

# LOGAN COUNTY SCHOOLS

## ELA Scope and Sequence

### Third Grade

Janet Jones  
 Jona Kelly  
 Tiffany Sargent  
 Velma Starr  
 Jennifer Vance

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<b>Unit 1</b> 4 Weeks  Building a Reading Life	ELA.3.R.C1.1 ELA.3.R.C1.3 ELA.3.R.C2.3 ELA.3.R.C3.1 ELA.3.R.C3.2 ELA.3.SL.C13.1	<ul style="list-style-type: none"> <li>•Ask and answer questions referring to experience to text</li> <li>•Describe characters</li> <li>•Distinguish point of view</li> <li>•Explain specific aspects</li> <li>•Compare and Contrast the</li> </ul>	<b>Close Reading</b> ELA.3.R.C1.2: Characters and point of view ELA.3.R.C4.1 ELA.3.R.C8.1 ELA.3.W.C9.1 ELA.3.W.C10.1 ELA.3.W.C12.1 ELA.3.SL.C14.3 ELA.3.L.C15.2 ELA.3.L.C16.1 ELA.3.L.C17.1	1. Participate in collaborative discussions 2. Answer text dependent questions 3. Describe and explain characters 4. Distinguish point of vies 5. Explain illustrations 6. Compare and contrast characters in stories by same author 7. Write opinions pieces referring to texts for a variety of purposes

**Assessment:**

Mid-Unit: \_\_\_\_\_

End-of-Unit: \_\_\_\_\_

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<b>Unit 2</b> 4 Weeks  Narrative Characters Predicting Synthesize Infer	ELA.3.R.C1.1 ELA.3.R.C1.3 ELA.3.R.C2.2 ELA.3.R.C3.2 ELA.3.W.C9.1 ELA.3.W.C12.1 ELA.3.SL.C13.2	<ul style="list-style-type: none"> <li>•Answer text dependent questions</li> <li>•Describe characters</li> <li>•Compare and contrast</li> <li>•Write opinion pieces</li> <li>•Write routinely over extended time frames</li> <li>•Determine main ides of read aloud</li> <li>•Refer to parts of stories chapter/scene.</li> </ul>	ELA.3.R.C2.3: Point of view of characters ELA.3.R.C2.6: Point of view from author ELA.3.R.C3.1      ELA.3.R.C4.1 ELA.3.R.C7.1      ELA.3.R.C8.1 ELA.3.W.C10.1 ELA.3.SL.C13.1      ELA.3.SL.C14.3 ELA.3.L.C10.2      ELA.3.L.C15.2 ELA.3.L.C16.1      ELA.3.L.C17.1 ELA.3.L.C17.3	1. Participate in collaborative discussions 2. Ask and answer text dependent questions 3. Describe Character traits 4. Compare/Contrast characters 5. Refer to parts of stories as chapters and scenes 6. Write opinion pieces referring to text 7. determine main ideas and supporting details 8. write routinely for reflection and revision 9. Write narrative and participate in the writing process

**Assessment:**

Mid-Unit: \_\_\_\_\_

End-of-Unit: \_\_\_\_\_

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<b>Unit 3</b> 5 Weeks  Nonfiction-Expository Text	ELA.3.R.C1.4 ELA.3.R.C1.5 ELA.3.R.C1.6 ELA.3.R.C2.4 ELA.3.R.C3.3 ELA.E.R.C3.4 ELA.3.R.C3.5 ELA.3.W.C9.1 ELA.3.W.C11.2	•	ELA.3.R.C2.6    ELA.3.R.C4.2 ELA.3.R.C4.2    ELA.3.R.C7.1 ELA.3.R.C8.1 ELA.3.W.C10.1    ELA.3.W.C12.1 ELA.3.SL.C13.1    ELA.3.SL.C13.2 ELA.3.SL.C14.1    ELA.3.SL.C14.3 ELA.3.SL.C15.2    ELA.3.SL.C16.1 ELA.3.SL.C17.1    ELA.3.SL.C17.2 ELA.3.SL.C17.3	1 Read and comprehend informational text using text features. 2 Determine main idea and key details of informational text 3 Ask and answer test dependent questions 4 Distinguish point of view from author of an expository text 5 Compare and contrast two informational texts on the same topic 6 Use linking words and phrases to connect opinion and reasons

**Assessment:**

Mid-Unit: \_\_\_\_\_  
 End-of-Unit: \_\_\_\_\_

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<b>Unit 4</b>  Poetry and Plays		•		

**Assessment:**

Mid-Unit: \_\_\_\_\_  
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<p><b>Unit 5</b>                      4 Weeks</p> <p>Informational                      Text                      Writing                      Research                      Projects</p>		<ul style="list-style-type: none"> <li></li> </ul>		

**Assessment:**

Mid-Unit: \_\_\_\_\_

End-of-Unit: \_\_\_\_\_

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<p><b>Unit 6</b>                      2 Weeks</p> <p>(Mystery                      Book                      Clubs)                      Narrative                      with focus                      on                      Inferring</p>		<ul style="list-style-type: none"> <li></li> </ul>		

**Assessment:**

Mid-Unit: \_\_\_\_\_

End-of-Unit: \_\_\_\_\_

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<p><b>Unit 7</b>                      2 Weeks</p> <p>Biography                      Narrative                      Nonfiction                      and                      Expository                      Nonfiction</p>		<ul style="list-style-type: none"> <li></li> </ul>		

**Assessment:**

Mid-Unit: \_\_\_\_\_

End-of-Unit: \_\_\_\_\_

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<p><b>Unit 8</b></p> <p>Fairytales,                      Folktales,                      Myths                      from                      diverse                      cultures                      Narrative</p>		<ul style="list-style-type: none"> <li></li> </ul>		

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<b>Unit 9</b>  Closed reading text dependent questions (B.A.P.) (Test Prep) (Q & A)		•		

**Assessment:**

Mid-Unit: \_\_\_\_\_

End-of-Unit: \_\_\_\_\_

Dates or Weeks	Standard/Objective Number	Narrative of Standard	Supporting Standards/Skills	What should students be able to do? (Evidence of Learning)
<b>Unit 10</b> Research Writing Project		•		

**Assessment:**

Mid-Unit: \_\_\_\_\_

End-of-Unit: \_\_\_\_\_