



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	Vocabulary
3	<ul style="list-style-type: none"> ● provide a description of how each successive part of a text builds on earlier sections ● use text features to locate relevant information on a given topic ● determine the character’s and narrator’s point of view ● distinguish the reader’s point of view from that of the narrator or characters’ point of view ● explain the meaning of the literal or nonliteral meaning of the word and/or phrase ● explain how the person, place, thing, or event relates to real life ● form an opinion based upon a text ● use a planning map or graphic organizer in order to group ideas to support the purpose for writing ● state an opinion using specific words or phrases to clearly communicate the opinion ● choose facts and details from the text to support the opinion ● choose a logical order for reasons ● identify the places in the writing where transitions need to take place ● use linking words or phrases to connect and forward the opinion ● write a concluding statement or section that relates directly to the opinion made in the introduction 	<p>story, drama, chapter, stanza, poem, text structure, relate, successive, text features, sidebars, hyperlinks, keywords, relevant information, topic, search tools, point of view, narrator, character, author’s purpose, reader’s viewpoint, distinguish, literal, nonliteral, simile, metaphor, personification, hyperbole, idiom, identify, real-life connections, opinion, supporting, point of view, introduce, organization, graphic organizer, ideas logically grouped, writer’s purpose, analyze, provide logically ordered reasons, support by facts and details, multiple sources, note taking, link, clauses, connect, transitions, concluding statement, ending</p>
4	<ul style="list-style-type: none"> ● explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story ● identify information presented through various types of illustrations (e.g. photographs, diagrams, charts, graphs, maps) ● describe how the author’s reasons support points made in a text ● identify and describe logical connections between sentences and paragraphs in a text 	<p>illustrations, details, aspects, character, setting, contribute, conveyed, illustrations, maps, photographs, charts, diagrams, graphs, timelines, logical connection, text structure, signal words, author’s reasons, supporting details, main idea, distinguish, literal, nonliteral, simile, metaphor, personification, hyperbole, idiom, identify, real-life connections, distinguish, shades of meaning, state of mind, degrees, opinion, supporting, point of view, introduce, organization, graphic</p>

	<ul style="list-style-type: none"> ● explain the meaning of the literal or nonliteral meaning of the word and/or phrase ● explain how the person, place, thing, or event relates to real life ● choose descriptive, sensory words to describe a person, place, thing, or event ● identify a group of words that have similar meanings ● group or sort words <p>form an opinion based upon a text</p> <ul style="list-style-type: none"> ● use a planning map or graphic organizer in order to group ideas to support the purpose for writing ● state an opinion using specific words or phrases to clearly communicate the opinion ● choose facts and details from the text to support the opinion ● choose a logical order for reasons ● identify the places in the writing where transitions need to take place ● use linking words or phrases to connect and forward the opinion ● write a concluding statement or section that relates directly to the opinion made in the introduction 	<p>organizer, ideas logically grouped, writer's purpose, analyze, provide logically ordered reasons, support by facts and details, multiple sources, note taking, link, clauses, connect, transitions, concluding statement, ending</p>
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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)

Social Studies topics

How did the United States develop into a mosaic of cultures and how can we be distinguished from other cultures?

G.5.1.2 Locate on a map of North and South America pre-Columbian civilizations according to geography.

H.5.1.1 Define symbols and customs.

H.5.6 Differentiate among pre-Columbian civilizations.

H.5.2 Describe reasons for colonization of North America.

CR.5.1 Identify ways that people in roles of power can influence people's rights and freedom.

CR.5.2 Describe and explain traditions and contributions of various cultures.

H.5.3.1 Identify influential leaders and groups responsible for founding colonial settlements (e.g., John Smith, William Bradford, William Penn, etc.)

H.5.7.1 Identify historical figures that are used as symbols of American culture (e.g. currency, monuments, place names, etc.)