### 3rd Grade Literacy and Content Year at A Glance

#### Assessed on the Common Assessment

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
<th>Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce Narrative Writing: Personal Narratives</td>
<td>Introduce Informational Writing: Informational Chapter Books, continue other genres</td>
<td>Introduce Opinion Writing: Persuasive Speeches, continue other genres</td>
<td>Introduce Fictional Narrative, continue other genres</td>
</tr>
<tr>
<td>Social Studies Content: Citizens in a Local and Global Community</td>
<td>Science Content: Organism Traits</td>
<td>Social Studies Content: Important People and their Influence</td>
<td>Science Content: Advantages in Survival</td>
</tr>
</tbody>
</table>

#### Standards/strategies/skills that are highlighted in yellow are assessed on the Common Assessment for that quarter. All other expectations should be formatively and/or summatively assessed using tools created by the teacher or grade level teams.

#### Unit 0:
Set up a Reader’s and Writer’s Workshop
- Develop reading stamina and goal setting

#### Unit 1 Content:
This is a literature based unit. Pick books with characters that change from the beginning to the end.
- RL3.2 Use comprehension strategies to retell and summarize text
- RL.3.1 Visualizing
- RL.3.1 Predicting
- RL.3.3 Talk about characters and their actions when predicting/visualizing
- SL.3.1 Use partners to discuss books and reflect on goals
- RL.3.4 Use context clues and other strategies to determine unknown, multisyllabic words, figurative language, or content area words.

#### Unit 2 Content:
This is a science based informational text unit. The books you use should have text features to navigate.
- RL.3.6 Read longer stretches looking for author’s message
- RL.3.2 Determine importance to find main idea and supporting details, via a boxes and bullets structure
- RL.3.3 Use text structure to organize their ideas about text
- RL.3.5 Use text features to add new meaning to the text
- RL.3.4 Use content specific vocabulary while researching
- RI3.8 Describe the connection between particular sentences and paragraphs in a text (describing how they’re related by the text structure the author used)

#### Unit 3 Content:
This unit is predominantly a CHARACTER unit. These texts should be chapter books.
- RL3.2, RL.3.3 Use a story map to trace a character’s development
- RL.3.2 Notice the conflict at the climax, and lessons learned
- RL3.3, RL.3.4 Develop trait vocabulary
- RL.3.3 Study characters by noticing patterns in behavior and making predictions
- RL.3.3 Notice the impact of secondary characters
- RL.3.4 Determine meanings of words and phrases in text
- RL.3.5 Refer to parts of stories and describe how each successive part builds on other sections
- RL.3.9 Compare characters across similar books
- RL.3.9 Compare and contrast themes, settings, and plots from different books

#### Unit 4 Content:
This is a nonfiction research club unit.
- Orienting to a text (previewing)
- Use prior knowledge of a topic, and link it to new information
- RI.3.4 Use expert vocabulary
- Read nonfiction texts with fluency
- RI.3.2 Find main ideas and supporting details
- RI.3.1 Higher level questioning
- RI.3.5 Determine text structure
- Note Taking strategies for organization and structure
- RI.3.7 Use illustrations to aid in comprehension of the text
- RI.3.9 Compare and contrast two topics across texts

#### Unit 4B Content:
This is a fictional book club unit that focuses on the mystery genre. If you remove the mystery focus, use fictional chapter books (like Ready Freddie, Magic Tree, etc.)
- Genre study of mystery books
- RL.3.1 Ask and answer questions while reading (using text to support predictions)
- RL.3.2 Recount/summarize and determine the central message and moral
- RL.3.3 Analyzes characters
- RL.3.5 Analyzes plot by making connections between events in a text
- SL.3.1 Partner conversations