

SCOPE AND SEQUENCE: GRADE 3

Each book in *The Young Patriots Series* is aligned to *Indiana’s Academic Standards* and National Education Standards in English Language Arts and Social Studies. Students can meet these standards through silent and oral reading, combined with teacher-led class discussions about the historical events and notable people discussed in each book.

INDIANA’S ACADEMIC STANDARDS (GRADE 3) <i>Indiana’s Academic Standards</i> , Indiana Department of Education, 2008.		<i>Amelia Earhart, Young Air Pioneer</i>	<i>William Henry Harrison, Young Tippecanoe</i>	<i>Lew Wallace, Boy Writer</i>	<i>Juliette Low, Girl Scout Founder</i>	<i>James Whitcomb Riley, Young Poet</i>	<i>Eddie Rickenbacker, Boy Pilot & Racer</i>	<i>Mahalia Jackson, Gospel Singer & Civil Rights Champion</i>	<i>George Rogers Clark, Boy of the Northwest Frontier</i>	<i>John Hancock, Independent Boy</i>	<i>Phillis Wheatley, Young Revolutionary Poet</i>	<i>Abner Doubleday, Boy Baseball Pioneer</i>	<i>John Audubon, Young Naturalist</i>	<i>Frederick Douglass, Young Defender of Human Rights</i>	<i>Alexander Hamilton, Young Statesman</i>
English/Language Arts															
Standard 1 Reading: Word Recognition, Fluency, and Vocabulary Development	Decoding and Word Recognition 3.1.1 Know and use more difficult word families when reading unfamiliar words. 3.1.2 Read words with several syllables. 3.1.3 Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice, and expression.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Vocabulary and Concept Development 3.1.5 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues. 3.1.6 Use sentence and word context to find the meaning of unknown words. 3.1.8 Use knowledge of prefixes and suffixes to determine the meaning of words.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Standard 2 Reading: Comprehension	Comprehension and Analysis of Grade-Level-Appropriate Text 3.2.3 Show understanding by identifying answers in the text. 3.2.4 Recall major points in the text and make and revise predications about what is read. 3.2.6 Locate appropriate and significant information from the text, including problems and solutions.	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Standard 3 Reading: Literary Response and Analysis	Narrative Analysis of Grade-Level-Appropriate Text 3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. 3.3.4 Determine the theme or author's message in fiction or nonfiction text.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Standard 7 Listening and Speaking: Skills, Strategies, and Applications	Organization and Delivery of Oral Communication 3.7.9 Read prose or poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of text being read.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Social Studies															
Standard 1 History	Historical Knowledge 3.1.2 Explain why and how the local community was established and identify founders and early settlers.		•	•		•			•	•					
	3.1.4 Give examples of people, events, and developments that brought important changes to the regions of Indiana.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	Chronological Thinking, Comprehension, Analysis, and Interpretation 3.1.6 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.	•	•	•	•	•	•	•	•	•	•	•	•		•
Standard 4 Economics	3.4.3 Give examples of trade in a local community and explain how trade benefits both parties.					•				•					•

NATIONAL EDUCATION STANDARDS

English-Language Arts

Standards for the English Language Arts (K-12), International Reading Association (IRA) and the National Council of Teachers of English (NCTE), 1996.

Standard 1	Students read a wide range of print or nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among those texts are fiction and nonfiction, classic and contemporary works.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Standard 2	Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Standard 3	Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	•	•	•	•	•	•	•	•	•	•	•	•	•	•

Social Studies
Curriculum Standards for Social Studies (Early Grades). National Council for the Social Studies, 1994.

Standard 1: Culture	b. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of references.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	c. Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Standard II: Time, Continuity, & Change	e. Demonstrate an understanding that people in different times and places view the world differently.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Standard IV: Individual Development & Identity	e. Identify and describe ways family, groups, and community influence the individual's daily life and personal choices.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	f. Explore factors that contribute to one's personal identity, such as interests, capabilities, and perceptions.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
	g. Analyze a particular event to identify reasons individuals might respond to it in different ways.	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Standard V: Individuals, Groups, & Institutions	e. Identify and describe examples of tensions between an individual's beliefs and government policies or laws.									•	•			•	•