

Grade 3 ELA Curriculum

Subject	Language Arts		
Grade/Course	Grade 3		
Unit of Study	Unit 2: Mystery: Foundational Skills in Disguise (Published If/Then Unit)/Changing the World: Persuasive Speeches, Petitions, and Editorials (Book 3)		
Pacing	<p>October - November</p> <p>The reading & writing topics unfold over 18 & 23 sessions, respectively, with a suggested timeline of approximately 4 uninterrupted weeks of instruction. In order to ensure that all students master unit/lesson objectives, the actual pacing may vary to include appropriate embedded enrichment/intervention. Teachers should plan for 2-3 days of additional time for schedule interruptions and run-over in order to address all teaching points.</p>		
Unit CT Core Content Standards			
<u>Reading Foundational Skills</u>			
<p>RF.3.3 - Know and apply grade-level phonics and word analysis skills in decoding words</p> <p>RF.3.4 - Fluency: purpose, understanding, accuracy, rate, expression, confirm or self-correct</p>			
<u>Reading Literature and Informational</u>	<u>Writing</u>	<u>Speaking/Listening</u>	<u>Language</u>
<p>RL.3.1 Ask/answer questions referring explicitly to the text</p> <p>RL.3.2 Recount stories for central message, moral or lesson conveyed through key details</p> <p>RL.3.3 Character traits, motivations, feelings contribute to sequence of events</p> <p>RL.3.5 Refer to parts of literature and how successive parts build</p>	<p>W.3.1 Introduce, state opinion, create organizational structure with reasons, linking words, concluding statements</p> <p>W.3.5 Planning, revising, editing</p> <p>W.3.7 Short research to build knowledge</p>	<p>SL.3.3 Ask questions offering appropriate elaboration, detail</p> <p>SL.3.4 Tell a story/experience with facts, details, appropriate pace</p>	<p>L.3.3 Choose words/phrases for effect, note differences in conventions between written, spoken English</p> <p>L.3.6 Use words/phrases acquired through conversation/reading conversational, academic, domain-specific words</p>

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on each other			
Essential Questions		Corresponding Big Ideas	
1. How do readers use strategies to solve mysteries and lift the level of reading complex fiction/literary texts?		1. Readers notice clues in mysteries and they infer as they think, “What could this detail suggest?” Readers weigh whether this or that character could be a suspect and think deeply about characters’ traits and motivations. Readers think about how the book they are reading is and is not like other books within the broader genre of mysteries. Readers apply all they have learned to do as mystery readers to any fiction book they happen to be reading.	
2. How do writers use their words to change the world?		2. Writers choose topics they are passionate about and write in a variety of ways (petitions, editorials, persuasive letters, etc.) to persuade their audience to make a change.	
Reading Bends		Writing Bends	
<p>Bend 1: In this bend, students read mystery books, working in same-book partnerships or different-book partnerships. As students read, they keep track of clues, wonder about suspects, note points of confusion and discuss their thinking with partners. As they do this, teachers will be focused on supporting their literal comprehension, as well as supporting their fluency, monitoring for sense, retelling, envisioning, predicting and so on.</p> <p>Bend 2: Students continue to work with their same partnerships to read mystery books. To raise the level of their work, teachers help students think about the mystery genre as a whole and to notice how a particular book is like and unlike others in the genre.</p> <p>Bend 3: In this bend, students shift from reading mysteries to reading other types of fiction books. You will explain to students that when reading fiction/literary texts, they are always identifying and solving mysteries: “What is the problem?”</p>		<p><i>*In the weeks leading up to this unit, prepare by having students independently read and by having the teacher read aloud persuasive texts.</i></p> <p>Bend 1: This bend focuses on students writing multiple persuasive speeches. Students will begin the bend with writing on a shared topic and then presenting it to the principal. Students use all they have learned in previous grades about opinion writing skills and use checklists to do self assessments and set goals.</p> <p>Bend 2: This bend focuses on students taking one of the many seed ideas from their quick drafts developed in bend one through the writing process. Students will write “long” about their topics, categorizing evidence they collect, and deciding where it fits best.</p> <p>Bend 3: In this bend, students apply everything they have learned about opinion pieces and write petitions, editorials, persuasive letters, and so on. The bend will begin with an inquiry study of a petition to compare it to the speeches they have</p>	

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<p>“What will happen next?” “What’s this character <i>really</i> like?” Readers gather clues to learn about characters as they read and make and revise predictions by paying attention to small details. Students see that the work they have done learning to read mysteries can be useful when reading any fiction/literary text.</p>	<p>just written. Students will complete a second process piece.</p> <p>Bend 4: In the final bend of this unit, students work in “cause groups” where they collaborate to decide on a project they want to create to get others to take action. Students will go through the entire writing process with a piece and the teaching will focus around incorporating research into their writing. Students must consider where in the world the text should go to reach the intended audience.</p>
Teaching Points	
Reading	Writing
<p>Bend I:</p> <ol style="list-style-type: none"> 1. Read mysteries by asking: What’s the mystery here? Who is the crime solver? 2. Pay attention to details that might be clues and use clues to predict the solution 3. Predict by thinking back about what you know about characters to consider, “Might he be a suspect? Might she?” 4. Use reading strategies to understand tricky parts of the text 5. Student inquiry: When a reader writes skillfully to think more about reading, what would that writing look like? 6. Collaborate with a reading partner to discuss ideas and solve mysteries 7. Use strategies to remember what you’ve read (e.g., pause at the end of a chapter to 	<p>Bend I:</p> <ol style="list-style-type: none"> 1. Teach that speech writing includes an opinion-a thesis statement-and then gives reasons, details, and examples that support the opinion and persuade their audience 2. See problems and image solutions to come up with persuasive speech ideas 3. Use persuasion to get others to notice otherwise ordinary things in our world 4. Think about who your audience is and work to reach them 5. Draw on everything you know to spell as best you can 6. Reflect on work by asking: Am I getting better? What should I work on next? <p>Bend II:</p>

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<p>ask, “What’s the main event that happened? Are there small details that really matter?”)</p> <p>Bend II:</p> <ol style="list-style-type: none"> 8. Student inquiry: What’s the same across all mysteries? How do mystery books go? 9. Notice how your specific mystery does and does not fit with patterns of other mysteries 10. Talk with a reading partner to get help with the text 11. Notice red herrings and don’t be thrown off track 12. When the solution of a mystery surprises you, think about the hidden clues 13. Watch for text signals to read fast or read slowly and closely 14. Self-assess, set a reading goal and practice <p>Bend III:</p> <ol style="list-style-type: none"> 15. Apply literary/fiction reading skills to mysteries 16. Solve mysteries that relate to characters (Ask: Who is this character? What kind of person is this? Why is he or she acting that way?) 17. Make predictions by thinking about what has already happened, about characters and about clues 18. Celebration 	<ol style="list-style-type: none"> 7. Collect all your evidence to prove an opinion 8. Group your evidence in a way that makes sense to see where you need to gather more 9. Collect examples that make your opinion come to life-be specific 10. Consider evidence by asking “Will this make the audience care?” 11. Write in chunks by using paragraphs to write longer on a subtopic 12. Ask: What makes for a powerful and persuasive speech? 13. Make sure you proofread and take feedback from a partner <p>Bend III:</p> <ol style="list-style-type: none"> 14. Look for the moves other writers are using in their opinion writing 15. Make a work plan for your writing 16. Use surveys and interviews to collect evidence to use in persuasive pieces 17. Introduce your opinion piece with a clear focused thesis 18. Use checklists and charts to reflect on your progress and set goals <p>Bend IV:</p> <ol style="list-style-type: none"> 19. Think about your different audiences and ways you can reach them 20. Do background reading on a topic to see how it changes what we already know and think 21. Draft from your revisions-ways to revise 22. Review your piece with a close eye before it goes out into the world 23. Celebrate activism
Word Study Topics	
<p>Unit 4 (2 weeks)*:</p> <ul style="list-style-type: none"> ● ve at the end of a word ● ive as a suffix ● Silent-e spelling rule 	

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- Sample words: captive, hoping, concluded, bravely
- Sound-alike words: mail, male, mind, mined, find, fined

Unit 5 (2 weeks)*:

- Identifying schwa
- Reading words with a schwa with an unaccented syllable
- Spelling words with a schwa with an unaccented syllable
- -et spelling at the end of the word such as jacket
- Dictionary skills
- Sample words: random, method, rockets
- Sound-alike words: weather, whether, father, farther

[Foundations Unit Test Scoring Guidelines](#)

Discrete foundational reading skills are also practiced during reading and writing instruction. Student assessments will be used to determine foundational skills that need to be taught, re-taught and/or reinforced to individual students from the previous units during conferring and small group instruction workshop time.

*Units referenced come from Foundations Program.

For additional sample words refer to the unit resource pages at the end of each unit in the Foundations teacher's manual. This provides examples for drill sounds/warm-up, echo sounds, review and current unit trick words, review and current unit words/nonsense words, and unit dictation sentences.

Evidence of Learning - Assessment

[TC High Leverage Reading Assessment](#)

**See Heinemann Online Resources for copies. District may designate the use of another version of assessment.*

Smarter Balanced Assessment Resources

The following links will provide rubrics to use in the holistic scoring of narrative, opinion, and informational writing:

[Smarter Balanced Brief Write Rubrics](#) (3-11)

[Smarter Balanced Narrative Performance Task Writing Rubric](#) (Grade 3-8)

[Smarter Balanced Informational Performance Task Writing Rubric](#) (Grade 3-5)

[Smarter Balanced Opinion Performance Task Writing Rubric](#) (Grade 3-5)

Smarter Balanced Interim Blocks

Interim assessment blocks may be used for a variety of assessment purposes, including: pre/post, interim and formative (additional evidence of learning).

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and ELA/literacy.

The interim assessment items are non-secure but non-public. This means that educators may view the

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items, however, they should not be made public outside of classroom, school or district use.

Unit-aligned Smarter Balanced Interim Assessment Block (IAB)*:

IAB Opinion PT-ELA Grade 3-Beetles - [CSDE Comprehensive Assessment Portal](#) (Click on *Smarter Balanced Assessment* - tab on left; then, click on *Assessment Viewing Application*)

**Some interim blocks show clear, strong alignment to priority standards within the unit. Other blocks have been placed in one specific unit but could be aligned to the priority standards of several units. Blocks have been spread out over the course of all units for a more balanced approach to assessment throughout the school year. These interim blocks, used in partnership with the [Style Guide](#), will support the creation of unit- and standard-aligned items for instructional use.*

Pre/Post Assessment	Interim Assessment	Additional Evidence of Learning
<ul style="list-style-type: none"> ● Foundations unit test <p>Reading:</p> <ul style="list-style-type: none"> ● Teacher Instructions* ● Preassessment* ● Preassessment Sample Responses* ● Postassessment* ● Postassessment Sample Responses* ● Student Rubric* ● Learning Progression* <p>Writing:</p> <ul style="list-style-type: none"> ● On-Demand Performance Assessment Prompt* ● Opinion Writing Rubric* ● Opinion Writing Checklist* ● Student Writing Samples* ● Writing Developed Through the Progression* <p>Teacher Created Assessments</p> <ul style="list-style-type: none"> ● Mystery Pre-Assessment Passage ● Mystery Pre-Assessment 	<ul style="list-style-type: none"> ● Running Records (including Checklist of Reading Behaviors)* ● WPM rate benchmark chart ● Narrative Reading Learning Progression* ● Learning Progression Opinion Writing* 	<ul style="list-style-type: none"> ● Foundations Dictation Check-Ups within Unit <p>Reading:</p> <ul style="list-style-type: none"> ● Conferring notes ● Observation of small group work ● F&P Continuum of Literacy Question Stems by GRL ● Exit tickets ● Daily reading log sheet ● Homework has been provided for each session and can be used as a formative assessment <p>Writing:</p> <ul style="list-style-type: none"> ● Conferring notes ● Conferring Scenarios Opinion Writing* ● Observation of small group work ● Student work: One or more student work samples for each writing session* ● Opinion Writing Checklists: Grade 2 and Grade 3* Grade 3*

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		Grade 3 Illustrated* Grade 3 and Grade 4*
Learning Plan		
Researched-based Instructional Resources and Methods		
<p>The reading and writing workshop model is a researched-based instructional model: See <i>A Guide to the Reading Workshop Model: Primary Grades</i>, (2015), Calkins et. al. and <i>A Guide to the Common Core Writing Workshop</i>, 2012, Calkins et. al. included in the series component bundle.</p> <p>The Heinemann online resources includes a study guide for the <i>Units of Study for Teaching Reading</i> under “Latest News and General Information.” This resource provides step by step instructions for implementing the workshop model, including guiding questions and detailed explanations of:</p> <ul style="list-style-type: none"> ● the architecture of the mini-lesson: connection (teaching point), direct instruction and active engagement, link ● the architecture of a conference and small group work: mid-workshop teaching ● share/whole group processing ● setting up and provisioning the reading workshop <p>The Heinemann Online Resource also contains a video orientation that guides teachers through “unpacking the unit” and offers specific tips and demonstrations of best practices associated with delivering reading and writing workshop.</p>		
Anchor Charts		
<p><i>Commercially developed Anchor Chart Notes are one of the series components included with the Units of Study bundles for both reading and writing. Teachers may prefer to construct their own or co-construct these charts with students to serve as a reference of summarized, illustrated teaching points.</i></p>		
Reading	Writing	
Readers of Mysteries . . . Color / B&W	How to Write a Persuasive Speech Color / B&W	
Instructional Moves		
<p>Bauman, L.; Burke, James (Jim) R. (Robert). 2014. <i>The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them</i> (Corwin Literacy). SAGE Publications.</p>		
Possible Student Challenges	Teacher Moves	
Reading closely	<ol style="list-style-type: none"> 1. Think aloud your close reading process as you share fiction short texts and picture books. When reading shared novels as a class, plan ahead a chapter opening or passage you want to model with. Track thinking with sticky notes, place directly on the text, big chart paper and/or highlighting, displaying text on a screen. 2. Pose questions about the text’s words, actions, and details that require students to look closely. Don’t do the answering for 	

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	<p>them.</p> <ol style="list-style-type: none"> 3. Provide short pieces of text for students to practice “reading closely” for specific purposes. 4. Have students respond to their reading and their thinking about texts. This could be accomplished in response journals or other reading notebooks.
Explaining how actions contribute to the sequence of events	<ol style="list-style-type: none"> 1. Create a graphic chart of plot diagram and ask students to analyze the plot for moments when characters do something that affects the plot - increases tension, causes change - in a measurable, discernable way. Sometimes call as “fever chart” to represent the rising and falling action of events in the story.
Using organizational structure and grouping related ideas and reasons to support the writer’s purpose	<ol style="list-style-type: none"> 1. Demonstrate for students by writing reasons on note cards and add facts and details to each. Organize note cards in the order they would be written.
Planning prior to beginning to write:	<ol style="list-style-type: none"> 1. Expose them to a range of planning strategies—mapping, outlining, sticky notes or index cards, apps or features of Microsoft Word you use—then let them choose the one(s) that suit their ways of working best.
Asking and answering questions about information from a speaker, offering appropriate elaboration and detail	<ol style="list-style-type: none"> 1. Have students pose questions after listening to a speaker. Model first by answering student questions to show how you would answer the question simply and then model answering a second time using elaboration and description. 2. Provide a graphic organizer to students to fill out with questions when listening to a speaker.
Mentor, Demonstration, Read-aloud, Shared Texts <small>*Included in the Grade 3 Trade Pack</small>	
Reading	Writing
<p>May include other similar texts of the appropriate grade level band</p> <p>Demonstration Texts <i>*Stone Fox</i> by John Reynolds Gardner</p>	<p>Suggested Texts and Resources</p> <p>Video Clips Severn Suzuki’s speech to the UN Earth Summit (Online resources) “Change Your Words, Change Your World” (Online resources) Sample Petition</p>

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<p>Read-Aloud and Shared Reading Texts <i>The Absent Author</i> by Ron Roy <i>Nate the Great and the Phony Clue</i> by Marjorie Weinman Sharmat The Whodunit Detective Agency series: <i>The Diamond Mystery</i> by Martin Widmark</p> <p>Suggested Texts and Resources <i>Amber Brown Is Not a Crayon</i> by Paula Danziger <i>*Because of Winn-Dixie</i> by Kate DiCamillo <i>Nate the Great and the Sticky Case</i> by Marjorie Weinman Sharmat</p> <p>Fiction Series Cam Jansen series by David A. Adler Amber Brown series by Paula Danziger Chet the Gecko series by Bruce Hale Judy Moody series by Megan McDonald Nate the Great series by Marjorie Weinman Sharmat</p> <p>Resources for Teachers <i>A Guide to the Reading Workshop: Intermediate Grades</i> by Lucy Calkins <i>Reading Pathways: Grades 3-5</i> by Lucy Calkins Building A Reading Life by Lucy Calkins and Kathleen Tolan, from Units of Study for Teaching Reading (Grade 3, Unit 1) <i>Character Studies</i> by Julia Mooney and Kristin Smith, from Units of Study for Teaching Reading (Grade 3, Unit 3) <i>TCRWP Classroom Libraries</i> (Grade 3 Mystery On-Level and Below Benchmark shelves) curated by Lucy Calkins, Norah Mallaney, Shana Frazin, and Colleagues “How Reading Volume Affects Both Reading Fluency and Reading Achievement” by Richard L. Allington (International Electronic Journal of Elementary Education, 2014)</p>	<p>“Tell LEGO to stop selling out girls!” Excerpt of petition written by Bailey Shoemaker Richards and Stephanie (Online resources) Excerpt from Book or Article about Class Opinion Topic “Battling Bullies” by Laura D. Egodigwe Additional Texts and Resources Helpful research links for students</p>
Read-Aloud & Shared Reading	
<p>Read-Aloud goals Internalize reading behaviors (preview, make predictions, anticipate) Monitor for sense and re-reading</p>	

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<p>Process the text Whole-class book talk</p> <p>Read-Aloud process: Before You Read (introduce book, title, author, wonder about the title) As You Read (look at pictures, read with prosody, retell) After You Read (whole class book talk)</p> <p>Shared reading goals Practice using meaning, structure, visuals (MSV) to solve new words</p> <p>Shared reading process: Introduce the book and key concepts Cross-checking sources of information Word Study Fluency</p>	
<p>Vocabulary</p> <p><i>*Vocabulary identified in Smarter Balanced Construct Relevant Vocabulary for English Language Arts and Literacy</i></p>	
<p>Tier 2 (Academic Vocabulary)</p>	<p>Tier 3 (Domain Specific Vocabulary)</p>
<p>clues collaborate conclusion* confirm detail/key detail* inquiry mind-work motive opinion* opportunity organizing pattern problem relationship*/characters' relationships* resolve solution suspect suspicious theories</p>	<p>crime solver editorials debate drafting strategies main character*/character* mini-argument mystery paragraphing persuasion persuasive letter petition predict/prediction plot* problem red herring revise* secondary character story mountain</p>
<p>Suggestions for Differentiation, Scaffolding and Intervention</p>	
<p><i>CT Dept. of Education Evidence-based Practice Guides – These guides provide links to “evidence-based activities, strategies and interventions (collectively referred to as 'interventions').”</i></p> <p><i>Up the Ladder: Assessing Grades 3-6 Writing Units of Study books and online resources</i></p>	

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- There are three units in the *Up the Ladder* series, and each contains 20-22 sessions. These books have been designed for children in grades 3-6 who may not yet have had many opportunities to practice writing narrative, information, and opinion/argument pieces, or might have not had those experiences in workshop-style classrooms. The units aim to support students in writing with increasing volume and with growing skill and sophistication. Sessions in the *Up the Ladder* series are shorter and simpler than those in the writing Units of Study.

Use individual student performance data to inform intervention in small group and conferring work.

Effective Intervention Strategies for Teachers

- Use grouping
- Use feedback, reinforcement and recognition
- Use similarities and differences
- Use advanced organizers such as graphic organizers
- Provide feedback
- Use summary and note taking
- Use hands-on, non-linguistic representations

Meeting Students' Needs Through Scaffolding

- Identify, bold, and write in the margins to define words that cannot be understood through the context of the text
- Chunk long readings into short passages, (literally distributing sections on index cards, for example), so that students see only the section they need to tackle
- Encourage/enable students to annotate the text, or—if they can't write directly on the text—providing sticky notes or placing texts inside plastic sleeves
- Supply sentence starters so all students can participate in focused discussion
- Place students in heterogeneous groups to discuss the text and answer text-dependent questions
- Provide task cards and anchor charts so that expectations are consistently available
- Highlight key words in task directions

Supporting Struggling Readers

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Provide picture cues with text-dependent questions
- Provide oral rehearsal time (with buddies, small group, or a teacher) prior to writing, and/or provide writing/thinking time prior to oral presentations

Assistive Technology

Writing:

- Use different paper (wide lined, raised lines or darker lines) to increase awareness of lines.
- Use the dry erase board and pens, which requires less force than a pencil (photocopy the results

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if they need to be turned in)

- Use a copy machine to enlarge worksheets to be completed to provide a larger area to write.

If computers and internet are available: use free text-to-speech software or use spell/grammar check to edit and revise

Reading:

- Increase space between words/lines
- Color code words in text
- Use tools to modify the visual presentation of text
- Use highlighters, color-coding dots, and post-its to identify the main idea, supporting details, and other key words or ideas

English Learners

[Colorin Colorado](#)

[CT English Learner Proficiency Standards, Linguistic Supports](#)

- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Make connections to students' prior experiences
- Build background knowledge
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames

Enrichment strategies

P. Wood, 2008. "Reading Instruction with Gifted & Talented Readers."

- Use of more advanced trade books
- Independent reading and writing choices
- Focus on developing higher level comprehension skills, along with higher level questioning
- Opportunities for book discussions – critical reading & creative reading
- Use of technology and the web

Interdisciplinary Connections

Social Studies Grade 3: Connecticut and Local History

The theme of Using Evidence to Learn About the Past could reasonably be applied to content areas such as:

- Indigenous peoples of Connecticut (cultural diversity)
- Human geography and economic development (influence of geography)
- Structure and function of local and state government (creation of Connecticut state identity)
- Connecticut's role in the history of America (using evidence to learn about the past)

Consider opportunities for students to read/write on related topics. For example, students could explore the following social studies topics to write persuasive pieces:

How has our local community contributed to Connecticut's story, past and present?

In what ways has our town and Connecticut changed and/or stayed the same over time?

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Why is our town, and our state, the way that it is?

Is there a Connecticut state identity?

What was the significance of Connecticut's contribution to America's story?

NGSS Grade 3 Science topics include:

- Forces and interaction
- Interdependent relationships in ecosystems
- Life cycles and traits
- Weather and climate

Consider opportunities for students to read/write on related topics. For example, students could explore the following science topics to write persuasive pieces:

Survival – Animals

Climate & Living Things