Making Meaning Scope and Sequence Grade 3

Unit 1 - The Reading Community

Unit 2 - Fiction and Narrative Nonfiction

Unit 3 - Poetry and Drama

Unit 4 - Using Text Features

Unit 5 - Determining Important Ideas

Making Inferences

Unit 6 - Making Inferences

Reading for Information

Unit 7 - Reading for Information

Understanding Main Ideas

Unit 8 - Understanding Main Ideas

Revising the Reading Community

Making Meaning Scope and Sequence Grade 3

Connections as they compare and contrast ruckus, lounge

• Discuss the lesson in a story

• Recognize words with multiple meanings

• Learn and practice “Turn to Your Partner” books read independently

• Listen to one another

• Make inferences using illustrations

• Explore using illustrations to make inferences of view as they consider the thoughts and feelings of characters in relation to their own.

Students will:

• Use context to determine word meanings

• Build their speaking and listening skills

• Use a print dictionary to determine a word’s

Making Inferences

Students will:

• Refer to the text to support their thinking

• Identify information learned from nonfiction

• Make inferences to understand a story

• Make text-to-self connections

• Identify information learned from nonfiction

• Explore the themes (lesson and/or problem) in fiction

• Make text-to-text connections

• Practice wondering and share what they wondered... ideas are answered directly, their independent reading.

During Unit 4, the students use wondering/questioning to narrative nonfiction.

Using Text Features

Students will:

• Read text to make sure

• Read text to make sure

• “You Can Make Mexican Breakfast Quesadillas”

• “You Can Make Tea with Milk”

• Using Text Features

Students will:

• Explore the prefix dis-

• Explore the prefix dis-

• Choose five or six books: morning humor

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• Similarities and differences: compare and contrast

• Comparing and Contrasting

• Compare and contrast two stories by the same character. During IDR, the students make change. They also make text-to text connections as they continue an across-

grades exploration of animal life. The students use schema to articulate what they think they know of what they read. During IDR, the students read texts independently, write in their reading journals, and continue to confer with the teacher about their reading.

Making Inferences

Students will:

• “Stop and Ask Questions” and think about whether their questions about stories are answered directly, their independent reading.

During IDR, the students read texts independently, write in their reading journals, and continue to confer with the teacher about their reading.

Making Inferences

Students will:

• “You Can Make Mexican Breakfast Quesadillas”

• “You Can Make Tea with Milk”

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**Unit 1: The Writing Community**

**Writing Process**
- Work independently during Writing Time (20–25 min. building to 30 min.)
- Learn the procedures for Author’s Chair (15 min.)

**Personal Narrative**
- Work with new partners
- Learn how to add sensory details to writing
- Learn the procedures for Author’s Chair

**Fiction**
- Work with new partners
- Learn how to add sensory details to writing
- Learn the procedures for Author’s Chair

**Expository Nonfiction**
- Work with new partners
- Learn how to add sensory details to writing
- Learn the procedures for Author’s Chair

**Functional Writing**
- Work with new partners
- Learn how to add sensory details to writing
- Learn the procedures for Author’s Chair

**Opinion Writing**
- Work with new partners
- Learn how to add sensory details to writing
- Learn the procedures for Author’s Chair

**Poetry**
- Work with new partners
- Learn how to add sensory details to writing
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**Unit 2: The Writing Process**

**Writing Process**
- Work independently during Writing Time (20–25 min. building to 30 min.)
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**Unit 3: The Writing Community**

**Writing Process**
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**Revisiting the Writing Community**

- Work in pairs
- Reflect on their contributions to the writing community
- Work in pairs
- Reflect on their contributions to the writing community

**Revisiting the Writing Process**

- Work with new partners
- Reflect on their contributions to the writing community
- Work with new partners
- Reflect on their contributions to the writing community

**Reflect on Growth as Writers**

- Work with new partners
- Reflect on their contributions to the writing community
- Work with new partners
- Reflect on their contributions to the writing community

**Genre**

- Work with new partners
- Reflect on their contributions to the writing community
- Work with new partners
- Reflect on their contributions to the writing community

**Skill and Strategies**

- Work with new partners
- Reflect on their contributions to the writing community
- Work with new partners
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**Skill and Strategies: Products**

- Work with new partners
- Reflect on their contributions to the writing community
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