify ways to keep an object from falling.</p> <p>Predict how the Sun's absence will impact objects.</p> <p>Predict how the Sun's presence will impact objects.</p> <p>Demonstrate how radiant energy from the Sun affects objects through heat.</p> <p>Explain what happens to objects as they lose heat when the sun is not present.</p>	<p><i>National Geographic Science,</i> Chapter 4, Lessons 1-9 (Earth Science) Explore on Your Own: The Sun Florida Science Inquiry and Writing Book</p> <p>SC.3.E.5.2/SC.3.E.5.3</p> <ul style="list-style-type: none"> • Where Do Stars Go? <p>SC.3.E.5.2</p> <ul style="list-style-type: none"> • Summer Talk • Me and My Shadow <p>SC.3.E.5.3</p> <ul style="list-style-type: none"> • Where Would It Fall? <p>SC.3.E.5.4</p> <ul style="list-style-type: none"> • Talking About Gravity <p>SC.3.E.6.1</p> <ul style="list-style-type: none"> • Camping Trip <p>Grade 3 Science Supplemental Resources</p>	 <p>SC.3.E.5.4</p> <ul style="list-style-type: none"> • The Secrets of Flight  <p>SC.3.E.5.2/SC.3.E.5.3</p> <ul style="list-style-type: none"> • Stargazers (prior use in Grade 1 Academic Plan)

Social Studies		<p>Define heritage.</p> <p>Determine cultural perceptions within poetry.</p> <p>Use compare and contrast to determine how the environment affects culture.</p> <p>Identify cultural characteristics in Canada, Mexico, and the Caribbean and determine how those cultures influence the way people live.</p> <p>Compare and contrast regions of the U.S. with Canada, Mexico, and the Caribbean.</p>	<p>ConnectEd – Learn 360 Videos & Music</p> <p>Canada – A Typical Day At School for Sheena Canada’s National Anthem</p> <p>Mexico – Andres Orozco of Mexico Mexican National Anthem</p> <p>Caribbean – Puerto Rico: Hear the Stars Steel Drum Music</p> <p><u>Social Studies Supplemental Materials</u></p>	<p><i>SMART Notebook Lessons</i></p> <p><u>Life in Canada</u></p> <p><u>Life in the Caribbean</u></p>
Speaking & Listening		<p>Tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Use RI and RL text selections to include S&L tasks in lesson design</p>	
Reading Literature	Key Ideas & Details	Ask and answer questions to demonstrate understanding of a text, <i>referring explicitly to the text</i> as the basis for the answers.	<p><i>Reading Street Poetry Collection,</i> Words Free as Confetti (3.2, pg. 532-533) My Friend in School (3.2, pg. 360-361) Connected Text Lunch Survey (3.2, pg. 362) Saying Yes (3.2, pg. 363)</p> <p><i>Reading Street possible text selections,</i> Science-Trickery (U3 W3 paired) Jalapeno Bagels (U5 W4 main) Anchor Text Suki’s Kimono (U5 W1 main) Connected Text</p>	
	Craft & Structure	<i>Refer to parts of poems</i> when writing or speaking about a text, using terms such as <i>stanza</i> . Describe how each <i>successive part builds</i> on earlier sections.		
	Integration of Knowledge & Ideas	<i>Compare and contrast</i> the <i>themes</i> of stories written about the same or similar characters.		
Writing		<p>opinion</p> <p>Write to introduce the topic or text being written about.</p> <p>Write to state an opinion.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i> Writing an Opinion Piece (RLA3056, RLA3057, CWRLA3059, QZRLA3058)</p>	

	<p>Create an organizational structure that lists reasons.</p> <p>Write to provide reasons that support the opinion.</p>	<p>Introducing a Topic and Stating an Opinion (RLA3060, RLA3061, CWRLA3063, QZRLA3062)</p> <p>Organizing and Giving Reasons (RLA3064, RLA3065, CWRLA3067, QZRLA3066)</p>	
Language	<p>Conventions: action and linking verbs; main and helping verbs; subject-verb agreement</p> <p>Spelling: contractions, prefixes <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>dis-</i>, spellings of /j/, /s/, /k/</p> <p>Handwriting: (D’Nealian) cursive letters: l, h, k, t; cursive letters: i, u, e; cursive letters: j, p</p>	<p><i>Reading Street,</i> Unit 3 Weeks 1-3</p> <p>Florida Standards Phonics Handbook</p>	

Click [HERE](#) to go back to the Curriculum Overview (page 1)



Concept 2-3
Quarter 2

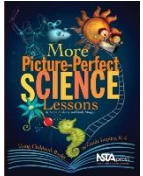
Academic Plan 2017-2018 **Literacy – Grade Three (Course #5010044, #5020040, #5021050)**

Suggested Pacing Range: 10 –
14 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description: Concept 2-3	
Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text.</p> <p>LAFS.3.RI.3.7 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>LAFS.3.RL.1.3 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>LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.</p> <p>LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p> <p>SC.3.N.3.2 Recognize that scientists use models to help understand and explain how things work.</p> <p>SC.3.N.3.3 Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.</p> <p>SC.3.E.5.1 Explain that stars can be different: some are smaller, some are larger, and some appear brighter than others: all except the Sun are so far away that they look like points of light.</p> <p>SC.3.E.5.5 Investigate that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.</p> <p>SS.3.A.1.1 Analyze primary and secondary sources. Remarks/Examples: Examples may include, but are not limited to artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</p> <p>SS.3.A.1.3 Define terms related to the social sciences.</p> <p>SS.3.G.1.1 Use thematic maps, tables, charts, graphs, and photos to analyze geographic information. Remarks/Examples: Types of photographs may include satellite or aerial.</p> <p>SS.3.E.1.1 Give examples of how scarcity results in trade. Remarks/Examples: Examples are oil, video games, food.</p> <p>SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</p>

<p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>LAFS.3.W.2.4 Produce writing in which the development and organization are appropriate to task and purpose.</p> <p>LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LAFS.3.L.2.3a Choose words and phrases for effect.</p> <p>LAFS.3.L.2.4 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.</p> <p>LAFS.3.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>			
Big Ideas			
Science		Social Studies	
Earth in Space and Time		Economics affects people.	
Essential Outcome Questions			
Science		Social Studies	
What can you observe about stars?		How do people interact? How does scarcity affect trade?	
Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundational	Phonics/Word Analysis: suffixes, consonant patterns <i>wr, kn, gn, st, mb</i>	Florida Standards Phonics Handbook	

Reading Informational	Key Ideas & Details	Determine the main idea of a text. Recount the key details and explain how they support the main idea.	<p><i>National Geographic Science,</i> Chapter 5, Lessons 1-10 (Earth Science) Explore on Your Own: Star Sightings</p> <p><i>Reading Street possible text selections,</i> Seeing Stars (U3 W3 main) Supermarket (U1 W4 main)</p>	
	Craft & Structure	Distinguish their own point of view from that of the author of a text.		
	Integration of Knowledge & Ideas	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).		
Science		<p>Recognize that stars are not all the same.</p> <p>Recognize that stars are different sizes.</p> <p>Understand that stars have variations in brightness.</p> <p>Explain how all stars, except the Sun, appear very small because they are so far away.</p> <p>Recognize the telescope as a tool to view the stars in space.</p> <p>Describe the purpose of a telescope as a tool to magnify and clarify objects that are far away.</p> <p>Explain how a telescope aids in viewing objects that are far away.</p>	<p><i>National Geographic Science,</i> Chapter 5, Lessons 1-10 (Earth Science) Explore on Your Own: Star Sightings Florida Science Inquiry and Writing Book</p> <p>SC.3.N.3.2/SC.3.N.3.3</p> <ul style="list-style-type: none"> • Is It a Model? <p>SC.3.E.5.1</p> <ul style="list-style-type: none"> • Emmy's Moon and Stars • Objects in the Sky <p>Grade 3 Science Supplemental Resources</p>	 <p>SC.3.E.5.1</p> <ul style="list-style-type: none"> • Stargazers (prior use in Grade 1 Academic Plan)
Social Studies		<p>Use primary and secondary sources to analyze images.</p> <p>Define terms related to the social sciences.</p> <p>Explain the interaction between buyers and sellers.</p> <p>Use thematic maps to analyze trade in the United States.</p>	<p><i>Safari Montage,</i> Economics for Children: What is Economics? (K-4)</p> <p>Social Studies Supplemental Materials</p>	

		Use cause and effect to explain what happens when products are scarce or abundant.		
Reading Literature	Key Ideas & Details	Describe characters' traits, motivations, and feelings in a story and explain how their actions contribute to the sequence of events.	<i>Reading Street possible text selections,</i> What About Me? (U1 W2 main) How the Tortoise Got Its Shell (U1 W2 paired)	
	Craft & Structure	Determine the meaning of words and phrases as they are used in a text. Distinguish literal from non-literal language.		
Speaking & Listening		Explain your own ideas and understanding in light of the discussion. Determine the main idea and supporting details on information presented in diverse media and formats, including visually, quantitatively, and orally. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Use RI and RL text selections to include S&L tasks in lesson design	
Writing		opinion Write using linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section. Write opinion pieces that introduce the topic or text being written about, state an opinion, and create an organizational structure that lists reasons; provide reasons that support the opinion; use linking words (e.g. because, therefore, since, for	Florida Standards Writing Guide <i>Compass,</i> Linking Words and a Conclusion (RLA3068, RLA3069, CWRLA3071, QZRLA3070)	

	example) to connect opinion and reasons; and provide a concluding statement or section.		
Language	Conventions: present, past and future tenses; irregular verbs Spelling: suffixes, consonant patterns <i>wr, kn, gn, st, mb</i> Handwriting: (D'Nealian) cursive letters: a, d, c; cursive letters: m, n, x	<i>Reading Street,</i> Unit 3 Weeks 4-5 Florida Standards Phonics Handbook	

Click [HERE](#) to go back to the Curriculum Overview (page 1)



Concept 3-1
Quarter 3

Academic Plan 2017-2018

Literacy – Grade Three (Course #5010044, #5020040, #5021050)

Suggested Pacing Range: 10 –
14 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description:

Concept 3-1

Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>LAFS.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>LAFS.3.RL.1.2 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>LAFS.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.</p>	<p>SC.3.P.8.2 Measure and compare the mass and volume of solids and liquids.</p> <p>SC.3.P.8.3 Compare materials and objects according to properties such as size, shape, color, texture, and hardness.</p> <p>SS.3.A.1.1 Analyze primary and secondary sources. Remarks/Examples: Examples may include, but are not limited to artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</p> <p>SS.3.E.1.2 List the characteristics of money. Remarks/Examples: Examples are portable, divisible, recognizable, durable.</p> <p>SS.3.E.1.3 Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money.</p> <p>SS.3.E.1.4 Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.</p>

LAFS.3.W.2.4 Produce writing in which the development and organization are appropriate to task and purpose.			
LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.			
LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
LAFS.3.L.2.3a Choose words and phrases for effect.			
LAFS.3.L.2.4 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.			
LAFS.3.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.			
Big Ideas			
Science		Social Studies	
Properties of Matter		Economics affects people.	
Essential Outcome Questions			
Science		Social Studies	
What is physical science? How can you describe and measure matter?		Why is money important?	
Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundational	Phonics/Word Analysis: irregular plurals, vowels: <i>r</i> -controlled	Florida Standards Phonics Handbook	
Reading Informational	Determine the main idea of a text. Recount the key details and explain how they support the main idea.	<i>National Geographic Science,</i> Chapter 6, Lessons 1-8 (Physical Science) <i>Reading Street possible text selections,</i> Learning About Money (U1 W5 paired) Money Long Ago (U1 W4 paired) The Water Cycle (U3 W5 paired)	
	Determine the meaning of general academic and domain-specific words and phrases in a text. (See Language standards 4-6)		

	Integration of Knowledge & Ideas	Compare and contrast the most important points and key details presented in two texts on the same topic.	The Big Debate Over the Tiny Penny	
	Science	<p>Identify that a scale or balance measures mass and a graduated cylinder measures volume; then measure and compare the mass and volume of solids and liquids.</p> <p>Compare and contrast properties of objects, such as size, shape, color, texture, and hardness; then classify objects according to similar properties.</p>	<p><i>National Geographic Science,</i> Chapter 6, Lessons 1-8 (Physical Science) Florida Science Inquiry and Writing Book</p> <p>SC.3.P.8.2</p> <ul style="list-style-type: none"> • Ice Cubes in a Bag <p>SC.E.P.8.2/SC.E.P.8.3</p> <ul style="list-style-type: none"> • Comparing Cubes • Floating Logs <p>Grade 3 Science Supplemental Resources</p>	
	Social Studies	<p>List and describe the characteristics of currency.</p> <p>Compare/contrast the currencies in the United States, Canada, Mexico, and the Caribbean.</p> <p>Explain how and why money is used.</p>	Social Studies Supplemental Materials	
Reading Literature	Key Ideas & Details	<p>Recount myths from diverse cultures.</p> <p>Determine the central message, lesson, or moral.</p> <p>Explain how the central message, lesson, or moral is conveyed through key details in the myth.</p>	<p><i>Reading Street possible text selections,</i> Pushing Up the Sky (U3 W2 main) Drama Catch It and Run (U3 W2 paired) Myth My Rows and Piles of Coins (U1 W5 main)</p>	
	Craft & Structure	<p>Refer to parts of dramas when writing or speaking about a text, using terms such as scene.</p> <p>Describe how each successive part builds on earlier sections.</p>		

Speaking & Listening	<p>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.</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Use RI and RL text selections to include S&L tasks in lesson design</p>	
Writing	<p>informative/explanatory</p> <p>Write to introduce a topic.</p> <p>Write to group related information together.</p> <p>Write to develop the topic with facts, definitions, and details.</p>	<p>Florida Standards Writing Guide <i>Compass</i>, Writing an Informative Explanatory Piece (RLA3072, RLA3073, CWRLA3075, QZRLA3074) Introducing a Topic and Grouping Related Information (RLA3076, RLA3077, CWRLA3079, QZRLA3078) Developing the Topic and Including Illustrations (RLA3080, RLA3081, CWRLA3083, QZRLA3082)</p>	
Language	<p>Conventions: singular and plural pronouns, subject and object pronouns</p> <p>Spelling: irregular plurals, vowels: <i>r</i>-controlled</p> <p>Handwriting: (D'Nealian) cursive letters: G, Y, Q; cursive letters: o, w, b</p>	<p><i>Reading Street</i>, Unit 4 Weeks 1-2</p> <p>Florida Standards Phonics Handbook</p>	

Click [here](#) to go back to the Curriculum Overview (page 1)



Concept 3-2
Quarter 3

Academic Plan 2017-2018

Literacy – Grade Three (Course #5010044, #5020040, #5021050)

Suggested Pacing Range: 15 –
21 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description:

Concept 3-2

Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.3.RI.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.</p> <p>LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>LAFS.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>LAFS.3.RL.1.3 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>LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>LAFS.3.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.</p>	<p>SC.3.P.8.1 Measure and compare temperatures of various samples of solids and liquids.</p> <p>SC.3.P.9.1 Describe the changes water undergoes when it changes state, through heating and cooling using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.</p> <p>SS.3.A.1.1 Analyze primary and secondary sources. Remarks/Examples: Examples may include, but are not limited to artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</p> <p>SS.3.A.1.3 Define terms related to the social sciences. Remarks/Examples: Examples may include, but are not limited to, history, geography, civics, government, economics.</p> <p>SS.3.C.1.1 Explain the purpose and need for government. Remarks/Examples: Examples are safety, organization, services, protection of rights.</p> <p>SS.3.C.1.2 Describe how government gains its power from the people.</p>

LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

LAFS.3.W.2.4 Produce writing in which the development and organization are appropriate to task and purpose.

LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.

LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.3.L.2.3a Choose words and phrases for effect.

LAFS.3.L.2.4 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.

LAFS.3.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

Big Ideas			
Science		Social Studies	
Changes in Matter		Rules provide order.	
Essential Outcome Questions			
Science		Social Studies	
How does water change?		Why is government important?	
Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundational	Phonics/Word Analysis: prefixes <i>pre-</i> , <i>mid-</i> , <i>over-</i> , <i>out-</i> , <i>bi-</i> , <i>de-</i> ; suffixes <i>-er</i> , <i>-or</i> , <i>-ess</i> , <i>-ist</i> ; syllables VCCCV	Florida Standards Phonics Handbook	

Reading Informational	Key Ideas & Details	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><i>National Geographic Science,</i> Chapter 7, Lessons 1-9 (Physical Science) Explore on Your Own: Recycling Rules</p> <p><i>FJCC,</i> Purpose of Government</p>
	Craft & Structure	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	
	Integration of Knowledge & Ideas	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
Science		<p>Compare the temperatures of different solids with each other or of different liquids with each other.</p> <p>Understanding that materials have different temperatures that can be measured in both Celsius and Fahrenheit using a thermometer.</p> <p>Identify that water can change its state by <i>freezing, melting, boiling, evaporating, and condensing</i>.</p> <p>Describe the changes water undergoes when it changes states through heating and cooling.</p>	<p><i>National Geographic Science,</i> Chapter 7, Lessons 1-9 (Physical Science) Explore on Your Own: Recycling Rules Florida Science Inquiry and Writing Book</p> <p>SC.3.P.8.1</p> <ul style="list-style-type: none"> • Mixing Water * • Turning the Dial * <p>SC.3.P.9.1</p> <ul style="list-style-type: none"> • What's in the Bubbles? • Where Did the Water Come From? • What are Clouds Made Of? <p><i>*Administer both probes to complete standard</i></p>

			<u>Grade 3 Science Supplemental Resources</u>	
	Social Studies	<p>Define terms related to social studies.</p> <p>Use cause and effect to discuss why rules and laws are important.</p> <p>Explain the purpose of government.</p> <p>Explain and define how the government gains its power from the people and is a representative democracy.</p>	<u>Social Studies Supplemental Materials</u> <i>FJCC,</i> Purpose of Government	
Reading Literature	Key Ideas & Details	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<i>Reading Street possible text selections,</i> Atlantis (U6 W5 main) <i>Reading Street Poetry Collection,</i> The Star-Spangled Banner (3.2, pg. 534)	
	Craft & Structure	<p>Determine the meaning of words and phrases as they are used in a text.</p> <p>Distinguish literal from non-literal language.</p>		
	Integration of Knowledge & Ideas	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		
	Speaking & Listening	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Use RI and RL text selections to include S&L tasks in lesson design	

	<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		
Writing	<p>informative/explanatory</p> <p>Include illustrations when useful to aid in comprehension.</p> <p>Write using linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>Provide a concluding statement or section.</p> <p>Write informative/explanatory texts that introduce a topic and group related information together; include illustrations when useful to aid comprehension; develop the topic with facts, definitions, and details; use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information; and provide a concluding statement or section.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i> Developing the Topic and Including Illustrations (RLA3080, RLA3081, CWRLA3083, QZRLA3082) Linking Words and a Conclusion (RLA3084, RLA3085, CWRLA3087, QZRLA3086)</p>	
Language	<p>Conventions: possessive pronouns; contractions; prepositions</p> <p>Spelling: prefixes <i>pre-</i>, <i>mid-</i>, <i>over-</i>, <i>out-</i>, <i>bi-</i>, <i>de-</i>; suffixes <i>-er</i>, <i>-or</i>, <i>-ess</i>, <i>-ist</i>; syllables VCCCV</p> <p>Handwriting: (D’Nealian) cursive letters: v and z; cursive letters: r and s; cursive letter f</p>	<p><i>Reading Street,</i> Unit 4 Weeks 3-5</p> <p>Florida Standards Phonics Handbook</p>	

Annual Heritage and History Month Observance	<p>February: Black History Month</p> <p>To recognize the contributions of African Americans and foster a better understanding of the African American experience. Carter G. Woodson, who in 1926 spearheaded Negro History Week, started the observation. It was expanded to a month in 1976. February was chosen because of the birthdays of Frederick Douglas and Abraham Lincoln, two people who had a dramatic impact on the lives of African Americans.</p>		
--	---	--	--

Click [HERE](#) to go back to the Curriculum Overview (page 1)



Academic Plan 2017-2018
Literacy – Grade Three (Course #5010044, #5020040, #5021050)

Suggested Pacing Range: 15 –
21 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description: Concept 3-3	
Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.3.RI.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>LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text.</p> <p>LAFS.3.RI.3.7 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>LAFS.3.RL.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>LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>LAFS.3.RL.3.9 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).</p> <p>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.</p>	<p>SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p> <p>SC.3.N.3.2 Recognize that scientists use models to help understand and explain how things work.</p> <p>SC.3.N.3.3 Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.</p> <p>SC.3.P.10.1 Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.</p> <p>SC.3.P.10.2 Recognize that energy has the ability to cause motion or create change.</p> <p>SC.3.P.11.1 Investigate, observe, and explain that things that give off light also give off heat.</p> <p>SC.3.P.11.2 Investigate, observe, and explain that heat is produced when one object rubs against another, such as rubbing one's hands together.</p> <p>SS.3.A.1.1 Analyze primary and secondary sources. Remarks/Examples: Examples may include, but are not limited to artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</p> <p>SS.3.A.1.2 Utilize technology resources to gather information from primary and secondary sources.</p> <p>SS.3.C.1.1 Explain the purpose and need for government. Remarks/Examples: Examples are safety, organization, services, protection of rights.</p> <p>SS.3.C.1.3 Explain how government was established through a written Constitution</p> <p>SS.3.C.3.1 Identify the levels of government (local, state, federal).</p>

LAFS.3.W.2.4 Produce writing in which the development and organization are appropriate to task and purpose.		SS.3.C.3.4 Recognize that the Constitution of the United States is the supreme law of the land.	
LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.			
LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
LAFS.3.L.2.3a Choose words and phrases for effect.			
LAFS.3.L.2.4 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.			
LAFS.3.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.			
Big Ideas			
Science		Social Studies	
Forms of Energy		Rules provide order.	
Essential Outcome Questions			
Science		Social Studies	
What is energy?		How are people governed?	
Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Informational	Reading Foundational	Phonics/Word Analysis: syllable pattern CV/VC; homophones; vowel patterns for <i>au, augh, ou, ough</i>	Florida Standards Phonics Handbook
	Key Ideas & Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<i>National Geographic Science,</i> Chapter 8, Lessons 1-10 (Physical Science) Explore on Your Own: The Energy of Water
	Craft & Structure	Distinguish their own point of view from that of the author of a text.	<i>Reading Street possible text selections,</i> Once Upon a Constitution (U6 W2 paired)

	Integration of Knowledge & Ideas	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).		
	Science	<p>Identify basic forms of energy and explain the form of energy different objects might use.</p> <p>Recognize that objects not in motion have stored (potential) energy related to their position.</p> <p>Explain how objects can undergo a change in motion and identify ways that energy has the ability to cause motion.</p> <p>Recognize that objects that give off light often give off heat.</p> <p>Identify objects that give off both heat and light and explain why objects that give off light also give off heat.</p> <p>Identify everyday examples of objects rubbing against one another and producing heat and explain how heat is produced when one object rubs against another.</p>	<p><i>National Geographic Science,</i> Chapter 8, Lessons 1-10 (Physical Science) Explore on Your Own: The Energy of Water Florida Science Inquiry and Writing Book</p> <p>SC.3.P.10.1</p> <ul style="list-style-type: none"> • Batteries, Bulbs, and Wires <p>SC.3.P.10.2</p> <ul style="list-style-type: none"> • Iron Bar <p>SC.3.P.10.1/SC.3.P.10.2/SC.3.P.11.1</p> <ul style="list-style-type: none"> • Warming Water <p>Grade 3 Science Supplemental Resources</p>	
	Social Studies	<p>Analyze the United States Constitution.</p> <p>Identify the levels of government in the United States.</p> <p>Explain how and why the United States Constitution was created.</p> <p>Use technology resources to gather information from primary and secondary sources.</p>	<p>National Constitution Center</p> <p>Social Studies Supplemental Materials</p>	
Reading	Key Ideas & Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p><i>Reading Street possible text selections,</i> When Charlie McButton Lost Power (U1 W1 main) How A Kite Changed the World (U1 W1 paired)</p> <p><i>Reading Street Poetry Collection,</i> Money (3.1, pg. 196)</p>	

	Craft & Structure	Distinguish your own point of view from that of the narrator or those of the characters.		
	Integration of Knowledge & Ideas	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).		
Speaking & Listening		<p>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.</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	Use RI and RL text selections to include S&L tasks in lesson design	
Writing		<p>opinion</p> <p>Write to introduce the topic or text they are writing about.</p> <p>Write to state an opinion.</p> <p>Create an organizational structure that lists reasons.</p> <p>Write to provide reasons that support the opinion.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i> Writing an Opinion Piece (RLA3056, RLA3057, CWRLA3059, QZRLA3058) Introducing a Topic and Stating an Opinion (RLA3060, RLA3061, CWRLA3063, QZRLA3062) Organizing and Giving Reasons (RLA3064, RLA3065, CWRLA3067, QZRLA3066)</p>	
Language		<p>Conventions: adjectives and articles; comparative and superlative adjectives; adverbs</p> <p>Spelling: syllable pattern CV/VC; homophones; vowel patterns for <i>au</i>, <i>augh</i>, <i>ou</i>, <i>ough</i></p>	<p><i>Reading Street,</i> Unit 5 Weeks 1-3</p> <p>Florida Standards Phonics Handbook</p>	

	Handwriting: (D'Nealian) cursive letters: A and C; cursive letters: E and O; cursive letters H and K		
Annual Heritage and History Month Observance	<p>March: National Women's History Month</p> <p>Women's History Month started as Women's History Week in 1978. In 1987, Congress was petitioned to expand the week to an entire month. The month recognizes the important contributions made by women through programs in school, workplaces and communities.</p>	<p><i>Reading Street possible text selections,</i> America's Champion Swimmer (U4 W4 main) Women Athletes (U4 W4 paired)</p>	

Click [HERE](#) to go back to the Curriculum Overview (page 1)



Concept 4-1
Quarter 4

Academic Plan 2017-2018 **Literacy – Grade Three (Course #5010044, #5020040, #5021050)**

Suggested Pacing Range: 10 –
14 days

Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description:

Concept 4-1

Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.3.RI.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>LAFS.3.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>LAFS.3.RI.3.7 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>LAFS.3.RL.1.3 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>LAFS.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>LAFS.3.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>SC.3.P.10.1 Identify some basic forms of energy such as light, heat, sound, electrical, and mechanical.</p> <p>SC.3.P.10.3 Demonstrate that light travels in a straight line until it strikes an object or travels from one medium to another.</p> <p>SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.</p> <p>SC.3.P.11.1 Investigate, observe, and explain that things give off light often also give off heat.</p> <p>SS.3.A.1.1 Analyze primary and secondary sources. Remarks/Examples: Examples may include, but are not limited to artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</p> <p>SS.3.C.1.1 Explain the purpose and need for government. Remarks/Examples: Examples are safety, organization, services, protection of rights.</p> <p>SS.3.C.3.1 Identify the levels of government (local, state, federal).</p> <p>SS.3.C.3.2 Describe how government is organized at the local level. Remarks/Examples: Examples are executive branch – mayor; legislative branch – city commissioner; judicial branch – county and circuit courts.</p> <p>SS.3.C.3.3 Recognize that every state has a state constitution.</p>

LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.

LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

LAFS.3.W.2.4 Produce writing in which the development and organization are appropriate to task and purpose.

LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.

LAFS.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

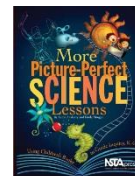
LAFS.3.L.2.3a Choose words and phrases for effect.

LAFS.3.L.2.4 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.

LAFS.3.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

Big Ideas			
Science		Social Studies	
Forms of Energy		Rules provide order.	
Essential Outcome Questions			
Science		Social Studies	
What is Light?		How are people governed?	
Aligned Learning Goals		Resources	Strategies for Differentiation
		Click HERE for Additional Resources	
Reading Foundation	Phonics/Word Analysis: vowel patterns <i>ei, eigh</i> ; suffixes <i>-y, -ish, -hood, -ment</i>	Florida Standards Phonics Handbook	

Reading Informational	Key Ideas & Details	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p><i>National Geographic Science,</i> Chapter 9, Lessons 1-10 (Physical Science) Explore on Your Own: Scope This Out</p>
	Craft & Structure	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See Language standards 4-6)	
	Integration of Knowledge & Ideas	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).	
Science		<p>Identify basic forms of energy.</p> <p>Explain the form of energy different objects might use.</p> <p>Identify that light can come from different sources, such as the Sun or an electric lamp.</p> <p>Recognize that light travels in a straight line.</p> <p>Demonstrate how light travels in a straight line until it strikes an object or travels from one medium to another.</p> <p>Identify a situation in which light is being reflected by an object.</p> <p>Identify a situation in which light is being refracted through an object.</p> <p>Identify a situation in which light is being absorbed by an object.</p> <p>Recognize that objects that give off light often give off heat.</p> <p>Identify objects that give off both heat and light.</p> <p>Explain why objects that give off light also give off heat.</p>	<p><i>National Geographic Science,</i> Chapter 9, Lessons 1-10 (Physical Science) Explore on Your Own: Scope This Out Florida Science Inquiry and Writing Book</p> <p>SC.3.P.10.4</p> <ul style="list-style-type: none"> • Can It Reflect? • Apple in the Dark <p><u>Grade 3 Science Supplemental Resources</u></p>



SC.3.P.10.3/SC.3.P.10.4

- [Mirror, Mirror](#)

Reading Literature	Social Studies	Explain the purpose and need for government. Explain the role of government at each level. Describe how the local level of government is organized.	<u>Social Studies Supplemental Materials</u>	
	Key Ideas & Details	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<u>My Shadow</u> Poem The Monster in the Maze (U6 W5 paired)	
	Craft & Structure	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		
	Integration of Knowledge & Ideas	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		
Speaking & Listening		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. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Use RI and RL text selections to include S&L tasks in lesson design	
Writing		opinion	Florida Standards Writing Guide <i>Compass,</i>	

	<p>Write using linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>Provide a concluding statement or section.</p> <p>Write opinion pieces that introduce a topic or text being written about, state an opinion, and create an organizational structure that lists reasons; provide reasons that support the opinion; use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons; and provide a concluding statement or section.</p>	<p>Linking Words and a Conclusion (RLA3068, RLA3069, CWRLA3071, QZRLA3070)</p>	
Language	<p>Conventions: comparative and superlative adverbs; conjunctions</p> <p>Spelling: vowel patterns <i>ei</i>, <i>eigh</i>; suffixes <i>-y</i>, <i>-ish</i>, <i>-hood</i>, <i>-ment</i></p> <p>Handwriting: (D’Nealian) cursive letters: N, M, U; cursive letters V, W, Y</p>	<p><i>Reading Street</i>, Unit 5 Weeks 4-5</p> <p>Florida Standards Phonics Handbook</p>	

Click [HERE](#) to go back to the Curriculum Overview (page 1)



Concept 4-2
Quarter 4

Academic Plan 2017-2018
Literacy – Grade Three (Course #5010044, #5020040, #5021050)

Suggested Pacing Range: 25 –
35 days
Teachers should adjust instructional
Suggested Pacing based on student
data.

Adopted Instructional Materials: *Pearson, Reading Street; National Geographic, Science*

Concept Description:

Concept 4-2

Standards	
Language Arts Florida Standards	Science and Social Studies Next Generation Sunshine State Standards
<p>LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>LAFS.3.RI.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.</p> <p>LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text.</p> <p>LAFS.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>LAFS.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>LAFS.3.RL.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>LAFS.3.RL.1.2 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>LAFS.3.RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>LAFS.3.RL.3.9 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).</p>	<p>SC.3.N.1.1 Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.</p> <p>SC.3.N.3.2 Recognize that scientists use models to help understand and explain how things work.</p> <p>SC.3.N.3.3 Recognize that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.</p> <p>SS.3.A.1.1 Analyze primary and secondary sources. Remarks/Examples: Examples may include, but are not limited to artifacts, photographs, paintings, maps, images, documents, audio and video recordings.</p> <p>SS.3.A.1.3 Define terms related to the social sciences. Remarks/Examples: Examples may include, but are not limited to, history, geography, civics, government, economics.</p> <p>SS.3.C.1.1 Explain the purpose and need for government. Remarks/Examples: Examples are safety, organization, services, protection of rights.</p> <p>SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. Remarks/Examples: Examples are food drives, book drives, community clean-up, voting.</p> <p>SS.3.C.3.1 Identify the levels of government (local, state, federal).</p> <p>SS.3.C.3.2 Describe how government is organized at the local level. Remarks/Examples: Examples are executive branch – mayor; legislative branch – city commissioner; judicial branch – county and circuit courts.</p>

LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

LAFS.3.SL.2.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable rate.

LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

LAFS.3.W.2.4 Produce writing in which the development and organization are appropriate to task and purpose.

LAFS.3.W.3.7 Conduct short research projects that build knowledge about a topic.

LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LAFS.3.L.2.3a Choose words and phrases for effect.

LAFS.3.L.2.4 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.

LAFS.3.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

Big Ideas		
Science	Social Studies	
Elementary Science Expo	Rules provide order.	
Essential Outcome Questions		
Science		
How are people governed locally? How do people affect communities?		
Aligned Learning Goals	Resources	Strategies for Differentiation
	Click HERE for Additional Resources	

Reading Foundational	Phonics/Word Analysis: vowel sounds in moon and foot; schwa; final syllables; prefixes, suffixes, and endings; related words	Florida Standards Phonics Handbook	
Reading Informational	Key Ideas & Details Determine the main idea of a text; recount the key details and explain how they support the main idea. 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.		
	Craft & Structure Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Distinguish their own point of view from that of the author of a text.		
	Integration of Knowledge & Ideas Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Compare and contrast the most important points and key details presented in two texts on the same topic.		
Social Studies	Identify and describe the branches of local government. Identify services provided by the government for the people. Explain how citizens often work with their government to solve problems.	Social Studies Supplemental Materials	
Reading Key Ideas & Details	Ask and answer questions to demonstrate understanding of a text, <i>referring explicitly to the text</i> as the basis for the answers.	Stories from Around the World	

		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.		
	Craft & Structure	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>Distinguish your own point of view from that of the narrator or those of the characters.</p>		
	Integration of Knowledge & Ideas	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).		
Speaking & Listening		<p>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.</p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Use RI and RL text selections to include S&L tasks in lesson design</p>	

Writing	<p>narrative</p> <p>Write to establish a situation.</p> <p>Write to introduce a narrator and/or characters.</p> <p>Write using descriptions to develop experiences and events or show the response of characters to situations.</p> <p>Write using dialogue to develop experiences and events or show the response of characters to situations.</p> <p>Write narratives that establish a situation and introduce a narrator and/or characters; organize an event sequenced so that it unfolds naturally; use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; use temporal words and phrases to signal event order; and provide a sense of closure.</p>	<p>Florida Standards Writing Guide</p> <p><i>Compass,</i> Writing a Narrative Piece (RLA3088, RLA3089, CWRLA3091, QZRLA3090) Beginning a Narrative and Organizing Events (RLA3092, RLA3093, CWRLA3095, QZRLA3094) Using Dialogue and Descriptive Details (RLA3096, RLA3097, CWRLA3099, QZRLA3098) Ordering Story Events and Ending a Narrative (RLA3100, RLA3101, CWRLA3103, QZRLA3102)</p>	
Language	<p>Conventions: capital letters; abbreviations; combining sentences; commas; quotations and parentheses Spelling: vowel sounds in moon and foot; schwa; final syllables; prefixes, suffixes, and endings; related words</p> <p>Handwriting: (D’Nealian) cursive letters: T and F; cursive letters: B, P, R; cursive letters G, S, I; cursive letters D, Q, Z; cursive letters J, X, L</p>	<p><i>Reading Street,</i> Unit 6 Weeks 1-5</p> <p>Florida Standards Phonics Handbook</p>	
Annual Heritage and History Month Observance	<p>May: Asian/Pacific American Heritage & Older Americans Month</p> <p>Asian/Pacific American Heritage observation originally began as Asian/Pacific Heritage week on July 10, 1978. In 1992, President Bush signed legislation designated May as Asian/Pacific American Heritage Month. The term Asian/Pacific American includes many ethnic groups with diverse cultures. The month celebrates the collective achievements of the many different communities.</p> <p>Older Americans Month was established by presidential proclamation to honor the contributions of older Americans to society. Begun in 1962, Older Americans Month is a time to celebrate and reflect on the unique contributions of older Americans in our society.</p>		

Click [HERE](#) to go back to the Curriculum Overview (page 1)