

1st Nine Weeks Parent Syllabus - Grade 3 ELA

Social Studies Integration: Role of a Citizen in the Community

Listed below are learning targets your child will be expected to meet during this nine-week period.

Also included is the vocabulary that will be used in the classroom both verbally and in writing.

Unit	Learning Targets	Guiding questions	Vocabulary
1	<ul style="list-style-type: none"> Form and ask questions Answer questions that demonstrate understanding (who, what, when, where, why) Understand the details in the text Refer to text for answers Determine the main idea and key details of informational text Explain how the key details support the main idea Describe relationships between events Be able to sequence events/ steps in a procedure 	<ul style="list-style-type: none"> Who, or what, is this text about? What are the main ideas in the reading? Where in the text can you find the answer? What was the result of _____? How are _____ and _____ related? Create a flow map that shows the sequence of events 	<ul style="list-style-type: none"> questioning, ask/ answer text evidence key details main idea recount explain support explicitly stated summarize relationship cause/ effect procedure sequence series
2	<ul style="list-style-type: none"> Ask and answer questions (who, what, when, why, where, how) to show understanding of a text Refer to the text for answers Retell stories in sequential order Determine the central message, lesson or moral of a story Explain how the central message, lesson, or moral is conveyed through key details Understand the sequence of events in a story Describe character How do the character's traits contribute to the story? What were the character's motivations in finding a resolution to the problem? How do the characters' actions help move the plot along? 	<ul style="list-style-type: none"> Who were the main characters? What were the major events? What details were most important? Why? What in the text leads you to that answer? Where can you find _____? 	<ul style="list-style-type: none"> characters contribute traits motivations sequence of events plot recount/ retell explain central message key details lesson moral problem resolution

Social Studies topics

Create a Community: Students will work to create a community. Identify the type of community, specific community members and their role in the community, branches of government, laws, artifacts and symbols that represent their community.

How and why are laws created and enforced? (CI.3.2.2) Why are laws important to a community? (CI.3.2.3)

2nd Nine Weeks Parent Syllabus - Grade 3 ELA

Social Studies Integration: Responsibilities of a Citizen

Listed below are learning targets your child will be expected to meet during this nine-week period. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

Unit	Learning Targets	Guiding Questions	Vocabulary
3	<ul style="list-style-type: none"> Understand that words have multiple meanings Use root words, Latin and Greek suffixes and prefixes, to determining the meaning of academic words Understand that words may be used as figurative language Use antonyms and synonyms as clues to find the meaning of grade level words Use text features and search tools to locate information Determine their own point of view from that of the author 	<ul style="list-style-type: none"> What does the word ____ mean in this sentence? Can you read around the word to help you understand the meaning? Are there any parts of the word you know? How is the information organized? Can you locate key words? Explain your thoughts about what you read. Do you agree with the author? What information do you believe is most important? Who is providing the information? 	<ul style="list-style-type: none"> context clues root words affixes: prefixes, suffixes figurative language multiple meanings text features search tools headings key words point of view topic
4	<ul style="list-style-type: none"> Determine the word and phrase meaning through context Distinguish between literal and nonliteral language understand differences between story, drama, and poem and their parts (chapter, stanza, scene) Describe how each part build upon earlier sections when discussing or writing about the text Understand point of view (first person, third person) Distinguish one's own point of view and another's 	<ul style="list-style-type: none"> Can you tell what this word or phrase means? What clues can you find in the text to help you figure out the meaning of that word or phrase? In the earlier chapter, we learned.... How does what the author said in an earlier paragraph help us understand what is happening how? Who is telling the story in this selection? Who is the narrator? Is this selection written in first person/ third person? How do you know? How would you feel is this were you? 	<ul style="list-style-type: none"> literal non-literal context clues chapters sections scenes drama play stanza verse speaker narrator compare contrast point of view distinguish

Social Studies topics

What are the responsibilities of a citizen?

- supporting community
- staying informed and participating in the community

What goods and services are provided by citizens?

- goods and services (E.3.3.1 and E.3.3.2)
- categorize local services (E.3.2.4)
- interpret job sources (E.3.1.3)
- discuss trade (E.3.2.1)
- imports and exports (E.3.2.2)
- local products and resources within local community (E.3.2.3)

What decisions do citizens make about money?

- taxes (E.3.1.1 and E.3.1.2)
- people's concerns about responsibilities (CI.3.3.1)
- how authority figures responded to needs and concerns (CR.3.2.2)

3rd & 4th Nine Weeks Parent Syllabus - Grade 3 ELA

Social Studies Integration: Rights of a Citizen

Listed below are learning targets your child will be expected to meet during this nine-week period. Also included is the vocabulary that will be used in the classroom both verbally and in writing.

Unit	Learning Targets	Guiding Questions	Vocabulary
5 & 6	<ul style="list-style-type: none"> identify and describe the settings of two or more texts identify and describe the characters' traits in two or more texts retell the plot of two or more texts, and identify the themes in both compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters identify important points and supporting details presented in informational text compare and contrast the most important points presented by two texts on the same topic identify and use general academic and domain specific words in context use specific words and phrases that signal contrast, addition, and/or logical relationships state an introduction that has a central focus or a topic/idea group information in a logical way to give the reader an understanding of the author's purpose for writing choose facts, definitions, concrete details, quotations, or examples from the text to develop the topic use commas and quotation marks to attribute words, thoughts, or ideas to the author identify the appropriate linking words and phrases to use in the writing use linking words and phrases to connect and forward the ideas write a conclusion that relates directly to the information or explanation presented in the introduction 	<ul style="list-style-type: none"> What is this text about? What information can you obtain from the map? Looking at the illustrations, how does it relate to the text? Why is this important to help you understand? What is the author's message? How was the text written? (comparison, cause/effect, sequential order) What details were important? How does the illustration help tell the story? What does it tell you about the mood or setting of the story? What is similar in the texts? What is different? How is the character in one text similar or different to the character in the other text? What is the theme of this story? How does it relate to the theme of the other story? 	<ul style="list-style-type: none"> compare-contrast theme plot character text connections setting important points main ideas/key details academic domain specific conversational spatial temporal logical relationships contrast addition informative explanatory introduction conclusion topic organizational structure primary and secondary sources linking words/phrases clauses signal progress precise language

Social Studies topics

What are the rights of a citizen?

-rights within democratic society (CR.3.3)

How are the rights of citizens protected in the community?

-voting process (CR.3.1.2)

-expansion of voting (H.3.3)

-how authority figures responded to needs and concerns (CR.3.2.2)

-people's concerns about rights (CI.3.3.1)

What is government and how is it organized?

-discuss democracy (CR.3.1.1)

-how democracy frames American government (H.3.2)

-different governmental systems (H.3.1)

