

Each unit is comprised of:

- **Lessons**, including Reading, Writing, Grammar, Morphology, and Spelling activities.
- A **Unit Assessment** that evaluates students' reading comprehension, understanding and retention of academic and domain-specific vocabulary words, as well as the grammar and morphology skills targeted in the unit. A writing prompt is included, as is an optional fluency evaluation. The core content targeted in the domain is assessed in a separate Content Assessment. The results should guide review and enrichment offered during the end of unit Pausing Point.
- **Pausing Points** present opportunities to review, reinforce, or extend the content and skills taught.

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# Unit 1: Classic Tales: The Wind in the Willows (15 Days)

Reader: *Classic Tales*

This unit will expose students to classic children’s stories that use rich language and introduce students to a variety of vocabulary words. Students will be enchanted by descriptive paragraphs and memorable characters as they explore interesting themes and discuss character traits. As they go on adventures with these characters, instruction will reinforce understanding of the elements of fictional narratives, including dialogue, narration, characters, plot, and setting. Students will also discuss the literary tools of personification, perspective, and point-of-view, as well as the themes of friendship, loyalty, hospitality, responsibility, and irresponsibility.

NOTE: This unit also includes a beginning-of-year assessment to help determine whether students have adequate preparation for Grade 3 CKLA instruction.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	<p>Character Analysis Students will compare and contrast the two characters from <i>The Wind in the Willows</i>. [RL.3.3; ELD.PI.3.6] Reading: Practice Story: “The Beginning” Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: “The River Bank, Part I” Students will determine the main idea and supporting details of a text read aloud. [SL.3.2; ELD.PI.3.6]</p>	<p>Short Vowel Review Students will review short vowel sounds and multisyllable words. [RF.3.3; ELD.PIII.3]  Word Work: <i>Meandered</i></p>	
<b>Lesson 2</b>	<p>Practice Story: “The Thief” Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: “The River Bank, Part II” Students will determine the main idea and supporting details of a text Read-Aloud. [SL.3.2; ELD.PI.3.6]</p>	<p>Short and Long Vowel Review Students will review long and short vowels and write multisyllable words. [RF.3.3; ELD.PIII.3]  Word Work: <i>Dejected</i></p>	<p>Perspective Students will use descriptions of actions, thoughts, and feelings to rewrite a scene from Rat’s perspective. [W.3.3b; ELD.PI.3.10]</p>
<b>Lesson 3</b>	<p>Practice Story: “All’s Well That Ends Well” Students will identify the themes of the story. [RL.3.9; ELD.PI.3.6]  Sequencing the Plot Students will sequence the events of a story. [RL.3.2; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: “The Open Road” Students will recount the events of the story using images. [SL.3.4; ELD.PI.3.6]</p>	<p>Long Vowel Review Students will review long vowel sounds and practice reading multisyllable words. [RF.3.3; ELD.PIII.3]  Word Work: <i>Slate</i></p>	
<b>Lesson 4</b>	<p>Practice Story: “The Hungry Troll” Students will ask and answer questions to demonstrate understanding</p>	<p>Presenting the Read-Aloud: “The Wild Wood” Students will discuss the main idea and supporting details of a text</p>	<p>Long Vowel Review Students will review long vowel sounds and practice writing multisyllable words. [RF.3.3; ELD.PIII.3]</p>	<p>Alternate Endings Students will write collaboratively to produce an alternative ending to a story. [W.3.3; ELD.PI.3.10]</p>

	of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]	Read-Aloud. [SL.3.2; ELD.PI.3.5]	Word Work: <i>Postpone</i>
<b>Lesson 5</b>	<p>Practice Story: “The Hungry Troll” Students will explain how characters’ actions demonstrate specific story themes. [RL.3.3; ELD.PI.3.6]</p> <p>Themes Chart Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: “Mr. Badger” Students will describe how characters in a Read-Aloud demonstrate the story’s theme of hospitality. [SL.3.2; ELD.PI.3.6]</p>	<p>Syllables with Consonant ‘le’ Students will review sounds and syllables with ‘le’ and practice reading multisyllable words. [RF.3.3; ELD.PIII.3]</p> <p>Word Work: <i>Summoned</i></p>
<b>Lesson 6</b>	<p>Reading: Chapter 1: “Where in the World Do These Tales Come From?” Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p> <p><b>Silent Reading Assessment</b> “The Bug Hunt” and “The Snake”</p>	<p>Presenting the Read-Aloud: “Mr. Badger” Students will identify a theme in a Read-Aloud text and provide examples to support the theme. [RL.3.2; ELD.PI.3.6] Students will recount a story listening carefully to act out a character’s actions and feelings. [SL.3.4; ELD.PI.3.5]</p>	
<b>Lesson 7</b>	<p>Reading: Chapter 1: “Aladdin and the Wonderful Lamp, Part I” Students will explain how characters’ actions demonstrate specific story themes. [RL.3.3; ELD.PI.3.6]</p> <p>Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p> <p><b>Assessment</b> Silent Reading Assessment: “Moans at Midnight” Word Reading in Isolation</p>	<p>Presenting the Read-Aloud: “Dulce Domum: Part II” Students will identify examples of the theme of hospitality in a Read-Aloud text. [SL.3.2; ELD.PI.3.6]</p>	Word Work: <i>Forage</i>

<p><b>Lesson 8</b></p>	<p>Reading: Chapter 2: "Aladdin and the Wonderful Lamp, Part II" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p> <p><b>Assessment</b> Silent Reading Assessment "The Dog Show"</p>	<p>Presenting the Read-Aloud: "Mr. Toad" Students will listen to a Read-Aloud for details that describe a character. [SL.3.2; ELD.PI.3.6]</p>	<p>Sayings and Phrases Students will demonstrate an understanding of the saying "One rotten apple spoils the whole barrel." [L.3.4; ELD.PI.3.12b]</p> <p>Word Work: <i>Conceited</i></p>	
<p><b>Lesson 9</b></p>	<p>Point-of-View Students will rewrite a passage, changing it from third-person to first-person point of view. [RL.3.6; ELD.PI.3.6]</p> <p><b>Assessment</b> Silent Reading: "Black Diamond" Reading: Chapter 3: "Aladdin and the Wonderful Lamp, Part III" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: "Toad's Adventures" Students will make and confirm predictions for a Read-Aloud using details of the text. [SL.3.2; ELD.PI.3.6]</p>	<p>Word Work: <i>Pursued</i></p>	
<p><b>Lesson 10</b></p>	<p><b>Assessment</b> Word Reading in Isolation Placement</p> <p>Reading: Chapter 4: "Alice's Adventures in Wonderland, Part I" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: "The Further Adventures of Toad, Part I" Students will identify the main idea in a Read-Aloud text. [SL.3.2; ELD.PI.3.6]</p>	<p>Word Work: <i>Deprive</i></p>	<p>Planning an Opinion Paragraph With assistance, students will complete a graphic organizer to prepare for writing an opinion paragraph. [W.3.1; ELD.PI.3.10]</p>
<p><b>Lesson 11</b></p>	<p>Reading: Chapter 5: "Alice's Adventures in Wonderland, Part II" Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: "The Further Adventures of Toad, Part II" Students will use details of the story to describe Toad's personality. [SL.3.2; ELD.PI.3.6]</p>	<p>Spellings 'g' and 'c' Students will review spellings for 'g' and 'c'. [RF.3.3; ELD.PIII.3]</p> <p>Word Work: <i>Recklessly</i></p>	<p>Writing an Opinion Paragraph: Draft With assistance, students will draft an opinion paragraph. [W.3.1; ELD.PI.3.10]</p>

<p><b>Lesson 12</b></p>	<p>Reading: Chapter 5: “Alice’s Adventures in Wonderland, Part II” Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: “The Return of Toad, Part I” Students will listen for examples of personification in a Read-Aloud text. [SL.3.2; ELD.PI.3.6].</p>	<p>Review Spelling Alternatives Students will review spelling alternatives ‘kn’, ‘wr’, ‘wh’, and ‘qu’. [RF.3.3; ELD.PIII.3]</p> <p>Word Work: <i>Startled</i></p>	<p>Writing an Opinion Paragraph: Draft/Revise With assistance, students will revise an opinion paragraph. [W.3.1; ELD.PI.3.10]</p>
<p><b>Lesson 13</b></p>	<p>Reading: Chapter 6: “Alice’s Adventures in Wonderland, Part III” Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: “The Return of Toad, Part II” Students will discuss the main idea and details of a Read-Aloud text. [SL.3.2; ELD.PI.3.6]</p>	<p>Review Spelling Alternatives Students will review the spelling alternatives ‘ch’, ‘ph’, ‘sh’, and ‘th’. [RF.3.3; ELD.PIII.3]</p> <p>Word Work: <i>Modest</i></p>	<p>Writing an Opinion Paragraph: Edit/Final Copy With assistance, students will write a final draft of an opinion paragraph. [W.3.1; ELD.PI.3.10]</p>
<p><b>Lesson 14</b></p>	<p>Reading: Chapter 6: “Alice’s Adventures in Wonderland, Part III” Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [RL.3.1; ELD.PI.3.6] <b>Pausing Point</b> <b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b></p>	<p><b>Pausing Point</b> <b>*Opportunity for enrichment and/or remediation in speaking and listening</b></p>	<p>R-Controlled Vowels Review Students will review r-controlled vowels. [RF.3.3; ELD.PIII.3]</p> <p><b>Pausing Point</b> <b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b></p>	<p><b>Pausing Point</b> <b>*Opportunity for enrichment and/or remediation in writing</b></p>
<p><b>Lesson 15</b></p>	<p>Reading: Chapter 7: “Alice’s Adventures in Wonderland, Part IV” Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. [W.3.1, ELD.PI.3.10] <b>Pausing Point</b> <b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b></p>	<p><b>Pausing Point</b> <b>*Opportunity for enrichment and/or remediation in speaking and listening</b></p>	<p>The /er/ Sound and Its Spelling Students will review r-controlled vowels. [RF.3.3; ELD.PIII.3]</p> <p><b>Pausing Point</b> <b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b></p>	<p><b>Pausing Point</b> <b>*Opportunity for enrichment and/or remediation in writing</b></p>

## Unit 2: Animal Classification (17 days)

Reader: *Rattenborough's Guide to Animals*

This unit introduces students to the science of classification. Students will learn about five groups of vertebrates, why scientists classify animals into groups, and the characteristics by which they make these determinations. The ability to classify information is an essential skill of organizing, analyzing, and understanding data. Students will develop scientific skills as they observe and practice identifying important characteristics of organisms and objects.

In this unit, students will be asked to engage in structured inquiry discussions and exercises. During these activities, students will be asked to respond based on their observations and thinking. By asking questions such as "How do you know?" and "Why do you think so?" the teacher will guide students in making reasonable statements based on what students already know and the evidence they can observe.

The content students learn in this unit will serve as the basis for more in-depth study in the later grades of how living things are classified, the life cycles and reproduction of animals, oceans and marine life, and evolution.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	<p>Core Connection Students will observe and describe basic characters of animals at the zoo and record observations on a graphic organizer. [RI.3.7; ELD.PI.3.1]</p> <p>Presenting the Reading: "Meet Rattenborough" Students will define and identify text features in the Reader. [RI.3.5; ELD.PII.3.1]</p>		<p>Introducing Root Words Students will use conventional spelling when adding suffixes <i>-ed</i> and <i>-ing</i> to root words. [L.3.2e; RF.3.3; ELD.PIII.3]</p>	<p>Field Journal Students will also write an Adding Suffixes short reflection on their experiences as animal researchers. [W.3.8; W.3.10; ELD.PI.3.10]</p>
<b>Lesson 2</b>	<p>Whole Group Reading: "Classifying Living Things" Students will explain how text features help readers identify information about classifying living things. [RI.3.5; ELD.PII.3.1]</p>	<p>Presenting the Read-Aloud: "Classifying Animals by Characteristics" Students will define and determine the author's point of view about animal classification. [RI.3.6; ELD.PI.3.6]</p>	<p>Word Work: <i>Classify</i>  Nouns, Verbs, and Adjectives Students will identify nouns, verbs, and adjectives to explain their functions in sentences. [L.3.1a; ELD.PII.3.5]</p>	

<b>Lesson 3</b>	Whole Group Reading: “Vertebrate or Invertebrate?” Students will identify the connection between vertebrates and invertebrates. [RI.3.3; ELD.PI.3.6]	Presenting the Read-Aloud: “Vertebrate Animals: Students will identify the important points from two informational texts on vertebrate and invertebrates. [RI.3.9; ELD.PI.3.5, 6]	Nouns, Verbs, and Adjectives Students will determine the meaning of words formed when <i>-ed</i> or <i>-ing</i> are added to a known root word. [L.3.4b; ELD.PIII.3]  Spelling: Blank Busters	
<b>Lesson 4</b>	Presenting the Reading: “Warm-Blooded and Cold-Blooded Animals” Students will identify supporting details in a passage about warm- and cold-blooded animals. [RI.3.2; ELD.PI.3.6]	Presenting the Read-Aloud: “Warm- or Cold-Blooded” Students will identify the main idea in passages about warm- and cold-blooded animals. [RI.3.2; ELD.PI.3.6]	Morphology Spelling Students will determine the meaning of words formed when <i>un-</i> and <i>non-</i> are added to a known root word. [L.3.4b; ELD.PI.3.6]  Word Work: <i>Constant</i>	Field Journal Students will write a short reflection about an interesting animal to further research. [W.3.10; ELD.PI.3.10a]
<b>Lesson 5</b>	Reading: “Fish” Students will identify text features to gain greater understanding about fish. [RI.3.5; ELD.PII.3.1]	Presenting the Read-Aloud: “Fish: Fins and Gills” Students will identify information about fish and explain how specific text features support their learning about fish. [W.3.2; RI.3.5; ELD.PI.3.10, ELD.PII.3.1] Students will present findings learned about fish from the text features. [SL.3.4; ELD.PI.3.9]	Word Work: <i>Aquatic</i>  Spelling Students will use conventional spelling for doubling or not doubling a final consonant when adding the suffixes <i>-ed</i> and <i>-ing</i> to root words. [L.3.2e; ELD.PIII.3]  Parts of Speech Students will identify nouns, verbs and adjectives in a sentence. [L.3.1a; ELD.PII.3.3, ELD.PII.3.4]	
<b>Lesson 6</b>	Small Group Reading: “Amphibians” Students will record key information about amphibians. [W.3.2; ELD.PII.3.7]	Presenting the Read-Aloud: “Amphibians: From Land to Water” Students will identify clue words used to sequence the stages of metamorphosis. [RI.3.8; ELD.PI.3.7]	Spelling Students will determine the meaning of words formed when <i>-ed</i> and <i>-ing</i> are added to a known root word. [L.3.4b; ELD.PI.3.8]	Field Journal Students will write a short reflection about being an amphibian. [W.3.8; ELD.PI.3.10]
<b>Lesson 7</b>	Introducing the Reading: “Tree Frogs” Students will ask and answer questions to demonstrate understanding of tree frogs, referring explicitly to the text. [RI.3.1; ELD.PI.3.6]	Compare and Contrast Texts Students will compare and contrast two texts about frogs. [RI.3.9; ELD.PI.3.6]		Field Journal Students will write a short reflection about being a frog researcher. [W.3.8; ELD.PI.3.10]
<b>Pausing Point 1</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>

<b>Lesson 8</b>		Presenting the Read-Aloud: “Reptiles: Cold-Blooded Scaly Vertebrates” Students will determine the meaning of unknown words in the text. [RI.3.4; ELD.P.III.3]	Word Work: <i>Effectively</i>  Introducing Prefixes <i>re-</i> and <i>pre-</i> Students will determine the meanings of words formed when <i>re-</i> or <i>pre-</i> are added to known root words. [L.3.4b; ELD.P.III.3]  Spelling	Field Journal Students will write a short reflection on being a herpetologist. [W.3.8; ELD.P.I.3.10]
<b>Lesson 9</b>	Whole Group Second Reading: “Reptiles” Students will closely read an informational text to learn more about reptiles. [RI.3.10; ELD.P.I.3.6]		Spelling: Blank Busters Students will determine the meaning of words formed when <i>-ed</i> or <i>-ing</i> are added to a known root word. [L.3.4b; ELD.P.III.3]	Animal Foldable Students will record key information about reptiles. [W.3.2; ELD.P.I.3.10]
<b>Lesson 10</b>		Presenting the Read-Aloud: “Birds: Wings and Feathers” Students will write a short reflection about the most important thing about being a bird. [W.3.8; ELD.P.I.3.10b]	Spelling Assessment Students will use conventional spelling patterns when adding suffixes <i>-ed</i> or <i>-ing</i> to root words. [L.3.2e]  Word Work: <i>Metabolism</i>	Bird Web  Field Journal Students will write a short reflection about the most important thing about being a bird. [W.3.8; ELD.P.I.3.10b]
<b>Lesson 11</b>	Partner Reading: “Birds” Students will identify information about birds and explain how specific text features support their learning. [RI.3.5; ELD.P.I.3.6]		Introduce Spelling Words Students will use conventional spelling patterns when adding the suffix <i>-es</i> to root words. [L.3.2e; ELD.P.III.3] Abstract Nouns Students will identify and use concrete and abstract nouns. [L.3.1c; ELD.P.II.3.4]	Animal Classification Foldable  Field Journal Students will write a short reflection on being a bird. [W.3.8; ELD.P.I.3.10b]
<b>Lesson 12</b>	Small Group Reading: “Mammals” Students will compare two texts on mammals using a graphic organizer. [RI.3.9; ELD.P.I.3.6]	Presenting the Read-Aloud: “Mammals: Live-Bearing Milk Producers” Students will identify clue words used to signal a contrast or comparison of mammals. [RI.3.8; ELD.P.II.3.1]	Word Work: <i>Stately</i>  Grammar Review Students will use nouns, verbs, and adjectives, and explain their function in sentences. [L.3.1a; ELD.P.II.3.3; ELD.P.II.3.4]	Mammal Web Students will record key information about mammals. [W.3.2; ELD.P.I.3.10b]
<b>Lesson 13</b>	Whole Group Reading: “Jane Goodall” Students will determine the main idea and supporting details about Jane Goodall from the media clip and reading. [SL.3.2; ELD.P.I.3.6]	Discussing the Video Clip Students will identify information presented in a media clip about Jane Goodall. [SL.3.2; ELD.P.I.3.6]		An Informational Paragraph Students will begin drafting an informative writing piece about a select vertebrate’s characteristics and classification, clearly stating ideas, facts, and details. [W.3.2; ELD.P.I.3.10b]
<b>Lesson 14</b>	Independent Reading: “Scientists Who Classify Animals” Students will use text features to quickly locate information about scientists	Presenting the Read-Aloud: “Vertebrates Around the World” Students will ask and answer questions about vertebrates around the		Revising an Informative Paragraph Students will continue drafting an informative writing piece about an animal’s characteristics and

	who classify animals. [RI.3.5; ELD.PI.3.6]	world. [RI.3.1; ELD.PI.3.5]		classification, clearly stating ideas, facts, and details. [W.3.2b; ELD.PI.3.10a]
<b>Pausing Point 2</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>
<b>Lesson 15</b>	<p><b>Student Skills Assessment</b> Students will read on-level stories with purpose and understanding [RF.3.4a]</p> <p>Small Group: Remediation Students will read with sufficient accuracy and fluency to support comprehension. [RL.3.4]</p> <p>Optional Fluency Assessment: "Piranhas"</p>		<p><b>Spelling Assessment</b> Student will use conventional spelling patterns when adding the suffix -es to root words. [L.3.2e]</p> <p>Compound Sentences Students will produce simple, compound, and complex sentences. [L.3.1i]</p>	

# Unit 3: The Human Body: Systems and Senses (16 days)

Reader: *How Does Your Body Work?*

This unit reviews what students have already learned about the human body and some of its systems. Two systems students have previously learned about in greater depth are the excretory and digestive systems in Grade 2, so these are briefly reviewed here. In this unit, students will focus in greater detail on the skeletal, muscular, and nervous systems and the fact that they are closely interconnected with all the human body systems. Furthermore, students will learn details about the senses of sight and hearing and how the eyes and ears work. Students will also learn the idiom "a clean bill of health" and will discover ways they can keep their bodies active and healthy.

The content students learn in this grade will build on what students have learned in previous grades as well as serve as the basis for more in-depth study in the later grades of the human body and its other systems.

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	Core Connection Students will describe and review the systems of the human body. [RI.3.2, ELD.PI.3.6]	Presenting the Read-Aloud: "Building Blocks and Systems" Students will explain how the human body is an interconnected system. [RI.3.3, ELD.PI.3.5]	Word Work: <i>Interconnected</i>  Regular and Irregular Plural Nouns Students will write words using spelling patterns and rules for regular and irregular plural nouns. [L.3.2f, ELD.PIII.3]	Independent and Partner Practice Students will describe the ways various systems are working in one's own body. [W.3.3: ELD.PI.3.10]
<b>Lesson 2</b>	Whole Group Reading: "The Skeletal System" Students will read and answer comprehension questions about the body's skeletal system, including axial bones. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "The Skeletal System: Axial Bones" Students will identify different axial bones within the skeletal system, as well as how the bones function inside the body. [RI.3.3, ELD.PI.3.5]	Word Work: <i>Structure</i>	Sequence Sentences in Paragraphs Students will identify sentences in paragraphs, including topic and concluding sentences. [W.3.4, ELD.PII.3.1]
<b>Lesson 3</b>	Whole Group Readings: "All About Bones" Students will read and answer comprehension questions about the body's skeletal system and appendicular bones. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "The Skeletal System: Appendicular Bones" Students will identify different appendicular bones within the skeletal system, as well as how the bones function inside the body. [RI.3.3, ELD.PI.3.5]	Word Work: <i>Appendages</i>  Regular and Irregular Plural Nouns Students will spell words using spelling patterns and rules for regular and irregular plural nouns. [L.3.2.f, ELD.PIII.3]	
<b>Lesson 4</b>	Close Reading: All About Bones Students will close-read and answer comprehension questions about the body's skeletal system and appendicular bones. [RI.3.1, ELD.PI.3.6]		Regular and Irregular Plural Nouns Students will spell words using spelling patterns and rules for regular and irregular plural nouns. [L.3.2.f, ELD.PIII.3]  Prefixes <i>dis-</i> and <i>mis-</i> Students will identify correct use of prefixes <i>dis-</i> and <i>mis-</i> . [L.3.4.b, ELD.PIII.3]	

<b>Lesson 5</b>	Whole Group Reading: "The Muscular System" Students will read and answer comprehension questions about the body's muscular system. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "The Muscular System" Students will identify different components of the muscular system, as well as how the muscular system is part of a larger, interconnected system. [RI.3.3, ELD.PI.3.5]	Word Work: <i>Voluntary</i> and <i>Involuntary Muscles</i>  <b>Spelling Assessment</b> Students will use spelling patterns and rules for regular and irregular plural nouns. [L.3.2.f, ELD.PIII.3]  Practice Alphabetizing Skills	Topic and Concluding Sentences Students will write paragraphs using topic and concluding sentences. [W.3.4, ELD.PI.3.12]
<b>Lesson 6</b>	Whole Group Reading: "Joints and Muscles" Students will read and answer comprehension questions about joints and muscles, and consider how they interact with other systems in the body. [RI.3.1, ELD.PI.3.6]		Introducing Spelling Words Students will correctly change 'f' to 'v' and add <i>-ed</i> in plural nouns. [L.3.1b, ELD.PIII.3]	Topic and Concluding Sentences  Students will create a piece of writing that includes a topic and concluding sentence. [W.3.4, ELD.PII.3.12]
<b>Lesson 7</b>	Whole Group Reading: "The Nervous System" Students will read and answer comprehension questions about the nervous system. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "The Nervous System" Students will describe the nervous system as part of a larger, interconnected system. [RI.3.3, ELD.PI.3.5]	Word Work: <i>Consciously</i> and <i>Unconsciously</i>  Review Spelling Words Students will form and use irregular plural nouns. [L.3.1b, ELD.PIII.3]  Review Prefixes Students will identify the meaning of the common prefixes <i>un-</i> , <i>non-</i> , <i>re-</i> , <i>pre-</i> , <i>dis-</i> , and <i>mis-</i> . [RF.3.3a, ELD.PIII.3]	
<b>Pausing Point 1</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>
<b>Lesson 8</b>	Whole Group Reading: "The Spinal Cord and Brain" Students will read and answer comprehension questions about the nervous system and the brain. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "The Nervous System and the Brain" Students will describe the relationship between the nervous system and the brain using language that pertains to sequence and cause/effect. [RI.3.3, ELD.PI.3.5]	Word Work: <i>Hemisphere</i>  Review Prefixes Students will identify and use the meaning of the common prefixes <i>un-</i> , <i>non-</i> , <i>re-</i> , <i>pre-</i> , <i>dis-</i> , or <i>mis-</i> . [RF.3.3a, ELD.PIII.3]	
<b>Lesson 9</b>	Close Reading: "The Spinal Cord and Brain" Students will closely read about the nervous system and the brain. [RI.3.10, ELD.PI.3.6]		Spelling Review Students will write words using spelling patterns and rules for words with the /j/ sound. [L.3.2f, ELD.PIII.3]	Identifying Irrelevant Sentences Students will identify and use parts of a paragraph, including a topic sentence, supporting details, and a

			Alphabetizing Words	concluding statement, in a written piece. [W.3.1a, ELD.PI.3.10]
<b>Lesson 10</b>	Presenting the Reading: "Eyes and Vision" Students will determine the main idea of "Eyes and Vision," recount the key details, and explain how they support the main idea. [RI.3.2, ELD.PI.3.5]	Presenting the Read-Aloud: "Vision: The Parts of the Eye" Students will describe the relationship between the parts of the eye in "Vision: The Parts of the Eye" using language that pertains to sequence and cause/effect. [RI.3.3, ELD.PI.3.5]	Spelling Assessment Students will write words using spelling patterns and rules for words with the /j/ sound. [L.3.2f, ELD.PIII.3]	Writing Titles for Paragraphs Students will identify and use parts of a paragraph, including a topic sentence, supporting details, and a concluding statement, in a written piece. [W.3.1a, ELD.PI.3.10]
<b>Lesson 11</b>	Whole Group Reading: "Ears and Hearing" Students will ask and answer questions to demonstrate understanding of "Ears and Hearing," referring explicitly to the text as the basis for the answers. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "Hearing: The Parts of the Ear" Students will describe the relationship between the parts of the ear in "Hearing: The Parts of the Ear" using language that pertains to sequence and cause/effect. [RI.3.3, ELD.PI.3.5]	Review Spelling Patterns and Irregular Plural Nouns Students will use spelling patterns and generalizations (e.g., ending rules) in writing words. [L.3.2f, ELD.PI.3.6]	Practice Writing Paragraphs Students will produce writing in which the development and organization are appropriate to task and purpose, i.e., ideas are presented clearly and in a logical order. [W.3.4, ELD.PI.4]
<b>Lesson 12</b>		Presenting the Read-Aloud: "A Clean Bill of Health" Students will compare the nervous system in the human body to other common systems. [RI.3.9; ELD.PI.3.6]	Word Work: <i>Miraculously</i>  Review Spelling Words Students will use spelling patterns and generalizations (e.g., ending rules) in writing words. [L.3.2f; ELD.PI.3.10]	
<b>Lesson 13</b>	Whole Group Reading: "Overcoming Disabilities, Part I" Students will ask and answer questions to demonstrate understanding of "Overcoming Disabilities," referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6]		Introduce Subject Pronouns Students will use subject pronouns and explain their function in sentences. [L.3.1a; ELD.PI.3.2]	
<b>Pausing Point 2</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>
<b>Lesson 14</b>	<b>Student Skills Assessment</b>  <b>Fluency Assessment</b>		<b>Spelling Assessment</b> Students will be able to identify and spell regular and plural nouns where the 'f' changes to 'v' and -es is added. [L.3.1b; ELD.PIII.3]	Written Reflection Students will write a short reflection passage. [W.3.8; ELD.PI.3.9]

## Unit 4: The Ancient Roman Civilization (17 days)

Reader: *Stories of Ancient Rome*

This unit will introduce your students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will be introduced to the culture of ancient Rome, including religion, food, education, legends, social class structure, and entertainment. They will learn about Roman geography and history, government, major leaders, monumental battles, and the rise and decline of the Roman Empire. Students will also learn about ancient Rome's influence and contributions to our society today.

The content students learn in this grade will serve as the basis for more in-depth study in the later grades of the Roman Republic, the Punic Wars, Julius Caesar, Augustus Caesar, and the decline and fall of the Roman Empire.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	“Rome, Then and Now” Students will explain why Rome was a civilization, label a map of Rome, and explain how ancient Rome grew in size. [RL.3.1; ELD.PI.3.5, 6]	Presenting the Read-Aloud: “What is Rome?” Students will identify key information about ancient Roman civilization and organize their ideas in a graphic organizer. [SL.3.2; ELD.PI.3.1, 2, 6, 12]	Core Connection Students will define <i>civilization</i> and the terms <i>BC/BCE</i> and <i>AD/CE</i> . [L.3.6; ELD.PI.3.12]  Word Work: <i>Ruins</i>  Sayings and Phrases  Spelling Students will sort words with the r-controlled spelling pattern. [L.3.2f; ELD.PIII.3]	Virtual Museum Students will take notes on a graphic organizer. [W.3.8; ELD.PI.3.1, 2, 6, 12]
<b>Lesson 2</b>	“The Legend of Romulus and Remus” Students will explain why the story of Romulus and Remus is considered a legend. [RL.3.1; ELD.PI.3.6; ELD.PII.3.1]	Presenting the Read-Aloud: “The Legend of Romulus and Remus” Students will use a note-taking strategy to record details about the legend of Romulus and Remus, and work collaboratively to extend observations from text. [RL.3.9; W.3.8; ELD.PI.3.1, 2, 5, 6, ELD.PII.3.1]	Word Work: <i>Defied</i>  Verb Tenses Students will identify past, present and future tense and change verbs to represent past, present and future tense. [L.3.1f; ELD.PII.3.3]	
<b>Lesson 3</b>	Partner Reading: “The Roman Gods” Students will identify and describe gods and goddesses worshipped by the Romans using a 3-column graphic organizer. [RL.3.1; W.3.5; ELD.PI.3.2, 6]	Presenting the Read-Aloud: “Roman Gods and Goddesses” Students will explain Roman life and their beliefs in a short essay response. [RI.3.2; W.3.8; ELD.PI.3.5, 10b]	Word Work: <i>Elaborate</i>  Grammar Students will determine the meaning of words formed when <i>-er</i> or <i>-or</i> is added to a known root word. [RF.3.3; ELD.PIII.3]	Discussing the Read-Aloud Students will take notes on a graphic organizer. [W.3.8; ELD.PI.3.2; ELD.PII.3.1]
<b>Lesson 4</b>	Close Reading: “The Roman Gods” Students will analyze a Roman god and goddess family tree and add pertinent information.	Read-Aloud: “The Roman Republic” Students will identify the main ideas and supporting details presented orally. Students also compare and contrast	Word Work: <i>Attributes</i> Past/Present Tenses of <i>to be</i> Students will identify the present and past tense of <i>to be</i> . [L.3.1f; ELD.PII.3.3]	Opinion: Quick Write Students will form an opinion on the best type of government. [W.3.1; ELD.PI.3.3, 11]

	[RI.3.10; ELD.PI.3.2, 6]	people in ancient Rome using a graphic organizer. [SL.3.2; RI.3.9; ELD.PI.3.3, 5, 11]		
<b>Lesson 5</b>	Independent Reading: "Hannibal Crosses the Alps" Students will read to identify and record important information related to the previous lessons and the Punic Wars. [RI.3.2; ELD.PI.3.6]	Presenting the Read-Aloud: "The Punic Wars" Students will listen to identify and record the main ideas related to the significance of the Punic Wars and Hannibal's role. [RI.3.2; ELD.PI.3.5]	Word Work: <i>Conflict</i> Dictionary Skills Students will use guide words to identify which words would appear on a page of a dictionary. [L.3.2g, ELD.PIII.3]  Spelling Assessment	Main Ideas Chart Students will use a note-taking strategy to summarize and categorize information about ancient Rome from previous readings. [W.3.8; ELD.PI.3.2]
<b>Lesson 6</b>	Partner Reading: "Cupid and Psyche" Students will recount the myth "Cupid and Psyche" and compare outcomes to original predictions. [RL.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: "Daily Roman Life, Part 1" Students will use a note-taking organizer to summarize the main aspects of Roman life. [RI.3.1, RI.3.2; ELD.PI.3.5, 10]	Word Work: <i>Ingenious</i>  Spelling Students will sort words with two spellings of the sound /ee/. [L.3.2f; ELD.PIII.3]	Opinion Writing Students will identify the point of view of a passage. [RL.3.6, W.3.8; ELD.PII.3.1]
<b>Lesson 7</b>	Small Group Reading: "The Sword of Damocles" Students will analyze Damocles and explain how his actions caused events to occur in a certain order. [RL.3.3; ELD.PI.3.6]	Presenting the Read-Aloud: "Daily Roman Life, Part 2" Students will summarize what they learned about Roman life. [RI.3.1; RI.3.2; ELD.PI.3.5, 10(b)]	Word Work: <i>Chaos</i>  Grammar: Introduce Verb to have Students will utilize the proper verb tense of <i>to have</i> . [L.3.1d, L.3.1e; ELD.PII.3.3]	Opinion Essay Outline Students will outline an opinion essay. [W.3.1; ELD.PI.3.10(a)]
<b>Pausing Point 1</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>
<b>Lesson 8</b>	Introducing the Reading: "Julius Caesar: Great Fighter, Great Writer" Students will compare key points from two texts on Julius Caesar using a graphic organizer. [RI.3.9; ELD.PI.3.5]	Presenting the Read-Aloud: "Julius Caesar" Students will identify key points about Julius Caesar. [RI.3.2; ELD.PI.3.6]	Morphology: Suffixes <i>-ist</i> and <i>-ian</i> Students will be able to determine the meaning of words formed when <i>-ist</i> or <i>-ian</i> is added to a known root word. [L.3.4b; ELD.PIII.3]	Opinion Essay Rough Draft Students will revise their opinion essay explaining why a statue of a god or goddess should be built, based on peer feedback and self-reflection. [W.3.5; ELD.PII.3.1]
<b>Lesson 9</b>	Independent Reading: "Crossing the Rubicon" Students will compare key points from two texts on Julius Caesar using a graphic organizer. [RI.3.9; ELD.PI.3.6]	Presenting the Read-Aloud: "Julius Caesar: The Later Years" Students will identify key points about Julius Caesar. [RI.3.2; ELD.PI.3.5]	Word Work: <i>Uncivilized</i>	Writing a Debate Students will take a position on whether Julius Caesar is a hero or a traitor. [W.3.8; W.3.1; ELD.PI.3.3, 11; ELD.PII.3.1]
<b>Lesson 10</b>	Presenting the Close Reading: "Julius Caesar: The Later Years" Students will analyze Julius Caesar as a leader. [RI.3.10; W.3.1; ELD.PI.3.6, 10a] Timeline Students will identify missing events in a timeline	Presenting the Read-Aloud: "Augustus Caesar and the Roman Empire" Students will summarize key contributions and events in the life of Augustus Caesar. [RI.3.1; ELD.PI.3.5]	Spelling Assessment Students will correctly spell and sort words spelled /ee/. [L.3.2f; ELD.PIII.3]	

	of Julius and Augustus Caesar's lives. [RI.3.3; ELD.PI.3.6]			
<b>Lesson 11</b>	<p>Independent Reading: "After Caesar: Augustus and the Roman Empire" Students will identify key details in a text and cite the page where evidence was found. [RI.3.2; ELD.PI.3.6]</p> <p>Identifying Point of View Students will compare their point of view with the author. [RI.3.6; ELD.PI.3.3, 11]</p>	<p>Presenting the Read-Aloud: "Augustus Caesar and the Decline of the Roman Empire" Using a graphic organizer, students will identify factors that led to the decline of the Roman Empire. [SL.3.2; ELD.PI.3.5]</p>	<p><b>Word Work: <i>Witnessed</i></b>  <b>Spelling</b>  Students will spell and sort words spelled /ee/. [L.3.2f; ELD.PIII.3]</p>	
<b>Lesson 12</b>	<p>Partner Reading: "The Second Rome" Students will compare illustrations and text to learn more about Justinian. [RI.3.7; ELD.PI.3.6]</p> <p>Identifying the Point of View Students will compare their point of view with that of the author. [RI.3.6; ELD.PI.3.7]</p>	<p>Presenting the Read-Aloud: "The Western and Eastern Empires" Students will explain why the Roman Empire split using information from the text and images. [RI.3.1, RI.3.7; ELD.PI.3.3, 10(b)]</p>	<p><b>Introduce Irregular Verbs</b>  Students will form and use irregular verbs. [L.3.1d; ELD.PII.3.3]</p>	
<b>Lesson 13</b>	<p>Small Group Reading: "Androcles and the Lion: Reader's Theater" Students will identify the parts of a play and read it aloud with accuracy, appropriate rate, and expression. [RL.3.5, SL.3.5, RF.3.4; ELD.PII.3.1; ELD.PIII.3]</p>	<p>Presenting the Read-Aloud: "Androcles and the Lion" Students will describe "Androcles and the Lion" and explain how the characters' actions contribute to the sequence of events. [RL.3.3; ELD.PI.3.5]</p>	<p><b>Opinion Writing</b>  Students will provide reasons (logical and emotional) to support their opinion using a T-chart. [W.3.1; ELD.PI.3.3, 11]</p>	
<b>Pausing Point 2</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>
<b>Lesson 14</b>	<p><b>Reading: Case 1</b></p> <p><b>Reading: Case 2</b></p>		<p>Grammar: Suffixes <i>-y</i> and <i>-al</i>  Students will determine the meaning of words formed when <i>-y</i> and <i>-al</i> are added to a known root word. [L.3.4b]</p>	
<b>Lesson 15</b>	<b>Reading: Case 3</b>		<p><b>Form and Use Irregular Verbs</b>  Students will form and use irregular verbs in sentences and use spelling patterns in writing /ee/ words. [L.3.1d; L.3.2f]</p>	<b>Writing: Case 4</b>
Spelling Assessment				

## Unit 5: Light and Sound (19 Days)

Reader: *Adventures in Light and Sound*

This unit will build upon what students have already learned about the five senses and the human body, focusing on the senses of seeing and hearing. Through reading and listening to read-alouds, Students will learn about the properties of light and sound, how light and sound travel in waves, and how light and sound can be manipulated by various instruments, such as magnifying glasses, microscopes, and telescopes. The content students learn in this grade will serve as the basis in later grades for more in-depth study of the human body and the properties of light and sound.

Students will be introduced to this content through a narrative story about two old friends, Samuel and Jack, who are losing their senses of sight and hearing, and their adventures with Samuel’s grandchildren, Amy and Ethan.

**Note:** Light has both a wave and a particle nature. Under most circumstances, light acts like a series of waves. However, there are certain, less common situations where light acts like a stream of particles.

At the Grade 3 level, we concentrate on the wave nature of light, briefly mentioning that "scientists are still studying and learning many new things about light, including that in special situations, light can act like a stream instead of a wave." Students will learn more about the dual wave and particle nature of light in future grades.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	<p>Core Connection Students will describe the concept of light. [RI.3.2, ELD.PI.3.6]</p> <p>Reading: “What is Light?” Students will find key ideas and details in the text introducing the concept of light. [RI.3.2, ELD.PI.3.6]</p>		<p>Spelling Students will review the spelling sound /ee / . [L.3.2f, ELD.PIII.3]</p> <p>Morphology</p>	<p>Lab Notes Students will take notes and write in response to the text about light. [W.3.8, ELD.PI.3.6]</p>
<b>Lesson 2</b>	<p>Partner Reading: “What is Light?, Part 2 Students will answer questions and provide evidence from an informational text about light. [RI.3.1, ELD.PI.3.6]</p>	<p>Presenting the Read-Aloud: “What is Light?” Students will describe and compare characters in a narrative text about light. [RL.3.3, ELD.PI.3.1]</p>	<p>Word Work: <i>Energy</i></p> <p>Grammar Students create adverbs that show “how” and end in <i>-ly</i>. [L.3.1.a, ELD.PII.3.5]</p>	<p>Compare and Contrast Texts Students will compare and contrast two texts about light. [RI.3.9, ELD.PI.3.10b]</p> <p>Wrap-Up: Summarizing a Video Students summarize the main idea and supporting details presented in a video. [SL.3.2]</p>
<b>Lesson 3</b>	<p>Read: Chapter 2: “How are Shadows Made?” Students will demonstrate understanding of cause and effect after reading an informational text about how light makes shadows. [RI.3.3, ELD.PI.3.6]</p>	<p>Light and Surface Experiment Students will work collaboratively in small groups to complete and discuss an experiment about shadows. [SL.3.1, ELD.PI.3.1]</p>	<p>Grammar Students will identify adjectives and adverbs correctly. [L.3.1a, ELD.PII.3.5]</p> <p>Spelling: Blank Busters</p>	<p>Experiment Reflection Students will take notes and record observations about cause and effect from an experiment about light and different surfaces and write a reflection. [W.3.8, ELD.PI.3.10b]</p>
<b>Lesson 4</b>	<p>Read Chapter 3: “Mirrors and Reflections” Students will find the main idea and details in text about mirrors and</p>	<p>Presenting the Read-Aloud: “Reflections and Mirrors” Students will discuss ideas and apply information gained from listening to text</p>	<p>Word Work: <i>Convex</i> and <i>Concave</i></p> <p>Grammar Students will identify adverbs that tell when.</p>	<p>Compare and Contrast Students will compare and contrast ideas based on a hands-on investigation with convex and concave</p>

	reflections, and find connections between different paragraphs. [RI.3.8, ELD.PI.3.6]	about mirrors and reflections. [SL.3.1a, ELD.PI.3.5]	[L.3.1.a, ELD.PII.3.5] Spelling	reflections. [W.3.8, ELD.PI.3.10b]
<b>Lesson 5</b>	Read Chapter 4: "Refractions and Lenses" Students will ask and answer questions about ideas and details in a text about refraction and lenses. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: "Reflections and Lenses" Students will use events and details from listening to the story about refraction and lenses and apply what they've learned to show cause and effect. [SL.3.2, ELD.PI.3.5]	<b>Spelling Assessment</b> Students will write words using spelling patterns and rules for words with the /ee/ sound. [L.3.2f]  Morphology Students will use suffixes <i>-y</i> and <i>-ly</i> correctly. [L.3.4b, ELD.PII.3.5]	
<b>Lesson 6</b>	Close Reading Exercise Students will demonstrate comprehension of the text about refraction and lenses during a Close Reading activity. [RI.3.1, ELD.PI.3.6]		Word Work: <i>Opaque, Translucent, Transparent</i> Students will demonstrate understanding of the domain words opaque, translucent, and transparent. [RI.3.4, ELD.PI.3.12]  Spelling Students will write words using spelling patterns and rules for words with the sound /æ/. [L.3.2f]	Think-Write-Share Students will write for a specific task, reflecting on what they've learned from the reading about refraction and lenses. [W.3.10, ELD.PI.3.11]
<b>Lesson 7</b>	Independent Reading: "Color and Light" Students will find key ideas and details about light and color by reading the text. [RI.3.2, ELD.PI.3.6]	Presenting the Read-Aloud: "What is Color?" Students will listen to the story "What Is Color?" and answer questions based on content and vocabulary in the text. [SL.3.2, ELD.PI.3.5]	Morphology Students will use the meaning of suffixes <i>-ous</i> and <i>-ly</i> to write words and sentences. [L.3.4b, ELD.PII.3.5]  Spelling	What is White Light? Students will synthesize what they have learned about light and color through research and hands-on activities to write a summary demonstrating understanding of key concepts and vocabulary. [W.3.7, ELD.PI.3.10b]
<b>Pausing Point 1</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>
<b>Lesson 8</b>	Triangle Connections Students will write to show the relationship between content vocabulary words about light, using information from a glossary, notes, and text. [RI.3.4, ELD.PI.3.12]	Presenting the Read-Aloud: "What is Sound?" Students will discuss and answer comprehension and vocabulary questions related to the Read-Aloud text about how sound waves are created and how they travel. [SL.3.1, ELD.PI.3.5]	Word Work: <i>Vibration</i>  Multiple-Meaning Word: Medium  Morphology Students will write words using suffixes <i>-ous</i> and <i>-ly</i> . [L.3.4b, ELD.PII.3.5] Spelling	Sequencing Sentences Students will identify the correct sequence of events to explain how sound is created and how it travels. [RI.3.8, ELD.PII.3.2b]  Video: Visualizing Vibrations Students will state an opinion about how sound travels after watching a video clip. [W.3.1, W.3.1b, ELD.PI.3.11]
<b>Lesson 9</b>	Reading: Chapter 6 "What is Sound?" Students will compare and	Seeing Sounds Students will participate in a group discussion following	Grammar: Build Sentences Students will choose adjectives, adverbs, and	Question Wall Students will write questions based on reading

	contrast sound and light energy. [RI.3.9, ELD.PI.3.6]	a sound experiment and share ideas and information. [SL.3.1d, ELD.PI.3.1]	synonyms to expand simple sentences. [L.3.1i, L.3.3.a, ELD.PI.3.12] Students will use dictionary skills to find the meaning of words. [L.3.4d]	about sound and how it travels and then answer questions in writing. [RI.3.1, ELD.PI.3.6]
<b>Lesson 10</b>	Read Chapter 7: “Characteristics of Sound” Students will read and answer comprehension questions about sound and its characteristics. [RI.3.1; ELD.PI.3.6]	Presenting the Read-Aloud: “Qualities of Sound” Students will listen to the story about sound qualities and answer listening comprehension questions. [SL.3.2; ELD.SI.3.1]	<b>Spelling Assessment</b> Students will write words using spelling patterns and rules for words with the /ae/ sound. [L.3.2f]  Word Work: Frequency	Lab Notes: 3-2-1 Students will write a reflection about what they’ve learned about sound in the reading and through the read-aloud. [W.3.8; ELD.PI.3.10b]
<b>Lesson 11</b>	Read Chapter 8: “The Human Voice” Students will read and answer comprehension questions about the human voice and how it is produced. [RI.3.1, ELD.PI.3.6]	Presenting the Read-Aloud: “Voice” Students will listen to the story about the human voice and its variations and answer questions about the text. [SL.3.2, ELD.PI.3.5]	Word Work: <i>Variations</i> Spelling Students will read and write words using alternate spellings for the /ae/ sound. [L.3.2f, ELD.PIII.3]	Descriptive Writing Students will use vocabulary and concepts from the reading and read-aloud to write a descriptive paragraph about a particular sound. [W.3.3, L.3.3a, ELD.PI.3.12]
<b>Lesson 12</b>	Read Chapter 10 (Additional Chapter) Students will read text about Alexander Graham Bell and answer questions about the text. [RI.3.1; ELD.PI.3.6]  Reading Response Students will write to a prompt based on the word inspiration from the text. [L.3.5b; ELD.3.10]		Grammar Students will use the conjunction <i>and</i> to create compound sentences. [L.3.1h, i; ELD.PII.3.6]	Graphic Organizer: Three New Words Students will categorize, define, and write sentences using new academic and domain-specific vocabulary words they learned from the text. [RI.3.4; ELD.PI.12]
<b>Lesson 13</b>	Read Chapter 12 (Additional Chapter) Students will read text about Thomas Edison and then compare and contrast Alexander Graham Bell and Thomas Edison. [RI.3.9; ELD.PI.3.6]	What Goes into a Newspaper Article? Students will work collaboratively and discuss ideas while analyzing a newspaper to identify informational text features. [RI.3.5; ELD.PII.3.1]		Research Project Guidelines Students will begin planning for researching and writing a newspaper article on the invention of the telephone or the incandescent light bulb. [W.3.5; ELD.PI.3.10a]
<b>Lesson 14</b>	<b>Unit Assessment</b>  <b>Fluency Assessment (Optional)</b>			Research and Taking Notes Students will conduct research on their topic, taking notes and categorizing the information in a graphic organizer. [W.3.7, W.3.8] Students will write their first draft of their research project. [W.3.2, W.3.2a, ELD.PI.3.10a]
<b>Lesson 15</b>			Spelling Assessment Students will spell words using alternate spellings for the sound /ae/. [L.3.2f]	Revision and Second Draft Students will complete drafts of their newspaper articles and revise based on feedback and criteria on a checklist. [W.3.2c; W.3.5; ELD.PI.3.10]

<b>Lesson 16</b>		<p><b>Editing</b> Students will edit and publish their final newspaper articles on either the invention of the telephone or the invention of the incandescent light bulb. [W.3.2 a–d, W.3.5]</p> <p><b>Publishing</b> Students will produce and publish writing using technology (optional). [W.3.6]</p>		
<b>Lesson 17</b>	<p><b>Light and Sound Rewind</b> Students will reread favorite texts aloud and share their opinions with others. [RF.3.4a–c]</p>	<p><b>Sharing Articles and Discussion</b> Students will present their newspaper articles in a group setting, speaking clearly and at an appropriate pace, and then answer questions from group members. [SL.3.1d; SL.3.4; SL.3.6; L.3.1; L.3.3]</p> <p>Students will follow the rules of discussion, pose questions to the speaker, and make comments appropriate to the discussion. [SL.3.1; SL.3.1b; SL.3.1c; SL.3.3]</p>		
<b>Pausing Point 2</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>

## Unit 6: The Viking Age (12 days)

Reader: *Gods, Giants, and Dwarves*

This unit will build upon what students have already learned about ancient civilizations. Students will be introduced to the people of the Viking Age: the men, women, and children who spoke the old Norse language and lived in an area of northern Europe called Scandinavia, the countries we now call Norway, Sweden, and Denmark.

*Far from Home: A Viking's Journey* is an immersive and engaging Quest to introduce students to Norse civilization. In *Far From Home*, students take the roles of Vikings who have set sail with Leif Erikson to create the first Norse settlement in North America. On the way, the students meet numerous characters and learn about Viking society. Students will engage in a mix of writing, listening, speaking, reading, and physical activities. The Quest is composed of five lessons, lasting 45 minutes each day beginning in Lesson 1 of the unit.

The following CCSS standards are addressed throughout the *Far from Home: A Viking's Journey* Quest: RL.3.3, RL.3.4, RL.3.7, RI.3.1, RI.3.3, RI.3.7, RI.3.9, W.3.4, W.3.8, W.3.10, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	<b>Mid-Year Assessment: Reading Comprehension</b> Whole Group: "Introducing the Kingdoms of Norse Mythology" Making Predictions [RL.3.3, ELD.PI.3.6]		Spelling Students categorize words using different spelling patterns for /k/. [L.3.2f, ELD.PIII.3]	
<b>Lesson 2</b>	<b>Mid-Year Assessment: Reading Comprehension; Words in Isolation</b> Partner Reading :Chapter 1 "Sif's Golden Hair" Answer questions referring explicitly to the text about characters, setting, and plot. [RL.3.1, ELD.PI.3.6]		Language Students combine simple sentences to form compound sentences using the conjunction <i>because</i> . [L.3.1h, ELD.PII.3.6]	
<b>Lesson 3</b>	<b>Mid-Year Assessment: Grammar</b> Whole Group: Chapter 2 "Loki and the Dwarves" Main idea and details about characters, setting, and plot. [RL.3.1, ELD.PI.3.6]		Morphology Determine the meaning of words when adding suffixes <i>-ive</i> and <i>-ly</i> to the root word. [L.3.4b, ELD.PII.3.5]	
<b>Lesson 4</b>	<b>Mid-Year Assessment: Morphology</b> Whole Group: Chapter 3 "Stolen Thunder" Answer questions about the main ideas and details of a text. [RL.3.1, ELD.PI.3.6]		Language Students interpret the meaning of sentences using the conjunction <i>because</i> . [L.3.3, ELD.PII.3.6]	

<b>Lesson 5</b>	<b>Mid-Year Assessment</b> Partner Reading: Chapter 4 “A Plan is Made” Answer questions and cite evidence from the text. [RL.3.1, RL.3.3, ELD.PI.3.6]		<b>Spelling Assessment:</b> Words using spelling patterns and rules for the sound /k/. [L.3.2f, ELD.PIII.3]	
<b>Lesson 6</b>	Whole Group :Chapter 5 “The Wedding Feast” Make and confirm predictions about the concluding events of a story. [RL.3.2, ELD.PI.3.6]		Spelling Categorize words using different spelling patterns for /s/. [L.3.2f, ELD.PIII.3]	Character Comparison Compare and Contrast two characters from Norse mythology. Plan to write a narrative. [W.3.4, ELD.PI.3.10]
<b>Lesson 7</b>	Partner Reading: Chapter 6 “Balder the Beautiful” Identify a series of cause and effect relationships [RI.3.1, RL.3.3, ELD.PI.3.6]		Grammar Interpret the meaning of sentences that use the conjunction <i>because</i> . [L.3.3, ELD.PII.3.6]	
<b>Lesson 8</b>	Whole Group: Chapter 7 “The Death of Balder” Describe a character from a Norse myth. Answer questions about a text using evidence. [RL.3.2, ELD.PI. 3.6]		Morphology Choose words with the correct suffix. [L.3.4b, ELD.PI.3.8]	Character Description Complete a paragraph describing a character from a Norse myth. [W.3.2, ELD.PI.3.10]
<b>Lesson 9</b>	Partner Reading: Chapter 8 “Loki’s Punishment” Analyze how a character changes over time. Answer questions and cite evidence in the text. [RL.3.1, RL.3.3, ELD.PI.3.6]		Grammar Create compound sentences using the conjunction <i>because</i> . [L.3.1h, ELD.PII.5]	Revisions Revise writing based on feedback [W.3.5, ELD.PI.3.10]
<b>Lesson 10</b>	Independent/Partner Reading: Rereading a chapter of choice. [RL.3.10]		<b>Spelling Assessment:</b> Words using spelling patterns and rules for the sound /s/. [L.3.1h, ELD.PIII.3]	Final Draft and Illustrations Write a final draft of a character description and create illustrations to support writing. [W.3.5, ELD.PI.3.10]
<b>Lesson 11</b>	Independent Reading: Create a comic book page based on literary text. [RL.3.2, ELD.PI.3.6]	Character Descriptions Presentation of character descriptions. [SL.3.4, ELD.PI.3.9]		
<b>Pausing Point (1 Day)</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>

## Unit 7: Astronomy—Our Solar System and Beyond (23 days)

Reader: *What's in Our Universe?*

This unit will build upon what students have already learned about astronomy and introduces them to new information about this science. Through reading and listening to Read-Alouds, students will learn more about our solar system, our galaxy, other galaxies, and the universe. Students will be introduced to the concept of gravity and its effects on Earth and in other places in space. A foundation of knowledge will be laid for more in-depth study in later grades of topics such as matter, light-years, and black holes. Students will learn about the difference between a hypothesis and a theory, and dive into the Big Bang theory of how the universe may have originated. Students will also hear about key people and events involved in the study and exploration of outer space.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	Whole Group: Chapter 1 “The Sun, Earth, and Our Solar System” Answer comprehension questions about the text [RI.3.1, ELD.PI.3.6]	Read-Aloud: “Our Planet Earth” Sequencing the steps of a lunar and solar eclipse [RI.3.3, ELD.PI.3.5]	Word Work: <i>Universe</i> Spelling: words using spelling patterns and rules for the /j/ sound [L.3.2f, ELD.PIII.3]	
<b>Lesson 2</b>	Small Group Reading: Chapter 2 “The Moon” Answer questions using evidence from the text. [RI.3.1, ELD.PI.3.6]	Read-Aloud: “Our Solar System, Part I” Compare and contrast a video and text read aloud. [RI.3.9, ELD.3.5]	Grammar Understand cause and effect by combining sentences with the conjunction <i>so</i> . [L.3.1h, ELD.PII.3.6]	
<b>Lesson 3</b>	Small Group Reading: Chapter 3 “The Planets Closest to the Sun: Mercury, Venus, Earth, and Mars” Make connections between main ideas in paragraphs. [RI.3.2, ELD.PI.3.6]	Read-Aloud: “Our Solar System, Part II” Think-Write-Share [SL.3.2, ELD.PI.3.5]	Word Work: <i>Frigid</i> Spelling Write words using spelling patterns and rules for word with the /j/ sound. [L.3.2f, ELD.PIII.3]	Connecting Main Idea Write a summary statement connecting main ideas. [W.3.8, ELD.PI.3.10a]
<b>Lesson 4</b>	Small Group Reading: Chapter 4 “The Outer Planets: Jupiter, Saturn, Uranus, and Neptune” Make connections between main ideas in paragraphs. [RI.3.2, ELD.PI.3.6]		Morphology Change the meaning of words by adding suffixes <i>-ful</i> and <i>-less</i> . [L.3.4b, ELD.PII.3.5]	Writing: Compare and Contrast Compare and contrast two texts. [RI.3.9, W.3.2, ELD.PI.3.10b]
<b>Lesson 5</b>	Whole Group : Chapter 5 “Asteroids, Comets, and Meteors” Compare and contrast asteroids, comets, and meteors. [RI.3.8, ELD. PI.3.6]		<b>Spelling Assessment:</b> Write words using spelling patterns and rules for the sound /j/. [L.3.2f, ELD.PIII.3] Write sentences using the conjunction <i>so</i> . [L.3.1h, ELD.PII.3.6]	Comparing and Contrasting Compare and contrast meteors, meteoroids, and meteorites. [RI.3.8, W.3.10, ELD.PI.3.10b]
<b>Pausing Point 1 (1 Day)</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>
<b>Lesson 6</b>	Whole Group : Chapter 6 “Galaxies and Stars” Answer questions about key ideas and details from		Grammar Combine sentences using conjunctions <i>and</i> and <i>or</i> . [L.3.1h, ELD.PII.3.6]	Reading/Writing Choice Board Respond to text for different purposes.

	the text. [RI.3.1, RI.3.2, ELD.PI.3.6]		Spelling Write words using spelling patterns and rules for the sound /n/ [L.3.2e, ELD.PIII.3]	[W.3.10, ELD.PI.3.10b]
<b>Lesson 7</b>	Partners/Independent: Compare and Contrast two texts on the same topic. [RI.3.9, ELD.PI.3.6]	Read-Aloud: “Galaxies” Find key ideas and details. [RI.3.2, ELD.PI.3.5]	Morphology Change the meaning of root words by adding suffixes. –ful and –less [L.3.4b, ELD.PII.3.5]	
<b>Lesson 8</b>	Independent Reading: Chapter 7 “Constellations” Answer questions using evidence from the text. [RI.3.1, ELD.PI.3.6]	Read-Aloud: Stars and Constellations” Poem: “Escape at Bedtime” Compare and contrast ideas [SL.3.1d, ELD.PI.3.1]	Grammar Write sentences showing cause and effect using the conjunction so. [L.3.1h]	
<b>Lesson 9</b>		Read-Aloud: “Space Exploration” Make before and after responses to text read aloud. [SL.3.2, ELD.PI.3.5]	Word Work: <i>Triumph</i> Write words with the spelling sound /n/ and add appropriate suffixes to make sense in sentences. [L.3.2e, ELD.PIII.3]	Writing an Opinion Write an opinion about the future of space exploration. [W.3.1, ELD.PI.3.10]
<b>Lesson 10</b>	Partner Reading: Chapter 8 “Exploring Space” Answer questions by finding evidence in the text [RI.3.1, ELD.PI.3.6] Find the relationship between content vocabulary words. [RI.3.4, ELD.PI.3.12]		<b>Spelling Assessment:</b> words using spelling patterns and rules for the sound /n/. [L.3.2f, ELD.PIII.3]	Reading/Writing Choice Board Respond to text for different purposes. [W.3.10, ELD.PI.3.10b]
<b>Lesson 11</b>	Close Reading, Part 1: “Gravity” Find key ideas, details, words, and phrases. [RI.3.2, ELD.PI.3.6]		Spelling Write words using spelling patterns and rules for sounds /ae/, /k/, /s/, /j/, and /n/. [L.3.2f, ELD.PII.3]	Summary of Gravity Experiment [W.3.8, ELD.PI.3.10b]
<b>Lesson 12</b>	Close Reading, Part 2: “Gravity” Demonstrate comprehension in a close reading activity. [RI.3.1, RI.3.2, RI.3.4, ELD.PI.3.6]		Grammar Use correct punctuation in sentences with dialogue. [L.3.2c, ELD.PIII.3]	3-2-1 Reflection Write a reflection about information learned from reading. [W.3.8, ELD.PI.3.10b]
<b>Pausing Point 2 (1 day)</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>
<b>Lesson 13</b>	Whole Group: Read-Aloud “Nicolaus Copernicus” Demonstrate comprehension of a text. [RI.3.1, ELD.PI.3.6]	Small Group: Read narrative text aloud with accuracy, appropriate rate, and expression. [RF.3.4b, ELD.PIII.3]		Writing the Script Write a narrative Reader’s Theater script based on informational text about Nicolaus Copernicus. [W.3.3, W.3.10, SL.3.1, ELD.PI.3.2]
<b>Lesson 14</b>	Small Group Reading: Chapter 9 “A Walk on the Moon” and Chapter 10 “What’s It Like in Space?” Compare and contrast two texts. [RI.3.9, ELD.PI.3.6]	Performing Reader’s Theater Read narrative text aloud during Reader’s Theater. [RF.3.4b, SL.3.4, ELD.PI.3.9]	Morphology Review Use the meaning of suffixes to choose the correct word in sentences. [RF.3.3a, ELD.PI.3.7]	

<b>Lesson 15</b>	Independent Reading: Chapter 11 “The Space Shuttle” Comprehension Questions [RI.3.1, ELD.PI.3.6] Connecting sentences in a paragraph. [RI.3.8, ELD.PII.3.1]	Small Group: Work collaboratively to connect sentences in a paragraph. [SL.3.1, SL.3.1d, ELD.PI.3.1]	<b>Spelling Assessment:</b> words with sounds /ae/, /k/, /s/, /j/, and /n/ [L.3.2f, ELD.PIII.3]	Paragraph Writing: Connecting Sentences Write a brief informational paragraph using words that connect sentences in a logical sequence. [RI.3.8, W.3.10, ELD.PII.3.1]
<b>Lesson 16</b>	Whole Group: Chapter 12 “Dr. Mae Jemison” Sequence life events in order. [RI.3.3, ELD.PI.3.6] Compare and contrast two texts about Mae Jemison. [RI.3.9, ELD.PI.3.6]	Read-Aloud: “Mae Jemison” Demonstrate listening comprehension. [SL.3.2, ELD.PI.3.5]	Word Work: Mission Sayings and Phrases: <i>A Feather in Your Cap</i>	Opinion: Quote by Mae Jemison Write an opinion about a famous quote by Mae Jemison. [W.3.1, ELD.PI.3.11]
<b>Lesson 17</b>	Independent Reading: “Stargirl” Answer questions using evidence from the text. [RL.3.1, ELD.PI.3.6]  <b>*Optional Fluency Assessment: “The Hoba Meteorite”</b> [RF.3.3, RF.3.4a-c]	The International Space Station Identify key ideas and details from websites and videos . [SL.3.2, ELD.PI.3.6]	Grammar Use correct punctuation to indicate singular possessive nouns. [L.3.2d, ELD.PIII.3]	Introducing Informative Writing: Planning Plan to write an informative piece about a day in the life of an astronaut aboard the International Space Station. [W.3.5, ELD.PI.3.10b]
<b>Lesson 18</b>	Independent Reading: Chapter 13 “The International Space Station” Respond to text for different purposes. [W.3.10, ELD.PI.3.10b]		Grammar Use correct punctuation to indicate plural possessive nouns. [L.3.2d, ELD.PIII.3]	Informative Writing: Plan and Draft Plan and draft an informative piece about a day in the life of an astronaut aboard the International Space Station. [W.3.2, W.3.2a-d, W.3.4, ELD.PI.3.10a]
<b>Lesson 19</b>	<b>Performance Task, Part 1</b> “The Big Bang Theory” Identify cause and effect and sequence ideas about the Big Bang theory [RI.3.3, RI.3.8] Compare and contrast two texts about the Big Bang theory. [RI.3.9]			Informative Writing: Drafting/Revising Revise informative writing. [W.3.5, ELD.PI.3.10a]
<b>Lesson 20</b>	<b>Performance Task, Part 2</b> “The Big Bang Theory” Gather evidence from two texts to write an extended response. [RI.3.3, RI.3.8, W.3.2]			Informative Writing: Edit/Publish Edit and publish informative writing describing a day in the life of an astronaut on the International Space Station. [W.3.2 a-d, W.3.5, ELD.PI.2.10a]
<b>Pausing Point 3 (1 Day)</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>

## Unit 8: Native Americans: Regions and Cultures (15 Days)

Reader: *Native American Stories*

This unit reviews what students have already learned in previous grades about the first known inhabitants of North America. Students will learn more in-depth information about how some Native Americans first migrated from Asia to North America, how many scientists think they spread throughout the continents of North America and South America, and how their ways of obtaining food changed over the years. Furthermore, students will learn details about how people adapted to the environment of the region in which they settled and how that adaptation shaped their cultural identity. Students will also learn the idiom “cold shoulder,” and that this custom of some Native Americans was used as a form of punishment.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	Whole Group: Chapter 1 “Etu, the Hunter” Describe characters and explain how their actions contribute to the sequence of events. [RL.3.3, ELD.PI.3.6]	Core Connections Identify North America, South America, and Asia on a map [SL.3.2, ELD.PI.3.5] Read-Aloud: “Spreading Through the Continents” Identify the cause and effect relationship related to the change from nomadic Native Americans to Native Americans who settled in one place. [RI.3.3, ELD.PI.3.6]	Word Work: <i>Nomadic</i> Use spelling patterns and generalizations in writing words with the /ə/ sound spelled ‘a’ and ‘e’. [L.3.2f, ELD.PIII.3]	
<b>Lesson 2</b>		Read-Aloud: “Changing Ways of Life” Explain the connection between words and illustrations in a text about Native Americans. [RI.3.7, ELD.PI.3.6]	Word Work: <i>Environment</i> Grammar Form and use plural possessive nouns. [L.3.2f, ELD.PIII.3]	Compare and Contrast Quick Write Make personal connections to text by describing the cultural identity of present-day communities. [W.3.8, ELD.PI.3.10a]
<b>Lesson 3</b>	Whole Group: Chapter 2 “Akando and Aponi, the Gatherers” Explain how specific aspects of illustrations contribute to what is conveyed by the words in the story. [RL.3.7, ELD.PI.3.6]	Engaging Audio Recordings: Elements Identify qualities of engaging audio recordings of stories. [SL.3.5, ELD.PI.3.9]	Morphology Determine the meaning of words formed when <i>-ish</i> or <i>-ness</i> is added to the known root word. [L.3.2f, ELD.PIII.3] Practice Singular Possessive Nouns Spelling: Blank Busters	
<b>Lesson 4</b>		Read-Aloud: “Native Americans of the Greater Mississippi River Areas” Ask and answer questions about the text. [RI.3.1, ELD.PI.3.6]	Morphology Determine the meaning of words formed when <i>-ish</i> and <i>-ness</i> are added to the root words. [L.3.4b, ELD.PIII.3] Spelling: Word Sort	Mound Guide Recall information about Mound Builders to share key points about a mound that exists today. [W.3.8, ELD.PI.3.10b]
<b>Lesson 5</b>	Independent Reading: Chapter 3 “Alemeda, the Basket Weaver” Ask and answer questions requiring literal recall and understanding of details by explicitly referring to the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: “Native Americans of the Southwest, Part 1” Describe the cause and effect of events of the Native Americans of the Southwest.	<b>Spelling Assessment:</b> Use spelling patterns and generalizations in writing words with the /ə/ sound spelled ‘a’ and ‘e’. [L.3.2f, ELD.PIII.3] Word Work: Intricately	
<b>Lesson 6</b>	Close Reading: Chapter 3	Individual Read-Aloud	Use spelling patterns and	

	<p>"Alemeda, the Basket Weaver" Make inferences based on the text. [RL.3.10, ELD.PI.3.6]</p>	<p>Practice Read stories aloud from the <i>Native American Stories</i> reader using voice to bring the stories to life. [SL.3.5, ELD.PI.3.9]</p>	<p>generalizations in writing words with the /ə/ sound spelled 'al', 'le', and 'el', and /sh/ + /ə/ + /n/ spelled 'tion' [L.3.2f, ELD.PIII.3] Possessive Nouns Form and use plural possessive nouns and use a beginning dictionary to determine key words. [L.3.2d, L.3.4d, ELD.PIII.3] Dictionary Skills</p>	
<b>Lesson 7</b>	<p>Whole Group: Chapter 4 "Alo, the Spirit Giver" Describe characters in the story. [RL.3.3, ELD.PI.3.6]</p>	<p>Read-Aloud: "Native Americans of the Southwest, Part 2" Compare and contrast key details about cultural identity in "Native Americans of the Southwest, Part 1 and Part 2." [RI.3.9, ELD.PI.3.6]</p>	<p>Word Work: Adopted Sayings and Phrases: <i>cold shoulder</i> Grammar Form and use plural possessive nouns. [L.3.2d, ELD.PIII.3]</p>	
<b>Pausing Point 1 (1 Day)</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>
<b>Lesson 8</b>	<p>Independent Reading: Chapter 5 "Meda and Flo, the Forest Children" Explain how specific aspects of the illustrations contribute to what is conveyed by the words of the story. [RL.3.7, ELD.PI.3.6]</p>	<p>Read-Aloud: "Native Americans of the Northeast" Determine the main idea and supporting details. [RI.3.2, ELD.PI.3.6]</p>	<p>Word Work: <i>Cloaked</i> Morphology Determine the meaning of words formed when <i>-able</i> or <i>-ible</i> is added to a known root word. [L.3.4b, ELD.PIII.3]</p>	<p>Journal Entry Recall information from the reading and write a short reflection. [W.3.8, ELD.PI.3.10]</p>
<b>Lesson 9</b>		<p>Read-Aloud: "Natives of the Southeast" Compare and contrast the climate in the Southeast to that in the Northeast. [RI.3.9, ELD.PI.3.6] Student Read-Aloud Practice [SL.3.5, ELD.PI.3.9]</p>	<p>Word Work: <i>Extended family</i> Morphology Determine the meaning of words formed when <i>-able</i> or <i>-ible</i> is added to known root words. [L.3.4b, ELD.PIII.3]</p>	
<b>Lesson 10</b>	<p>Partner Reading: Chapter 6 "Adoette and Awan, the Bird Chasers" Ask and answer questions requiring recall and understanding of details by explicitly referring to the text. [RL.3.1, ELD.PI.3.6]</p>	<p>Read-Aloud Practice Practice reading aloud in order to create an engaging audio recording. [SL.3.5, ELD.PI.3.9]</p>	<p><b>Spelling Assessment:</b> use patterns and generalizations in writing words with the /ə/ sound spelled 'al', 'le', and 'el', and /sh/ + /ə/ + /n/ spelled 'tion'. [L.3.2f, ELD.PIII.3] Grammar Review Form and use singular and possessive nouns. [L.3.2d, ELD.PIII.3] Dictionary Skills</p>	
<b>Lesson 11</b>	<p>Whole Group: Chapter 7 "Yutu, the Dog Trainer" Describe characters in the story and explain how their actions contribute to the</p>	<p>Read-Aloud: "Native Americans in the Arctic/Subarctic" Describe the steps in procedures by identifying</p>	<p>Word Work: Inhospitable</p>	

	sequence of events. [RL.3.3, ELD.PI.3.6]	sequenced events [RI.3.3, ELD.PI.3.6] Partner Read-Aloud Practice Practice reading a text aloud in order to create an engaging audio recording. [SL.3.5, ELD.PI.3.9]		
<b>Lesson 12</b>	Independent Reading: Chapter 8 “The Hunting of the Great Bear: An Iroquois Tale” Explain how specific aspects of the illustrations contribute to what is conveyed by the words of the story. [RL.3.7, ELD.PI.3.6]  External and Internal Traits Describe characters in “The Hunting of the Great Bear: An Iroquois Tale.” [RL.3.3, ELD.PI.3.6]	Student Read-Aloud Record Read-Alouds and score themselves in each category on the rubric. [SL.3.5, ELD.PI.3.9]		
<b>Lesson 13</b>	<b>Student Skills Assessment</b> Whole Group Reading: Compare and Contrast Use information learned in the unit to compare and contrast Native American groups. [RI.3.9] Remediation and Enrichment Read and comprehend stories independently. [RL.3.10]  <b>*Optional Fluency Assessment: The Taos Pueblo*</b>			
<b>Pausing Point 2 (1 Day)</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>

## Unit 9: Early Explorations of North America (16 days)

Reader: *The Age of Exploration*

This unit reviews what students have already learned about the early European exploration of North America. Students will learn more in-depth information about the motivations behind European exploration, how those motivations changed over time, and how the European explorers and settlers interacted with the Native Americans already inhabiting the continent. Furthermore, students will learn details about the voyages of Christopher Columbus; the conquistadors Juan Ponce de León, Hernando de Soto, and Francisco Vasquez de Coronado; and the explorers John Cabot, Henry Hudson, and Samuel de Champlain. Students will also learn the idioms “last straw” and “touch and go.” The content students learn in this grade will serve as the basis for more in-depth study in the later grades of European exploration and settlement of North America.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	Whole Group/Independent/Small Group: “Introduction to the Age of Exploration,” Chapter 1 “The Lure of Spices,” and Chapter 2 “Toscanelli’s Map” Answer questions about the European quest for spices and Toscanelli’s map. [RI.3.1, ELD.PI.3.6]	Core Connections Locate key places visited by early explorers. [SL.3.2, ELD.PI.3.5]	Spelling Use spelling patterns and rules for words with the /ue/ sound. [L.3.2f, ELD.PIII.3]	Writing Pre-Assessment Write an opinion piece on the motivating factors of the early explorers supporting their point of view with reasons. [W.3.1a, ELD.PI.3.11]
<b>Lesson 2</b>	Independent Reading: Chapter 3 “Navigation in the Age of Exploration” Answer questions about navigation and explain how explorers kept track of where they were going by explicitly referring to the text. [RI.3.1, ELD.PI.3.6]	Read-Aloud: “1492: A Year That Changed the World” Determine the main idea and recount key details using the 5 Ws (who, what, where, when, why). [RI.3.2, ELD.PI.3.6]	Word Work: Propose Multiple Meaning Words Use a glossary to determine or clarify the precise meaning of key ideas and phrases. [L.3.4d, ELD.PI.3.6]	Introduce Linking Words Use linking words <i>for example</i> to connect reasons and to connect ideas with categories of information. [W.3.1c, W.3.3c, ELD.PII.3.6]
<b>Lesson 3</b>	Close Reading: Chapter 3 “Navigation in the Age of Exploration” Read closely and determine the meaning of words and phrases relevant to navigation. [RI.3.10, ELD.PI.3.6]	Read-Aloud: “Columbus and the Conquistadors” Expedition Log Categorize and organize facts about the explorations of Christopher Columbus. [W.3.8, ELD.PI.3.10]	Word Work: <i>Conquistadors</i> Introduce Prefixes <i>pro-</i> and <i>anti-</i> Identify and use the meaning of prefixes <i>pro-</i> and <i>anti-</i> . [RF.3.3a, ELD.PIII.3]	Introduce Linking Words Use linking words <i>in conclusion</i> to connect reasons and to connect ideas with categories of information. [W.3.1c, W.3.2c, ELD.PII.3.6]
<b>Lesson 4</b>	Independent Reading: Chapter 4 “El Castillo de San Marcos” Answer questions by referring explicitly to the text as the basis for the answers. [RI.3.1, ELD.PI.3.6]	Read-Aloud: “Juan Ponce de León” Expedition Log Summarize facts about Juan Ponce de León’s explorations. [SL.3.4, ELD.PI.3.11]	Word Work: <i>Colonization</i> Practice Prefixes <i>pro-</i> and <i>anti-</i> Use the prefixes <i>pro-</i> and <i>anti-</i> . [RF.3.3a, ELD.PIII.3]	Introduce Linking Words Use linking words <i>in the same way</i> and <i>in contrast</i> to connect reasons. [W.3.1c, ELD.PII.3.6]
<b>Lesson 5</b>	Independent Reading: Chapter 5 Compare Hernando de Soto’s expeditions with those of Ponce de León. [RI.3.9, ELD.PI.3.6]	Read-Aloud: Chapter 5 “Hernando de Soto” Demonstrate understanding of the text using information gained from images and words presented about Hernando	<b>Spelling Assessment:</b> Use spelling patterns and generalizations in writing words /ue/ spelled ‘u’, ‘u_e’, and ‘ue’. [L.3.2f] Word Work: Disastrous	Practice Linking Words Connect ideas with categories of information using linking words. [W.3.1c, W.3.2c, ELD.PII.3.6]

		de Soto. [RI.3.7, ELD.PI.3.6]		
<b>Lesson 6</b>	Small Group Reading: Chapter 6 “Coronado Reports to the King” Identify areas Francisco Vasquez de Coronado explored. [RI.3.7, ELD.PI.3.6]	Read-Aloud: “Francisco Vasquez de Coronado” Listen to “Francisco Vasquez de Coronado” and summarize facts about his explorations. [SL.3.4, ELD.PI.3.11]	Word Work: <i>Investigative</i> Write words using spelling patterns and rules for words with the /oo/ sound. [L.3.2f, ELD.PIII.3]	Exploration Chart Categorize and organize facts about the Spanish explorers based on reading and notes . [W.3.8, ELD.PI.3.10]
<b>Lesson 7</b>	Independent Reading: Chapter 7 “Spanish Settlements” Write an opinion paragraph about using facts from the reading. [RI.3.2, W.3.1a–d, ELD.PI.3.11]	Read-Aloud: Chapter 7 Spanish Settlements” Summarize facts about Spanish missions. [SL.3.4, ELD.PI.3.11]	Word Work: <i>Achievements</i> Build Sentences with Linking Words Use linking words for example to connect reasons and to connect ideas with categories of information. [W.3.1c, W.3.2c, ELD.PII.3.6]	Short Answer/Opinion Write an opinion of the Spanish explorers’ interactions and achievements. [W.3.1b, ELD.PI.3.11]
<b>Pausing Point 1 (1 Day)</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>
<b>Lesson 8</b>	Small Group Reading: Chapter 8 “John Cabot” Compare and contrast the motivating factors and travel trajectories of John Cabot and Christopher Columbus. [RI.3.9, ELD.PIII.3]	Read-Aloud: “John Cabot” Compare and contrast the motivating factors and travel trajectories of John Cabot and Christopher Columbus. [RI.3.9, ELD.PI.3.6]	Introduce Comparative and Superlative Adjectives Apply suffixes <i>-er</i> and <i>-est</i> to make comparisons. [L3.1g, ELD.PI.3.4]	
<b>Lesson 9</b>	Close Reading: Chapter 8 “John Cabot” Closely read and correctly answer comprehension questions about John Cabot with supporting evidence from the text. [RI.3.10, ELD.PI.3.6]	Visual Discovery Interpret a painting illustrating John Cabot’s journey to find the Northwest Passage, using complete sentences and domain vocabulary. [RI.3.7, SL.3.1c–d, SL.3.3, ELD.PI.3.1]	<b>Spelling Assessment:</b> Students will apply spelling patterns to correctly spell words containing the /eu/ sound. [L.3.2e–f, ELD.PIII.3]	Introduce Opinion Writing Use examples from the chapter to support their opinions of whether or not the hardships of life as a sailor on Cabot’s crew would be worth the glory or adventure. [W.3.1a–b, ELD.PI.3.11]
<b>Lesson 10</b>	Partner Reading: Chapter 9 “Henry Hudson” Determine cause and effect relationships between the events in the exploration and journey of Henry Hudson. [RI.3.3, RI.3.8, ELD.PI.3.6]	Read-Aloud: Chapter 9 “Henry Hudson” Evaluate the success of Henry Hudson’s explorations of North America. [RL.3.1, RL.3.3, ELD.PI.3.6] Compare the journeys and experiences of Henry Hudson to other explorers . [RI.3.9, ELD.PI.3.6]	Word Work: <i>Unfamiliar</i> Spelling Apply spelling patterns to correctly spell words containing the /f/ sound . [L.3.2e–f, ELD.PIII.3]	
<b>Lesson 11</b>	Partner Reading: Chapter 10 “Samuel de Champlain” Interpret information from the text to assign character traits to Samuel de	Read-Aloud: Chapter 10 “Samuel de Champlain” Describe the long-term effects of Champlain’s expeditions in North	Word Work: <i>Envisioned</i> Comparison and Superlative Adjectives Apply words more and most to comparative and	

	Champlain. [RI.3.1, RI.3.6, ELD.PI.3.6]	America. [RI.3.8, ELD.PI.3.7] Evaluate and compare the success of European explorers in North America. [RI.3.9, ELD.PI.3.6]	superlative adjectives. [L.3.1g, ELD.PI.3.12]	
<b>Lesson 12</b>	Partner Reading: Chapter 11 “The Fur Trade and Samuel de Champlain” Explain the role of trading posts in the development of French colonies in present-day Canada. [RI.3.1, RI.3.3, ELD.PI.3.6]	Explorer Review Describe the discoveries and contributions of European explorers from Unit 9. [RI.3.7, ELD.PI.3.6]	Prefix Review Use the correct forms of words containing the prefixes <i>pro-</i> and <i>anti-</i> within a sentence. [L.3.4b, ELD.PI.3.12]	Opinion Writing Use examples from the unit to support their opinions of which explorer had the greatest success in North America. [W.3.1a–b, ELD.PI.3.11]
<b>Lesson 13</b>	Independent Reading: Chapter 12 “A History of People in North America” Explain the differing opinions on the origin of Europeans on North America. [RI.3.1, RI.3.3, ELD.PI.3.6]	Explorers Unit Review Describe the discoveries and contributions of European explorers from Unit 9. [RI.3.7, ELD.PI.3.6]	Dictionary Skills Demonstrate knowledge of how to properly use a dictionary to define words. [L.3.4d, ELD.PI.3.12]	Opinion Writing Use examples from the unit to support their opinions of which explorer had the greatest success in North America. [W.3.1a–b, ELD.PI.3.11]
<b>Pausing Point 2</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>
<b>Lesson 14</b>	<b>Student Skills Assessment</b> Foundational Skills <b>*Optional Fluency Assessment</b> [RF.3.4, ELD.PIII.3]	Independent Reading Independently read an informational text. [RI.3.10, ELD.PI.3.6]	<b>Spelling Assessment</b> Apply spelling patterns to correctly spell words containing the /f/ sound. [L.3.2f, ELD.PII.3]	

# Unit 10: Colonial America (19 Days)

Reader: *Living in Colonial America*

This unit builds upon what students have learned about the exploration and settlement of North America by Native Americans and Europeans, and reviews what students may have already learned about the English colonies in North America. Students will learn more about the way in which the English colonies were established and how each developed a unique culture. Furthermore, students will learn details about the way in which the climate, geography, and motivations of the settlers influenced life in each of the thirteen colonies. Finally, students will hear a brief overview of the events leading to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States as its own nation.

Note: In this unit, students will hear about the role the tobacco industry played in the economic success of Jamestown, Virginia, and eventually the Southern region. You may wish to reiterate to students that smoking is an extremely unhealthy habit and that, by law, children are not allowed to use tobacco.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	Whole Group: Chapter 1 “Introduction to <i>Living in Colonial America</i> ” Ask and answer questions requiring literal recall and understanding of details of the “Introduction to Living in Colonial America.” [RL.3.1, ELD.PI.3.6]	Core Connections Guest Speaker Ask and answer questions about colonial America from a speaker [SL.3.3, ELD.PI.3.5] Read-Aloud: “The English Colonies” Make predictions prior to “The English Colonies” about why Roanoke Island is called the Lost Colony based on the text heard thus far, and then compare the actual outcomes to predictions. [SL.3.1a, ELD.PI.3.3]	Word Work: <i>Established</i> Spelling Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ / + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. [L.3.2f, ELD.PIII.3]	
<b>Lesson 2</b>	Partner Read/Whole Group: Chapter 2 “The First English Colony” Retell the story of the Lost Colony in their own words. [RL.3.2, ELD.PI.3.6]		Grammar: Mixed Review Form and use comparative and superlative adjectives. [L.3.1g, ELD.PI.3.12]	Introducing Narrative Writing Explain the basic parts of a narrative plot. [W.3.3, ELD.PI.3.10]
<b>Lesson 3</b>	Whole Group: Chapter 3 “Jamestown, Part I: A New Life” Ask and answer questions, orally or in writing, requiring literal recall and understanding of the details of “Jamestown, Part I: A New Life” by explicitly referring to the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: “The Founding of Jamestown” Make personal connections to the experience of setting sail on a voyage in “The Founding of Jamestown.” [W.3.8, ELD.PII.3.10]	Introduce Prefixes Identify and use the meaning of prefixes <i>uni-</i> , <i>bi-</i> , <i>tri-</i> , and <i>multi-</i> [RF.3.3a, ELD.PIII.3]  Adverbs that compare actions. Spelling: Blank Busters	
<b>Lesson 4</b>	Small Group: Chapter 5 “Jamestown, Part II: Hunting the Powhatan”	Read-Aloud: Chapter 4 “Jamestown and the Powhatan”	Word Work: <i>Consequently</i> Adverbs That Compare Actions	

	Way" Retell the story in their own words. [RL.3.2; ELD.PI.3.6]	Ask and answer questions in writing requiring literal recall and understanding of details. [RL.3.1; ELD.PI.3.6]	Form and use comparative and superlative adverbs. [L.3.1g; ELD.PII.3.3] Practice Prefixes Spelling: Word Sort	
<b>Lesson 5</b>	Independent Reading: Chapter 7 "Plantation Life" Determine the main idea of "Plantation Life"; recount the key details and explain how they support the main idea. [RI.3.2; ELD.PI.3.6]	Read-Aloud: Chapter 6 "Cash Crops, the Carolinas, and Slavery" Determine the main idea; recount the key details and explain how they support the main idea. [RI.3.2; ELD.PI.3.6]	<b>Spelling Assessment:</b> Use spelling patterns and generalizations (e.g., word families, position-based spelling) in writing words with spelling patterns /ə/, /ə/ + /l/, /sh/ + /ə/ + /n/, /ue/, /oo/, and /f/. [L.3.2f, ELD.PIII.3] Word Work: <i>Transformed</i>	Developing Characters Develop character(s) in a narrative story. [W.3.3; ELD.PI.3.10a]
<b>Lesson 6</b>	Whole Group: Chapter 8 "Early Days in Georgia" Ask and answer questions, in writing, requiring literal recall and understanding of the details by explicitly referring to the text. [RL.3.1; ELD.PI.3.6]	Read-Aloud: Chapter 9 "The Founding of Maryland and Georgia" Determine the main ideas and supporting details. [RI.3.1; ELD.PI.3.6]	Word Work: <i>Inevitable</i> Comparative and Superlative Adverbs Form and use comparative and superlative adverbs. [L.3.1g; ELD.PIII.3] Spelling	Dialogue Use dialogue in their writing to show the thoughts, feelings, and actions or reactions of characters. [W.3.3; ELD.PI.3.10a]
<b>Lesson 7</b>	Independent/Small Group: Chapter 10 "The Pilgrims, Part I: Arrival" Demonstrate preparedness for a discussion, having read and studied "The Pilgrims, Part I: Arrival," to explore content under discussion. [SL.1.3a, ELD.PI.3.1]	Read-Aloud: "Religious Freedom and the First Thanksgiving" Make predictions and then compare the actual outcomes to predictions. [SL.3.1a: ELD.PI.3.1]	Comparative and Superlative Adverbs Form and use comparative and superlative adverbs. [L.3.1g, ELD.PII.3.3]	Narrative Writing Sequence events in a narrative story. [W.3.3, ELD.PI.3.10.a]
<b>Lesson 8</b>	Small Group: Chapter 11 "The Pilgrims, Part II: Thanksgiving Celebration" Ask and answer questions, in writing, requiring literal recall and understanding by explicitly referring to the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: "Religious Freedom and the First Thanksgiving" Make predictions about "Religious Freedom and the First Thanksgiving" and then compare the actual outcomes to predictions. [SL.3.1a, ELD.PI.3.1]	Word Work: <i>Optimistic</i> Comparative and Superlative Adverbs Form and use comparative and superlative adverbs. [L.3.1g, ELD.PII.3.3] Spelling: Blank Busters	Writing a Conclusion Write a conclusion to a narrative story. [W.3.3, ELD.PI.3.10.a]
<b>Lesson 9</b>	Independent Reading: Chapter 13 "Puritan Life" Read a narrative about Puritan life and answer questions about the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: Chapter 12 "Religious Dissent in the New England Colonies" Compare and contrast the Pilgrims and the Puritans in "Religious Dissent and the New England Colonies." [RI.3.9, ELD.PI.3.5]	Word Work: <i>Dissenter</i>	Narrative Writing: Revising Revise a draft of a narrative story using a revision checklist. [W.3.3, W.3.5, ELD.PI.10a]
<b>Pausing Point 1 (1 Day)</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>

<b>Lesson 10</b>		Read-Aloud: Chapter 14 “The Middle Colonies” Ask and answer questions after reading a text about the Middle colonies. [RI.3.1, ELD.PI.3.6]	<b>Spelling Assessment</b> Spell words correctly using spelling patterns and rules for sound /oi/ [L.3.2f, ELD.PIII.3] Comparative and Superlative Adverbs in Sentences Write sentences using comparative and superlative Adverbs. [L.3.1g, ELD.PII.5]	Narrative Writing: Editing Publishing Complete editing and publishing narrative stories. [W.3.5, ELD.PI.10a]
<b>Lesson 11</b>	Partner Reading: Chapter 15 “The Quakers” Read and answer questions about the Quakers and the Lenni Lenape using evidence in the text. [RL.3.1, ELD.PI.3.6]	Read-Aloud: “Pennsylvania and the Quakers” Listen to and discuss a text about William Penn and the Quakers. [SL.3.2, ELD.PI.3.5]	Word Work: <i>Founding</i> Morphology Determine the meaning of words with prefixes <i>over-</i> , <i>mid-</i> , and <i>under-</i> [RF.3.3a, L.3.4b, ELD.PIII.3] Spelling Spell words correctly using spelling patterns and rules for the sound /ou/. [L.3.2f]	
<b>Lesson 12</b>	Independent Reading: Chapter 16 “Matthew, the Apprentice” Read a story and answer questions about a young apprentice in Colonial America [RL.3.1; ELD.PI.3.6]	Read-Aloud: “Colonial Life” Listen to a text about colonial life and compare and contrast colonial life with present day. [SL.3.2; ELD.PI.3.5]	Grammar Identify subject pronouns and pronoun antecedents. [L.3.1f; ELD.PIII.3]	Letter to Matthew’s Father Write a letter in response to reading the story “Matthew, the Apprentice.” [W.3.10; ELD.PI.3.10a]
<b>Lesson 13</b>	Partner Reading: Chapter 17 “Life on a Farm in the Middle Atlantic Colonies, Part I” Independent Reading: Chapter 18 “Life on a Farm in the Middle Atlantic Colonies, Part II” Read two texts and gather the main ideas and details about life on a farm in the Middle Atlantic colonies. [RL.3.2; W.3.8; ELD.PI.3.6]		Morphology Identify the meaning of words with prefixes <i>over-</i> , <i>mid-</i> , and <i>under-</i> . [RF.3.3a; L.3.4b; ELD.PIII.3]	Writing the Next Chapter: Research Conduct research to write a brief narrative about life in one of the thirteen colonies. [W.3.7; ELD.PI.3.10b]
<b>Lesson 14</b>		Read-Aloud: Chapter 19 “The Road to Revolution, Part I” Read and listen to a text about the beginnings of the American Revolution and identify cause and effect of certain events. [RI.3.3; ELD.PI.3.6]	Grammar Identify object pronouns in sentences. [L.3.1f; ELD.PIII.3]	Writing the Next Chapter: Drafting Write the next chapter to one of the stories about the colonies studied in the unit. [W.3.10; ELD.PI.3.2]

<b>Lesson 15</b>	Read-Aloud: Chapter 20 “The Road to Revolution, Part II” Read and listen to a text about the beginnings of the American Revolution and identify the cause and effect of certain events. [RI.3.3, ELD.PI.3.6]	Writing the Next Chapter: Presenting Present and listen to stories written during the shared writing activity and pose questions to the presenter. [SL.3.3, ELD.PI.3.1]	<b>Spelling Assessment:</b> spell words correctly using the /ou/ sound [L.3.2f] Sayings and Phrases: <i>Actions speak louder than words.</i>	
<b>Lesson 16</b>	<b>Unit Assessment</b> <b>*Optional Fluency Assessment</b>	Sharing My Chapter Students will share their writing with a partner. [SL.3.4, ELD.PI.3.1]	My Next Chapter Write a narrative about one of the characters from Living in Colonial America. [W.3.3, W.3.10, ELD. PI.3.10a]  [W.3.3, W.3.10]	
<b>Pausing Point 2 (1 Day)</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>
<b>Pausing Point 3 (1 Day)</b>	<b>*Opportunity for enrichment and/or remediation in content and reading comprehension</b>	<b>*Opportunity for enrichment and/or remediation in speaking and listening</b>	<b>*Opportunity for enrichment and/or remediation in vocabulary, grammar, morphology, and spelling</b>	<b>*Opportunity for enrichment and/or remediation in writing</b>

# Unit 11: Ecology (12 days)

Reader: *Introduction to Ecology*

The content of Unit 11 focuses on ecology. This unit will build upon what students have learned in earlier grades about animal habitats and taking care of the earth. Students will learn about food chains, the balance of nature, changes to the environment, and protecting the environment. Students will also read a biography of John Muir.

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
<b>Lesson 1</b>	<p><b>Assessment</b> End-of-Year Silent Reading</p> <p>Group Reading: Chapter 1: "Living Things and Their Habitats" Students will answer questions to demonstrate understanding of "Living Things and Their Habitats" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words and phrases relevant to living things and their habitats in "Living Things and Their Habitats." [RI.3.4; ELD.PI.3.6]</p>		<p>Introduce Spelling Words Students will use conventional spelling for words with the sound /aw/ spelled 'au', 'aw', 'al', 'ough', and 'augh'. [L.3.2f]</p>	<p>Partner Journals Students will introduce a topic and group related information together. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b, ELD.PI.3.10]</p>
<b>Lesson 2</b>	<p><b>Assessment</b> End-of-Year Silent Reading</p> <p>Reading: Chapter 2: "Food Chains" Students will read "Food Chains" answer questions (including <i>what</i> questions) to show their understanding of key details by referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to food chains in "Food Chains." [RI.3.4; ELD.PI.3.6]</p>			<p>Partner Journals Students will introduce a topic and group related information together. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10]</p>

<p><b>Lesson 3</b></p>	<p><b>Assessment</b> Grammar Assessment</p> <p>Reading: "Producers, Consumers, and Decomposers" Students will answer questions to demonstrate understanding of "Producers, Consumers, and Decomposers" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to producers, consumers, and decomposers in "Producers, Consumers, and Decomposers." [RI.3.4; ELD.PI.3.6]</p> <p><b>Optional Assessment</b> Word Reading in Isolation Assessment and/or Fluency Assessment</p>	<p>Morphology: <i>Review</i> Prefixes Students will identify and use the meaning of <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>multi-</i>, <i>over-</i>, <i>mid-</i>, and <i>under-</i>. [RF.3.3a; ELD.PI.3.12b]</p> <p>Spelling: Blank Busters Students will use this week's spelling words for adding suffixes <i>-s</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>, and <i>-ly</i> to base words. [L.3.2e; ELD.PI.3.12b]</p>	<p>Partner Journals Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10]</p>
<p><b>Lesson 4</b></p>	<p><b>Assessment</b> Morphology Assessment</p> <p>"The Balance of Nature" Students will answer questions to demonstrate understanding of "The Balance of Nature" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words and phrases relevant to nature in "The Balance of Nature." [RI.3.4; ELD.PI.3.6]</p>	<p>Grammar: Practice Subject and Object Pronouns Students will use subject and object pronouns and explain their function in sentences. [L.3.1a; ELD.PII.3.4]</p> <p>Spelling Students will use conventional spelling for words with the sound /aw/ spelled 'au', 'aw', 'al', 'ough', and 'augh'. [L.3.2f]</p>	<p>Partner Journals Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10]</p>
<p><b>Lesson 5</b></p>	<p>"Natural Changes to the Environment" Students will answer questions to demonstrate understanding of "Natural Changes to the Environment" referring explicitly to the text as the basis for the answers. [RI.3.1, ELD.PI.3.1] Students will determine the meaning of general academic and domain-specific words relevant to nature in "Natural Changes to the Environment."</p>	<p><b>Language</b> Spelling Assessment</p> <p>Practice Subject and Object Pronouns Students will use subject and object pronouns and explain their function in sentences. [L.3.1a]</p> <p>Spelling: Practice Dictionary Skills Students will consult reference materials, including beginning dictionaries, as needed to</p>	<p>Partner Journals Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a] Students will develop the topic with facts, definitions, and details. [W.3.2b] Students will establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [W.3.3a]</p>

	[RI.3.4]		check and correct spellings. [L.3.2g]
<b>Lesson 6</b>	<p>“Human Changes to the Environment” Students will answer questions to demonstrate understanding of "Human Changes to the Environment" referring explicitly to the text as the basis for the answers. [RI.3.1, ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to the environment in "Human Changes to the Environment." [RI.3.4; ELD.PI.3.6]</p>		<p>Introducing Spelling Words Students will use conventional spelling for words with the sounds /oi/, /ou/, and /aw/ spelled 'oy', 'ou', 'ough', 'aw', 'oi', 'ow', and 'au'. [L.3.2f]</p> <p>Partner Journals Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10]</p> <p>Extension Extend Student Knowledge</p>
<b>Lesson 7</b>	<p>“Environment Damage Caused by Humans” Students will answer questions to demonstrate understanding of "Environmental Damage Caused by Humans" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to nature in "Environmental Damage Caused by Humans." [RI.3.4; ELD.PI.3.6]</p>		<p>Grammar: Practice Comparative and Superlative Adjectives and Adverbs Students will practice comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. [L.3.1g]</p> <p>Partner Journals Students will introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [W.3.2a; ELD.PI.3.10] Students will develop the topic with facts, definitions, and details. [W.3.2b; ELD.PI.3.10]</p> <p>Extension Extend Student Knowledge</p>
<b>Lesson 8</b>	<p>“Protecting the Environment” Students will answer questions to demonstrate understanding of "Protecting the Environment" referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to nature in "Protecting the Environment." [RI.3.4; ELD.PI.3.6]</p>	<p>Brainstorm Solutions Students will explain their own ideas and understanding in light of the discussion. [SL.3.1.d; ELD.PI.3.1]</p>	<p>Morphology: Review Prefixes Students will identify and use the meaning of <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>multi-</i>, <i>over-</i>, <i>mid-</i>, and <i>under-</i>. [RF.3.3a; ELD.PIII.3]</p> <p>Grammar Students will practice comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified. [L.3.1g; ELD.PII.3.4]</p> <p>Spelling: Blank Busters Students will use this week’s spelling words for adding suffixes <i>-s</i>, <i>-ed</i>, <i>-ing</i>, <i>-er</i>, and <i>-ly</i> to base</p>

words. [L.3.2e]

<b>Lesson 9</b>	<p>“John Muir” Students will answer questions to demonstrate understanding of “John Muir” referring explicitly to the text as the basis for the answers. [RI.3.1; ELD.PI.3.6] Students will determine the meaning of general academic and domain-specific words relevant to nature in “John Muir.” [RI.3.4; ELD.PI.3.6]</p>	<p>Project Preparation Explain their own ideas and understanding in light of the discussion. [SL3.1.d; ELD.PI.3.1]</p>	<p>Review Prefixes Students will identify and use the meaning of <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>multi-</i>, <i>over-</i>, <i>mid-</i>, and <i>under-</i>. [RF.3.3a; ELD.PIII.3]  Spelling: Word Sort Students will use conventional spelling for words with the sounds /oi/, /ou/, and /aw/. [L.3.2f]</p>	<p>Write a Letter Students will capitalize appropriate words in titles. [L.3.2a; ELD.PI.3.10] Students will use commas in addresses. [L.3.2b; ELD.PI.3.10]</p>
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<b>Lesson 10</b>	<p>Remediation and Enrichment Students will read and comprehend grade-level texts. [RI.3.10; ELD.PI.3.6]</p>	<p>Project Preparation Explain their own ideas and understanding in light of the discussion. [SL3.1.d; ELD.PI.3.9]</p>	<p><b>Language</b> Spelling Assessment  Grammar: Match Me if You Can Students will determine agreement between subjects and verbs. [L.3.1f; ELD.PII.3.3] Students will use commas and quotation marks in dialogue. [L.3.2c; ELD.PI.3.10]  Spelling: Practice Dictionary Skills Students will consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.3.2g; ELD.PI.3.10]</p>	
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<b>Lesson 11</b>		<p>Practice Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [SL.3.4; ELD.PI.3.9] Students will speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [SL.3.6; ELD.PI.3.9]</p>		
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<b>Lesson 12</b>		<p>Presentations Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and</p>		
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relevant, descriptive details,  
speaking clearly at an  
understandable pace.  
[SL.3.4; ELD.PI.3.9]  
Students will speak in  
complete sentences when  
appropriate to task and  
situation in order to provide  
requested detail or  
clarification. [SL.3.6;  
ELD.PI.3.9]