

3rd Integrated Language Arts and Science Thematic Units

Theme 1	Big Idea	Science	Literacy (Reading and Writing)	Strategies	WIDA Standards
Forces and Interactions: Part 1: Forces and Motion	I want my students to understand that each force acts on one particular object and has both strength and a direction and a predictable pattern.	3-SS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object 3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion			

Theme 2	Big Idea	Science	Literacy (Reading and Writing)	Strategies	WIDA Standards
Forces and interactions: Part 2: Magnets and electricity	I want my students to understand that electric and magnetic forces between a pair of objects do not require that the object be in contact.	3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interaction between two objects no in contact with each other 3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets			

Theme 3	Big Idea	Science	Literacy (Reading and Writing)	Strategies	WIDA Standards
Weather and climate	I want my students to understand that scientist record patterns of the weather, climate, across different times and areas so that they can make predictions about what kind of weather might happen	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season 3-ESS2-2 Obtain and combine information to describe climates in different regions of the world 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		

			RI.3.4 Determine the meaning of general academic and domain-specific ¹ words and phrases in a text relevant to a grade 3 topic or subject area.		
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Theme 4	Big Idea	Science	Literacy (Reading and Writing)	Strategies	WIDA Standards
Interdependent relationships in Ecosystems: Part 1: Past organisms	I want my students to understand that some kinds of plants and animals that once lived on Earth are no longer found anywhere.	3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		

Theme 5	Big Idea	Science	Literacy (Reading and Writing)	Strategies	WIDA Standards
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Interdependent relationships in Ecosystems: Part 2: Habitats	I want my students to understand that being part of a group help animals obtain food, defend themselves and cope with changes and when the environment changes the availability of resources, some organisms survive and others die.	3-LS2-1 Construct an argument that some animals form groups that help members survive 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all 3-LS4-4 Make a claim about the merit of a solution to a problem caused hen the environment changes and the types of plants an animals that live there may change	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		
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Theme 6	Big Idea	Science	Literacy (Reading and Writing)	Strategies	WIDA Standards
Inheritance and variation of Traits: Life Cycles	I want my students to understand that reproduction is essential to the continued existence of every kind of organism.	3-LS1-1 Develop models to describe that organisms have unique and divers life cycles but all have in common birth, growth, reproduction, and death.			

Theme 7	Big Idea	Science	Literacy (Reading and Writing)	Strategies	WIDA Standards
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Inheritance and variation of Traits: Traits	I want my students to understand that many characteristics of organism are inherited from their parents,	3-S3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individual of the same species may provide advantages in surviving, finding mates, and reproducing	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.6 Distinguish their own point of view from that of the author of a text.		
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