## 2013-2014

## Third Grade Scope and Sequence



Deer Valley Unified School District

Third Grade Scope and Sequence |2013-2014

| Date | Stories | Comprehension Skill | Comprehension Strategy | Vocabulary Word Study | Spelling | Speaking \& Listening | Grammar Conventions | Trait of the Week | Writing Focus | Interdisciplinary Connection |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Other Suggested Assessments: Pearson Benchmark Assessment, DRA, BRI |  |  |  |  |  |  |  |  |  |  |
| Unit 1: Which skills help us make out way in the world? |  |  |  |  |  |  |  |  |  |  |
| Start <br> 8/19 <br> Unit 1 <br> Story 1 | When Charlie McButton Last Power How a Kite Changed the World Dining in the Dark | Character, Setting, and Theme | Background Knowledge Knowledge | Context Clues Homonyms | Short Vowels; Syllables VC/CV | Media Literacy: News Report | Sentences | Word Choice |  | Science: <br> Batteries, Power, Light |
| Unit 1 Story 2 | What About Me? <br> How the Desert <br> Tortoise Got its Shell <br> I'll Trade You | Sequence of Events | Summarize | Word Structure Compound Words | Plurals $-s$, -es, -ies | Description | Subjects and Predicates | Conventions |  | Social Studies: <br> Economics, Bartering |
| Unit 1 Story 3 | Kumak's Fish <br> How to Catch a Fish <br> A Hunting Lesson | Sequence of Events | Visualize | DictionaryGlossary <br> Unknown Words | Adding -ed, -ing, -er, -est | Narrate a Story | Statements and Questions | Organization |  | Social Studies: <br> Alaska, Arctic |
| Unit 1 Story 4 | Supermarket <br> Money from Long Ago <br> Mackinac Island | Compare and Contrast | Background Knoweldge | Context <br> Clues/Multipl <br> e- <br> Meaning <br> Words | Long Vowel Digraphs | Panel Discussion | Commands and Exclamations | Voice |  | Social Studies: <br> Economic, Money |
| Unit 1 Story 5 | My Rows and Piles of Coins <br> Learning About Money <br> More Than Cash Dispensers | Author's Purpose | Story Structure | Word <br> Structure/ <br> Prefixes and <br> Suffixes | Vowel Sounds in out and toy | Book Report | Compound Sentences | Sentences |  | Social Studies: <br> Geography, Commerce, Cultures |
| End 9/27 <br> Unit 1 | Optional Unit Review/Assessment |  |  |  |  |  |  |  |  |  |

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|  | Unit 2: What are smart ways that problems are solved? |  |  |  |  |  |  |  |  |  |
| Unit 2 <br> Story 1 <br> Begin <br> 9/30 | Penguin Chick <br> Plants: Fitting into <br> Their World <br> The Nose Knows | Main Idea and Details | Monitor and Clarify | Context <br> Clues <br> Synonyms | Syllable <br> Patterns <br> v/CV, vc/v | Speech | Common and Proper Nouns | Word Choice |  | Science: Living <br> Things, Habitats, <br> Animal <br> Adaptations |
| Unit 2 Story 2 | I Wanna Iguana <br> The Big Soccer Game <br> Don’t Give Up | Compare and Contrast | Visualize | Context <br> Clues <br> Unfamiliar <br> Words | Words Ending in -le | Persuasive Speech | Singular and Plural Nouns | Word Choice |  | Social Studies: <br> Solving Problems, Migrant Workers |
| End of First Quarter10/11/13 |  |  |  |  |  |  |  |  |  |  |
| Unit 2 <br> Story 3 | Prudy's Problem and How She Solved It Meeting the Challenge of Collecting Getting Organized | Draw Conclusions | Questioning | Word Structure/ Compound Words | Compound <br> Words | Presentation | Irregular Plural Nouns | Focus/Ideas | $\stackrel{0}{0}$ | Social Studies: <br> Costs/Benefits of Personal Choices, Civic Choices, Helping Others |
| Unit 2 Story 4 | Tops and Bottoms <br> The Hare and the Torroise The Election | Author's Purpose | Predict and Set Purpose | Context <br> Clues <br> Antonyms | spl, thr, squ, str, scr | Media Literacy: Interview | Singular <br> Possessive <br> Nouns | Conventions |  | Social Studies: <br> Cost/Benefits of Personal Choices, Helping Others |
| Unit 2 <br> Story 5 | Amazing Bird Nests <br> Extra! Extra! Fairy-Tale <br> News from the Hidden <br> Forest <br> I Spy | Main Idea and Details | Text Structure | Context Clues <br> Unfamiliar Words | Digraphs sh, th, ph, ch, tch, ng | Description | Plural <br> Possessive <br> Nouns | Organization Paragraphs | $\begin{aligned} & \text { 㐫 エ } \\ & \stackrel{y y}{*} \\ & \vdots \\ & \vdots \end{aligned}$ | Science: Eagle, Animal Instincts |
| Unit 2 $11 / 15$ | Optional Unit Review/Assessment |  |  |  |  |  |  |  |  |  |

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|  | Unit 4: What makes an adventure? |  |  |  |  |  |  |  |  |  |
| Unit 4 <br> Story 1 <br> Begin <br> $1 / 20$ | The Case of the Gasping Garbage Call it Mr. Talberg's <br> Don't Believe | Compare/ Contrast | Visualize | Synonyms \& Antonyms/ Context Clues | Contractions | Advertiseme nt | Singular and Plural Pronouns | Word Choice |  | Social Studies: <br> Consequence of Actions, Respect for Others, Good Citizenship, Equality and Fairness |
| Unit 4 Story 2 | Encantado <br> Mysterious <br> Animals <br> Becoming and <br> Animal Expert | Compare/ Contrast | Summarize | Multiple- <br> Meaning <br> Words/Cont ext <br> Clues | Final Syllable Patterns | Media <br> Literacy: TV Commercial | Kinds of Pronouns | Word Choice |  | Science: Weather, Order by particular property, Landforms |
| Unit 4 Story 3 | Navajo Code <br> Talkers <br> Your Own Secret <br> Language <br> Recognizing the <br> Navajo Code <br> Talkers | Sequence | Important Ideas | Unfamiliar <br> Words/Dicti onaryGlossary | Consonant <br> Digraph /sh/ | Interview | Pronouns and Antecedents | Organization |  | Science: Earth <br> Minerals Careers in Science, Observing Patterns |
| Unit 4 <br> Story 4 | Seeker if Knowledge | Graphic <br> Sources | Predict and Set Purpose |  <br> Latin Roots/ <br> Word <br> Structure | Consonants /j/, /ks/, /kw/ | Retelling | Possessive Pronouns | Focus/Ideas | $\begin{aligned} & \text { 는 } \\ & \stackrel{y}{0} \\ & \stackrel{N}{3} \\ & \frac{0}{3} \end{aligned}$ | Social Studies: <br> Geography, Individual Initiating Change |
| Unit 4 Story 5 | Encyclopedia <br> Brown <br> Young Detectives <br> Top Secret | Literary <br> Elements <br> (Character, <br> Plot) | Monitor and Clarify |  <br> Antonyms/ <br> Context <br> Clues | Prefixes un-, dis-, in- | Media <br> Literacy: <br> Newscast | Contractions and Negatives | Word Choice |  | Science: Inherited Characteristics, Instincts |
| Unit 4 <br> Review $2 / 28$ |  |  |  |  | Optional Unit Revir | view/Assessme |  |  |  |  |

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| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 5: What makes an adventure? |  |  |  |  |  |  |  |  |  |  |
| Unit 5 <br> Story 1 <br> $3 / 3$ | Smokejumpers | Author's <br> Purpose | Important Ideas | Homographs DictionaryGlossary | Multisyllabic Words | Dramatization | Adjectives and Articles | Sentences | Social Studies: Cultures, Clothing, Festivals |  |
|  | Camp With Care |  |  |  |  |  |  |  |  |  |
|  | Are You Prepared |  |  |  |  |  |  |  |  |  |
| End of Third Quarter 3/7/13 |  |  |  |  |  |  |  |  |  |  |
| Unit 5 Story 2 | Lost City | Compare/ Contrast | Visualize |  <br> Latin Roots <br> Word <br> Structure | Words with Double Consonants | Media <br> Literacy: <br> Radio <br> Announcement | Adverbs | Sentences |  | Social Studies: <br> Cultures, Family Life |
|  | Riding the Rails |  |  |  |  |  |  |  |  |  |
|  | An Amazing Discovery |  |  |  |  |  |  |  |  |  |
| Unit 5 Story 3 | Cliff Hanger | Literary Elements (Character, Plot, Theme) | Story Structure | Unfamiliar Words/ Context Clues | Greek Word Parts | How-To Demonstration | Comparative and Superlative Adjectives and Adverbs | Word Choice |  | Social Studies: <br> Cultures, Family Life, Location Skills |
|  | Rock Climbing |  |  |  |  |  |  |  |  |  |
|  | Grandma's Hero |  |  |  |  |  |  |  |  |  |
| Unit 5 Story 4 | Antarctic Journal | Main Idea/ Supporting Details | Text Structure |  <br> Latin <br> Prefixes <br> Word <br> Structure | Latin Roots | Panel Discussion | Time-Order Words | Focus/Ideas |  | Social Studies: <br> Cultures, Food |
|  | Swimming Towards Ice |  |  |  |  |  |  |  |  |  |
|  | A Man of Persistence |  |  |  |  |  |  |  |  |  |
| Unit 5 Story 5 | Moonwalk | Draw Conclusions | Monitor \& Clarify | Synonyms <br> Context <br> Clues | Related Words | Media <br> Literacy: Talk Show | Prepositions Prepositional Phrases | Sentences |  | Social Studies: <br> Communities, Cultures: Housing and Entertainment |
|  | A Walk on the Moon |  |  |  |  |  |  |  |  |  |
|  | Lunar Vehicles |  |  |  |  |  |  |  |  |  |
| Unit 5 <br> Review <br> 5/2 | Optional Unit Review/Assessment |  |  |  |  |  |  |  |  |  |

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| *Unit 6: What does it take to achieve our goals and dreams? |  |  |  |  |  |  |  |  |  |  |
| Unit 6 <br> Story 1 | The Story of the Statue of Liberty | Fact and Opinion | Questioning | Word Structure Prefixes | Vowels in tooth, cook | Announcement | Capital letters | Focus /Ideas |  | Social Studies: <br> History, Cultures: |
| $\begin{aligned} & \text { Begin } \\ & 5 / 5 \end{aligned}$ | A Nation of Immigrants |  |  |  |  |  |  |  |  | Symbols, Government |
|  | America's National Bird |  |  |  |  |  |  |  |  | History |
| Unit 6 Story 2 | Happy Birthday <br> Mr. Kang <br> Once Upon a <br> Constitution <br> Freedom for All | Cause and Effect | Inferring | Context Clues <br> Antonyms | Schwa | Express an Opinion | Abbreviations | Organization |  | Social Studies: <br> History, Cultures: Symbols, Government History |
| Unit 6 Story 3 | Talking Walls: Art for the People <br> The History of Palindromes <br> A Performance in a Flash | Graphic <br> Sources | Important Ideas | Dictionary/ <br> Glossary <br> Unfamiliar <br> Words | Final Syllables | Media <br> Literacy: <br> Talk Show | Combining Sentences | Word Choice |  | Social Studies: <br> Freedom of <br> Expression, <br> Immigration, <br> Murals as a <br> Record of History |
| Unit 6 Story 4 | Two Bad Ants <br> Hiking Safety Tips <br> Lin's Lesson | Plot and Theme | Story <br> Structure | Word <br> Structure <br> Prefixes and <br> Suffixes | Prefixes, <br> Suffixes, and Endings | Description | Commas | Conventions |  | Science: Life Cycles, <br> Environments |
| Unit 6 Story 5 | Atlantis <br> The Monster in the Maze <br> A Community Spring Break | Generalize | Inferring | Context Clues Homographs | Related <br> Words | Song | Quotations and Parentheses | Word Choice |  | Social Studies: Manufacturing, Cultures: Crafts, Changes |
| Other Suggested Assessments: DRA, BRI, Phonics Screener, Pearson Benchmark Assessment |  |  |  |  |  |  |  |  |  |  |
| $\begin{aligned} & \hline \text { End } \\ & 5 / 16 \end{aligned}$ | Optional Unit Review/Assessment |  |  |  |  |  |  |  |  |  |

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${ }^{* *}$ Each week of instruction using Reading Street not exceed a maximum of eight days.
*Unit 6 is shortened. This time allows teachers the flexibility to select the stories and skills based on classroom/students' needs.

| Teacher | School | Grade | Teacher | School | Grade |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Maryellen Barber | Diamond Canyon | $2^{\text {nd }}$ Grade | Anna Kramer | Diamond Canyon | $3{ }^{\text {rd }}$ Grade |
| Allison Chavez | Paseo Hills | $5^{\text {th }}$ Grade | Lynn Hoernig | Sunset Ridge | $4{ }^{\text {th }}$ Grade |
| Karen Ciba | Terramar | $3{ }^{\text {rd }}$ Grade | Jeff Lyon | Sierra Verde | $4^{\text {th }}$ Grade |
| Mary Jo Colann | Copper Creek | $4^{\text {th }}$ Grade | Gayle Melvin | Diamond Canyon | Kindergarten |
| Tracy Conn | Mirage | $1{ }^{\text {st }}$ Grade | Shelly Miller | Stetson Hills | $2^{\text {nd }}$ Grade |
| Tina Craig | Constitution | $3^{\text {rd }}$ Grade | Dena Mills | Park Meadows | $1^{\text {st }}$ Grade |
| Deb Crim | Gavilan Peak | $5^{\text {th }}$ Grade | Deanna Rainer | Copper Creek | $2^{\text {nd }}$ Grade |
| Holly Flory | Academic Facilitator | $4^{\text {th }}$ Grade | Mishelle Scragg | Academic Facilitator | $3{ }^{\text {rd }}$ Grade |
| Kelly Gedney | Terramar | $2^{\text {nd }}$ Grade | Veronica Teran | Mt. Shadows | Kindergarten |
| Shelby Gibson | Park Meadows | Kindergarten | Roxanne Thompson | Highland Lakes | $5^{\text {th }}$ Grade |
| Lana Haddy | Academic Facilitator | $5^{\text {th }}$ Grade | Jodi Todd | Mt. Shadows | $1{ }^{\text {st }}$ Grade |
| Lisa Hainline | Park Meadows | $2^{\text {nd }}$ Grade | Ashley Vickers | Highland Lakes | $5^{\text {th }}$ Grade |
| Jennifer Hatfield | Constitution | Kindergarten | Mindi Wagner | Diamond Canyon | $3^{\text {rd }}$ Grade |
| Lori Johnson | Constitution | $1{ }^{\text {st }}$ Grade | Christy Woehler | Diamond Canyon | $1^{\text {st }}$ Grade |
|  |  |  | Jennifer Oesterle | District Office |  |

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