



# HITCH THIRD GRADE SYLLABUS

Ms. Bremner & Mrs. Paso

2019-2020



## Third Grade Curriculum :)

| Content Area(s)   | Program(s)  |
|---|---|
| Reading and Writing   | - Lucy Calkins<br>- Scholastic StoryWorks Jr. Magazine (supplemental) |
| Word Work (Spelling), Phonics, and Vocabulary                                 | - Words Their Way (individualized program)                            |
| Math  | - Math in Focus   |
| Science and Social Studies<br>*Social Studies - Q1 & Q2<br>*Science - Q3 & Q4 | - Amplify Science Program<br>- Scholastic StoryWorks Jr. Magazine     |
| Health/Social Emotional Learning  | - Second Step<br>- Calm Classroom                                     |

## FIRST QUARTER

### ELA (English Language Arts)

|                                      | Comprehension Strategies & Skills  | Writing  |
|--------------------------------------|--|--|
| <b>Units of Study</b>                | Unit 1 - Creating a Reading Life & Mysteries in Disguise   | Unit 1 - Crafting True Stories (narratives)  |
| <b>Focus Skills &amp; Strategies</b> | building reading stamina, choosing good fit books, developing inquiry, context clues   | establish setting, characters, and plot; descriptive language; chronological order; organization and purpose; edit, revise, and use technology |
| <b>Classroom Assessments</b>         | comprehension exit tickets, book report, in class reading logs   | evaluation of the writing process, formal informational piece  |
| <b>CC Standards</b>                  | <u>Focus Standards:</u><br>RL.3.1-3<br><br><u>Supporting Standards:</u><br>RL.3.4, 6, 7<br>W.3.3-7<br>L.3.1a, 1f, 2a, 2e-g, 4, 5a, 5c, 6 | W.3.1, W.3.4-7   |

**Math**

**Social Studies**

|                                      |  |   |
|--------------------------------------|--|---|
| <b>Units of Study</b>                | Chapters 1-6   | Chicago & Places in the World   |
| <b>Focus Skills &amp; Strategies</b> | Chapter 1 - Place Value and Number Sense<br>Chapter 2 - Mental Math<br>Chapter 3 - Addition<br>Chapter 4 - Subtraction<br>Chapter 6 - Multiplication Tables of 6's,7's,8's,9's | reading, analyzing, and collaboratively discussing informational text |
| <b>Classroom Assessments</b>         | fluency checks, exit tickets, mid-module assessment tasks, end-of-module assessment tasks, MARS tasks  | Weekly in class activities and comprehension assessments              |
| <b>Standards</b>                     | <u>CC Content Standards:</u><br>3.OA.9, 2.NBT.3., 3.NBT.1., 3.NBT.2., 3.OA.8<br><br><u>Standards for Mathematical Practice:</u><br>MP.1-4, MP.6, MP.7                          | W.3.2, RI.3.1, RI.3.3, SL.3.2, SL.3.3                                 |

\*CC: Common Core, NGSS: Next Generation Science Standards

## SECOND QUARTER

### ELA (English Language Arts)

|                                      | <b>Comprehension Strategies &amp; Skills</b>  | <b>Writing</b>   |
|--------------------------------------|---|--|
| <b>Units of Study</b>                | Unit 2 - Reading to Learn   | Unit 2 - The Art of Informational Writing  |
| <b>Focus Skills &amp; Strategies</b> | main idea and details, sequence, cause & effect, text features, author's purpose, point of view   | introduce and develop topic with facts and details, organization and purpose; edit, revise, and use technology |
| <b>Classroom Assessments</b>         | comprehension exit tickets, book report, in class reading logs, text features project   | evaluation of the writing process, formal informational piece  |
| <b>CC Standards</b>                  | <u>Focus Standards:</u><br>RI.3.1-3<br>RI.3.4-6<br><br><u>Supporting Standards:</u><br>RI.3.4-9<br>W.3.2, 4-7<br>L.3.1a, 1c-i, 2e-g, 4-6<br>RI.3.1-3, 6, 7, 9 | W.3.3-7  |

|                                      | <b>Math</b>  | <b>Social Studies</b>   |
|--------------------------------------|--|---|
| <b>Units of Study</b>                | Chapters 6-8   | Chicago & Places in the World   |
| <b>Focus Skills &amp; Strategies</b> | Chapter 6 - Multiplication Tables of 6's,7's,8's,9's<br>Chapter 7 - Multiplication<br>Chapter 8 - Division | reading, analyzing, and collaboratively discussing informational text |

|                              |   |  |
|------------------------------|---|--|
| <b>Classroom Assessments</b> | fluency checks, exit tickets, mid-module assessment tasks, end-of-module assessment tasks, MARS tasks, array project                                | Weekly in class activities and comprehension assessments |
| <b>Standards</b>             | <u>CC Content Standards:</u><br>3.OA.1., 3.OA.4., 3.OA.7., 3.MD.7.c., 3.OA.7., 3.OA.2.<br><br><u>Standards for Mathematical Practice:</u><br>MP.1-8 | W.3.2, RI.3.1, RI.3.3, SL.3.2, SL.3.3                    |

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## THIRD QUARTER

| <b>ELA (English Language Arts)</b>   |   |   |
|--------------------------------------|---|---|
|                                      | <b>Comprehension Strategies &amp; Skills</b>  | <b>Writing</b>  |
| <b>Units of Study</b>                | Unit 3- Character Studies   | Unit 3 - Changing the World   |
| <b>Focus Skills &amp; Strategies</b> | setting, character traits, central message, plot/sequence, cause & effect, plot and foreshadowing, genre study  | state a claim, create structure that lists supportive reasons, organization and purpose; edit, revise, and use technology |
| <b>Classroom Assessments</b>         | comprehension exit tickets, book report, in class reading logs, literature circle participation   | evaluation of the writing process, formal opinion writing piece   |
| <b>CC Standards</b>                  | <u>Focus Standards:</u><br>RL.3.7, 9<br>RI.3.7-9<br><br><u>Supporting Standards:</u><br>RL.3.1, 3, 4, 6<br>RI.3.1-6<br>W.3.1, 4-7<br>L.3. 1h, 1i, 2b-g, 4-6 | W.3.1, W.3.4-7  |

|                                      | <b>Math</b>  | <b>Science</b>  |
|--------------------------------------|--|---|
| <b>Units of Study</b>                | Chapters 10-16   | Balancing Forces & Inheritance and Traits   |
| <b>Focus Skills &amp; Strategies</b> | Chapter 10 - Money<br>Chapter 11 and 12 - Measurement<br>Chapter 14 - Fractions<br>Chapter 16 - Time and Temperature     | Using physical models to test hypotheses and strategically developing investigation questions before gathering data |
| <b>Classroom Assessments</b>         | fluency checks, exit tickets, mid-module assessment tasks, end-of-module assessment tasks, MARS tasks, fractions project | weekly individual and group activities, experiments, and science reports  |
| <b>Standards</b>                     | <u>CC Content Standards:</u><br>3.NBT.2., 3.MD.2., 3.OA.3., 3.OA.4, 3.OA.5,  | <u>NGSS:</u><br>3-PS-1, 3-PS-2, 3-PS-3, 3-PS-4  |

3.OA.6, 3.MD.3., 3.MD.4., 3.NF.1., 3.G.2.,  
3.NF.3.d.

Standards for Mathematical Practice:  
MP.2, MP.3, MP.6, MP.7

3-LS3-1, 3LS3-2, 3-LS3-3, 3-LS3-4, 3-LS4-1, 3-LS4-2, 3-LS4-3,  
3-LS4-4

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## FOURTH QUARTER

### ELA (English Language Arts)

|                                      | <b>Reading Comprehension Strategies &amp; Skills</b>                   | <b>Writing</b>   |
|--------------------------------------|--|--|
| <b>Units of Study</b>                | Unit 4- Research Clubs   | Unit 4 - Once Upon a Time  |
| <b>Focus Skills &amp; Strategies</b> | topic and subtopics, synthesis of multiple texts, compare and contrast | establish setting, characters, and plot; descriptive language; chronological order; organization and purpose; edit, revise, and use technology |
| <b>Classroom Assessments</b>         | comprehension exit tickets, book report, in class reading logs         | evaluation of the writing process, formal fairy tale writing piece   |
| <b>CC Standards</b>                  | <u>Focus Standards:</u><br>RL.3.4-6                                    | W.3.1, W.3.4-7   |

|                                      | <b>Math</b>  | <b>Science</b>   |
|--------------------------------------|--|--|
| <b>Units of Study</b>                | Chapters 16-19   | Environments and Survival & Weather and Climate                          |
| <b>Focus Skills &amp; Strategies</b> | Chapter 16 - Time and Temperature<br>Chapter 17 - Angles and Lines<br>Chapter 18 - 2-Dimensional Shapes<br>Chapter 19 - Area and Perimeter                       | Argumentation and engineering design                                     |
| <b>Classroom Assessments</b>         | fluency check, exit tickets, mid-module assessment tasks, end-of-module assessment tasks, MARS tasks, area project   | weekly individual and group activities, experiments, and science reports |
| <b>Standards</b>                     | <u>CC Content Standards:</u><br>3.G.1., 3.MD.7., 3.MD.5., 3.MD.6, 3.NBT.2.<br><br><u>Standards for Mathematical Practice:</u> MP.1, MP.3, MP.5, MP.6, MP.2, MP.7 | <u>NGSS:</u><br>3-ESS2-1, 3-ESS2-2, 3-ESS3-1                             |

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\*Please note that no outline is listed for the Words their Way spelling program. This is due to the individualized nature of the curriculum. Students will begin the year by taking a pre-assessment to analyze their current spelling knowledge. From this point, students will begin their work at that particular level. Each student's trajectory will vary, therefore no outline can be listed.