



Elizabethtown Area School District  
Scope & Sequence - Quick Reference

**Department:** ELA

**Course:** CKLA ELA w/ Integrated Social Studies

**Grade Level(s):** Third Grade

<b>Unit</b>	<b>General Topic(s)</b>	<b>Pacing</b>
1. Unit 1	<ul style="list-style-type: none"><li>● Review short and long vowel sounds, r- controlled vowels, alternate spellings, and syllables with 'le'</li><li>● Analyze characters, perspective, and point of view</li><li>● Demonstrate understanding of plot and sequence</li><li>● Identify themes</li><li>● Demonstrate understanding of key vocabulary</li><li>● Write an opinion paragraph</li><li>● Children's stories from around the world</li><li>● Common elements of fictional narratives (i.e., dialogue, narration, characters, plot, and setting)</li><li>● Literary tools in fiction (i.e., personification, perspective, and point of view)</li><li>● Themes in texts such as friendship, hospitality, and responsibility</li><li>● <b>Anchor Text:</b> <i>Classic Tales</i> (Literary)</li></ul>	15 Days
2. Unit 2	<ul style="list-style-type: none"><li>● Demonstrate understanding of key vocabulary</li><li>● Record observations and reflections based on informational reading</li><li>● Review suffixes and root words</li><li>● Alphabetization to the second and third letter</li><li>● Developing sentence structure and parts of speech</li><li>● Understanding concrete and abstract nouns</li><li>● Identifying and applying prefixes</li><li>● Writing an informational paragraph</li><li>● Classification is important for organizing, analyzing, and understanding data</li><li>● Observation and identification of key details and characteristics</li><li>● Make reasonable inferences from text evidence</li><li>● Provides a foundation for future learning about classification, life cycles, oceans, marine life, and evolution</li><li>● <b>Anchor Text:</b> <i>Rattenborough's Guide to Animals</i> (Informational)</li></ul>	15 Days
3. Unit 3	<ul style="list-style-type: none"><li>● Organize information using a K-W-L chart</li><li>● Demonstrate understanding of key vocabulary</li><li>● Demonstrate ability to pluralize regular and irregular nouns</li><li>● Create sentences with subject-verb agreement</li><li>● Develop and order topic, detail, and concluding sentences in a paragraph with a title</li><li>● Identify and use pronouns and prefixes dis- and mis-</li><li>● Learning can be expanded by looking at systems in greater depth and detail.</li><li>● Systems in the body are all closely interconnected.</li><li>● Preventative measures can ensure healthy, active bodies.</li><li>● Learning can be approached by identifying prior knowledge, setting a purpose for reading, and reviewing what was learned.</li></ul>	14 Days



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	<ul style="list-style-type: none"><li>● <b>Anchor Text:</b> <i>How Does Your Body Work?</i> (Informational/Literary)</li></ul>	
4. Unit 4	<ul style="list-style-type: none"><li>● Use a K-W-L chart to organize information</li><li>● Demonstrate understanding of key vocabulary</li><li>● Demonstrate ability to pluralize regular and irregular nouns</li><li>● Create sentences with subject-verb agreement</li><li>● Develop and order topic, detail, and concluding sentences in a paragraph with a title</li><li>● Identify and use pronouns and prefixes dis- and mis-</li><li>● Serves as a precursor to future, in-depth studies of the Roman Republic and leadership and the decline and fall of the Roman Empire</li><li>● Introduction to ancient Roman culture (i.e., food, religion, education, class)</li><li>● Roman geography, history, government, and monumental battles of the Roman Empire</li><li>● <b>Anchor Text:</b> <i>Stories of Ancient Rome</i> (Informational/Literary)</li></ul>	14 Days
5. Unit 5	<ul style="list-style-type: none"><li>● Identify characteristics of biography genre, that biographies are nonfiction accounts of peoples' lives</li><li>● Demonstrate understanding of key vocabulary</li><li>● Review previous spellings for /ee/ and /ae/ and learn new spellings for the /ae/ sound</li><li>● Acquire dictionary skills, particularly guide words</li><li>● Demonstrate understanding of adverbs indicating when and where and conjunctions</li><li>● Review previously learned suffixes and identify meaning and usage of -ous and -ly</li><li>● Builds on The Five Senses (kindergarten), with more in-depth information about sight and hearing.</li><li>● Provides the foundation for future, in- depth learning about the human body and light and sound</li><li>● Introduces the concept that light usually moves in waves, but occasionally can move as a stream of particles</li><li>● <b>Anchor Text:</b> <i>Adventures of Light and Sound</i> (Informational)</li></ul>	17 Days
6. Unit 6	<ul style="list-style-type: none"><li>● Make predictions about a text</li><li>● Describe, compare and assign actions to characters</li><li>● Write informational piece on character description</li><li>● Review spelling patterns for /k/ and /s/</li><li>● Identify conjunction "because" as the signal of an answer to a "why" question</li><li>● Demonstrate understanding of key vocabulary</li><li>● Apply suffixes -ive and -ly to root words</li><li>● This unit serves as an introduction to the Viking Age.</li><li>● Builds upon prior knowledge and understandings of ancient civilizations</li><li>● Students will learn about Norse culture, geography, and everyday life</li><li>● Provides an introduction to Viking explorers</li><li>● <b>Anchor Text:</b> <i>Gods, Giants, and Dwarves</i> (Informational/Literary)</li></ul>	11 Days
7. Unit 7	<ul style="list-style-type: none"><li>● Compare and contrast two people, things or ideas</li></ul>	20 Days



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	<ul style="list-style-type: none"><li>● Write an informative piece about the life of an astronaut</li><li>● Identify cause and effect in a text</li><li>● Demonstrate proficiency in dictionary skills using guide words</li><li>● Demonstrate understanding of singular and plural possessive nouns</li><li>● Apply knowledge of suffixes to unfamiliar words in text and content</li><li>● Demonstrate understanding of key vocabulary</li><li>● Gravity is a force that has different effects on Earth than it does in space.</li><li>● Difference between a hypothesis and a theory.</li><li>● Introduction of the Big Bang Theory as a theory for the origin of the universe.</li><li>● Key people and events from the study and exploration of space.</li><li>● <b>Anchor Text:</b> <i>What's in Our Universe?</i> (Informational)</li></ul>	
8. Unit 8	<ul style="list-style-type: none"><li>● Demonstrate understanding of key vocabulary</li><li>● Review various spelling patterns for mastery</li><li>● Identify possessive nouns and pronouns</li><li>● Understanding of suffixes -ish, -ness, -able, and -ible</li><li>● Strengthen dictionary skills by determining key words, the function of entry words, and the meaning of different homographs</li><li>● Scientists believe that the first people in North and South America migrated there from Asia.</li><li>● Native Americans had to adapt to the climate and geography of the land on which they lived.</li><li>● Adaptation shaped Native American culture, including the methods they used to obtain food, the shelters they built, and the clothing they wore.</li><li>● <b>Anchor Text:</b> <i>Native American Stories</i> (Literary)</li></ul>	13 Days
9. Unit 9	<ul style="list-style-type: none"><li>● Demonstrate understanding of key vocabulary</li><li>● Determine the meaning of a word in context</li><li>● Identify linking words and regular and irregular comparative and superlative adjectives</li><li>● Further proficiency with dictionary skills including pronunciation, part of speech, and various meanings</li><li>● Understand and use prefixes pro- and anti-</li><li>● Write an opinion piece</li><li>● Continuation of learning from previous grade levels (kindergarten, first, and second) and provides the foundation for future learning.</li><li>● Europeans explored different parts of the world for many reasons.</li><li>● Navigating a ship and living on a ship was much different during the age of exploration than it is now.</li><li>● There were many explorers from all over Europe, and their journeys were very different.</li><li>● Some of the words we use today came from the explorers and their native languages.</li><li>● <b>Anchor Text:</b> <i>The Age of Exploration</i> (Informational)</li></ul>	14 Days
10. Unit 10	<ul style="list-style-type: none"><li>● Produce a polished, narrative piece</li><li>● Identify the similarities and differences between the thirteen colonies</li><li>● Identify the entry word, definition, part of speech and affixed root word in a dictionary and determine the correct form</li></ul>	16 Days



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	<ul style="list-style-type: none"><li>● Demonstrate understanding of key vocabulary</li><li>● Demonstrate understanding of subject and object pronouns and their antecedents</li><li>● Each colony was started by different Europeans for different reasons and had its own unique culture based on the climate, geography, and motivation of its settlers.</li><li>● Colonists faced many challenges, and life was much different then from the way we live now.</li><li>● There were many important events that led up to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States of America.</li><li>● <b>Anchor Text:</b> <i>Living in Colonial America</i> (Informational/Literary)</li></ul>	
11. Unit 11	<ul style="list-style-type: none"><li>● Demonstrate understanding of key vocabulary</li><li>● Review and apply dictionary skills</li><li>● Identify subject and object pronouns and comparative and superlative adjectives and adverbs</li><li>● Review and apply prefix and suffix skills</li><li>● Annotate an Ecologist Journal to summarize and apply unit learning</li><li>● Habitats, ecosystems, and food chains are all important parts of our environment.</li><li>● There is a balance in nature that must be achieved despite changes to the environment.</li><li>● Producers, consumers, and decomposers all play an important role in that balance.</li><li>● It is important to protect and preserve our environment.</li><li>● <b>Anchor Text:</b> <i>Introduction to Ecology</i> (Informational)</li></ul>	12 Days
12. Junior Achievement (Our City)	<ul style="list-style-type: none"><li>● Students explore how people manage their money, what methods of payment are available, and the importance of money exchange within a city.</li><li>● Students learn how businesses meet the needs and wants of citizens in a city.</li></ul>	5 Sessions
13. Citizenship (Leader in Me)	<ul style="list-style-type: none"><li>● Students will learn and develop problem solving skills to help them become citizens of their classroom, school, and community.</li></ul>	Taught throughout the year