

**Big Idea: Good Citizens**

**Unit 1**

**Focus: Good Citizens**

English Language Arts

Grade: 3

Unit Time Frame: **5 weeks**  
**September 7- October 9**

Essential Questions	Text (Fiction/ Nonfiction)	Content	Skills	Key Terms	Assessment	College and career Readiness Standards	CCCS
<p>1. What are the parts of a story?</p> <p>2. What helps you make decisions about a character?</p> <p>3. What clues in a story tell you about the characters?</p> <p>4. How can two bridges be alike and different?</p> <p>5. What causes someone to be called a hero?</p>	<p>1. The Trial of Cardigan Jones</p> <p>2. Destiny's Gift</p> <p>3. Pop's Bridge</p> <p>4. A Fine, Fine School</p> <p>5. Roberto Clemente, Pride of the Pittsburgh Pirates</p> <p>Module B</p> <p>1. Forms of Matter (Sci)</p> <p>2. Benjamin Franklin (Lit)</p> <p>3. Traveling to the Distant West (SS)</p>	<p>Reading:</p> <p>Subjects and Predicates, Multiple-meaning words, Short Vowels, Compound Words, Long Vowels, Common vowel pairs, Antonyms, Long o, Base words and endings Long I, prefix mis--, Plural nouns with -s and -es</p> <p>Writing:</p> <p>Narrate, Word Choice, Kinds of Sentences,</p>	<p>Story Structure</p> <p>Summarize</p> <p>Conclusions</p> <p>Infer/Predict</p> <p>Understanding Characters</p> <p>Cause and effect</p> <p>Visualize</p> <p>Analyze/Evaluate</p> <p>Compare and Contrast</p>	<p>Principal, strolled, proud, worried, soared, announced, fine, certainly, convinced, trial, jury, guilty, pointed, honest, murmur, stand, raise, spreading, earn, figure, contacted, block, afford, customers, balancing, tide, crew, disappears, foggy, stretch, excitement, cling, stands, score, fans, league, slammed, pronounced, style, polish</p>	<p>Practice book pages</p> <p>Homework pages</p> <p>Lesson Quiz</p> <p>Spelling Test</p> <p>PARCC reading comprehension (weekly)</p> <p>Narrative</p> <p>Writing pieces</p> <p>Informal class observations</p>	<p><b>CCR-R1</b></p> <p><b>CCR-R2</b></p> <p><b>CCR-R3</b></p> <p><b>CCR-R7</b></p> <p><b>CCR-R10</b></p> <p><b>CCR-W2</b></p> <p><b>CCR-W5</b></p> <p><b>CCR-W10</b></p> <p><b>CCR-L4</b></p> <p><b>CCR-L6</b></p> <p><b>CCR-SL1</b></p> <p><b>CCR-SL2</b></p> <p><b>CCR-SL6</b></p>	<p><b>RL.3.1</b></p> <p><b>RL.3.2</b></p> <p><b>RL.3.3</b></p> <p><b>RL.3.4</b></p> <p><b>RL.3.7</b></p> <p><b>RL.3.9</b></p> <p><b>RF.3.3c</b></p> <p><b>RF.3.4b</b></p> <p><b>W.3.3b</b></p> <p><b>W.3.3d</b></p> <p><b>W.3.4</b></p> <p><b>W.3.5</b></p> <p><b>w.3.7</b></p> <p><b>W.3.8</b></p> <p><b>W.3.10</b></p> <p><b>SL.3.1a</b></p> <p><b>SL.3.1b</b></p> <p><b>SL.3.2</b></p> <p><b>SL.3.3</b></p> <p><b>SL.3.4</b></p> <p><b>L.3.1a</b></p> <p><b>L.3.1h</b></p> <p><b>L.3.2f</b></p> <p><b>L.3.3a</b></p> <p><b>L.3.4a</b></p> <p><b>L.3.5b</b></p>

	4. Waves and Currents (Sci)  5. Storytelling and Folklore (Lit)	Sentence Fragments/Ru n-ons, Common and Proper nouns, Sentence Fluency					
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21<sup>st</sup> Century Skills/Themes Multiculturalism /SS Skills

**Big Idea: Express Yourself**

**Unit 2**

**Focus: Express Yourself**

English Language Arts

Grade: 3

Unit Time Frame: **5 weeks**  
**October 12- November 13**

Essential Questions	Text (Fiction/ Nonfiction)	Content	Skills	Key Terms	Assessment	College and career Readiness Standards	CCCS
<p>1. What clues in a story help you figure out the sequence of events?</p> <p>2. How do pictures help to tell a story?</p> <p>3. How can readers figure out the message in a story?</p> <p>4. How can a new invention cause people's lives to change?</p> <p>5. Why are details important in a biography?</p>	<p>1. Young Thomas Edison</p> <p>2. Max's Words</p> <p>3. What do Illustrators do?</p> <p>4. The Harvest Birds</p> <p>5. Kamishibai Man</p> <p>Module B:</p> <p>1. Grant (SS)</p> <p>2. Harriet Tubman (Lit)</p> <p>3. Galileo and his Telescope</p> <p>Module C:</p> <p>1. Octopus (Sci)</p>	<p>Reading: Suffixes -er, -or, Words with VCV, Three-letter Clusters, Synonyms, Silent letters kn, wr, Multiple-meaning words, Vowel diphthongs, dictionary/glossary entry, Pronouns, words with au,aw,al,o, Categorize and classify</p> <p>Writing: Write to Respond, Verb, Verb tenses,</p>	<p>Sequence of Events</p> <p>Question</p> <p>Text and Graphic Features</p> <p>Analyze/Evaluate</p> <p>Conclusions</p> <p>Infer/predict</p> <p>Cause and effect</p> <p>Monitor/clarify</p> <p>Main ideas and details</p> <p>Summarize</p>	<p>Collect, scrambled, orders, sorted, ragged, rapidly, continues, darted, tracing, imagine, illustrate, scribbles, sketches, research, textures, tools, harvest, separate, ashamed, borders, advice, borrow, patch, serious, familiar, jerky, vacant, rickety, blurry, rude, blasted, applause, signal, genius, gadget, invention, laboratory, experiment, occasional, electric</p>	<p>Practice book pages Homework pages Lesson Quiz Spelling Test PARCC reading comprehension (weekly) Narrative Writing pieces Informal class observations</p>	<p><b>CCR-R1</b> <b>CCR-R2</b> <b>CCR-R3</b> <b>CCR-R7</b> <b>CCR-R10</b>  <b>CCR-W2</b> <b>CCR-W5</b> <b>CCR-W10</b>  <b>CCR-L4</b> <b>CCR-L6</b>  <b>CCR-SL1</b> <b>CCR-SL2</b> <b>CCR-SL6</b></p>	<p><b>RI.3.1</b> <b>RI.3.2</b> <b>RI.3.3</b> <b>RI.3.4</b> <b>RI.3.6.</b> <b>RI.3.8</b> <b>RI.3.9</b> <b>RF.3.3d</b> <b>RF.3.4c</b> <b>W.3.1a</b> <b>W.3.1b</b> <b>W.3.1c</b> <b>W.3.1d</b> <b>W.3.4</b> <b>W.3.5</b> <b>W.3.6</b> <b>RI.3.7</b> <b>SL.3.1b</b> <b>SL.3.1c</b> <b>SL.3.1d</b> <b>SL.3.2</b> <b>SL.3.3</b> <b>SL.3.4</b> <b>SL.3.6</b> <b>L.3.1a</b> <b>L.3.1h</b> <b>L.3.1i</b></p>

	2. Raccoon (Lit)	Organization, Commas in a series, Word choice, Simple subjects and simple predicates, Pronouns, Sentence fluency					<b>L.3.2e</b> <b>L.3.3b</b> <b>L.3.4d</b> <b>L.3.5a</b>
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21<sup>st</sup> Century Skills/Themes Multiculturalism /SS Skills

**Big Idea: Facing a Challenge Helps Us Grow**  
**Unit 3**

**Focus: Learning Lessons**

English Language Arts

Grade: 3

Unit Time Frame: **5 weeks**  
**November 16- December 14**

Essential Questions	Text (Fiction/ Nonfiction)	Content	Skills	Key Terms	Assessment	College and career Readiness Standards	CCCS
<p>1. How can you tell what an author thinks about a topic?</p> <p>2. How do characters affect the plot of a story?</p> <p>3. How might people change after facing a challenge?</p> <p>4. Why do authors write different kinds of texts?</p> <p>5. What clues in a story help you understand</p>	<p>1. Jump!</p> <p>2. The Science Fair</p> <p>3. Yonder Mountain: A Cherokee Legend</p> <p>4. Aero and Officer Mike</p> <p>5. The Extra-Good Sunday</p> <p><b>Module C</b></p> <p>1. Firehouse Field Trip (SS)</p> <p>2. Canoeing Chaos (Lit)</p> <p>3. Mannerless Marty (Lit)</p> <p>4. Halloween (SS)</p>	<p>Reading:</p> <p>Vowel diphthongs oi, oy,</p> <p>Suffixes -y, -ful, -ous</p> <p>More plural nouns</p> <p>Homophones, words ending in -er, -le</p> <p>Idioms</p> <p>More proper nouns</p> <p>Contractions with n'y, 'd, 've</p> <p>Homophones, homographs</p> <p>Subject-verb agreement</p> <p>Words with ar, or, ore</p> <p>Pronouns and verbs</p> <p>Prefixes in-, im-</p>	<p>Fact and Opinion</p> <p>Story Structure</p> <p>Compare and Contrast</p> <p>Author's Purpose</p> <p>Understanding Characters</p>	<p>Championship, power, professional, athlete, rooting, court, competitor, entire, report, presentation, erupt, creative, educational, certificate, impressive, charts, peak, examined, fondly, steep, rugged, pausing, mist, pleaded, lying, loyal, partners, shift, quiver, patrol, ability, snap, anxiously, degrees, tense, ingredients, recommended, remarked, festive, cross</p>	<p>Practice book pages</p> <p>Homework pages</p> <p>Lesson Quiz</p> <p>Spelling Test</p> <p>PARCC reading comprehension (weekly)</p> <p>Narrative</p> <p>Writing pieces</p> <p>Informal class observations</p>	<p><b>CCR-R1</b></p> <p><b>CCR-R2</b></p> <p><b>CCR-R3</b></p> <p><b>CCR-R7</b></p> <p><b>CCR-R10</b></p> <p><b>CCR-W2</b></p> <p><b>CCR-W5</b></p> <p><b>CCR-W10</b></p> <p><b>CCR-L4</b></p> <p><b>CCR-L6</b></p> <p><b>CCR-SL1</b></p> <p><b>CCR-SL2</b></p> <p><b>CCR-SL6</b></p>	<p><b>RI.3.1</b></p> <p><b>RI.3.3</b></p> <p><b>RI.3.4</b></p> <p><b>RI.3.10</b></p> <p><b>RF.3.3a</b></p> <p><b>RF.3.3c</b></p> <p><b>RF.3.4a</b></p> <p><b>W.3.4</b></p> <p><b>W.3.5</b></p> <p><b>W.3.7</b></p> <p><b>W.3.8</b></p> <p><b>SL.3.1a</b></p> <p><b>SL.3.1c</b></p> <p><b>SL.3.4</b></p> <p><b>L.3.1a</b></p> <p><b>L.3.1b</b></p> <p><b>L.3.2f</b></p> <p><b>L.3.4a</b></p> <p><b>L.3.4b</b></p> <p><b>L.3.4d</b></p> <p><b>L.3.5b</b></p> <p><b>L.3.6</b></p>

<p>its characters?</p>	<p>5. The Unhappy Petunia (Sci)</p>	<p>Words with er, ir, ur, or Using a Thesaurus Forming the past tense</p> <p>Writing: Write to narrate; focus trait: word choice Write to narrate; focus trait: word choice Write to Narrate; Focus Trait: Organization Write to Narrate; Focus Trait: Ideas Write to Narrate; Focus Trait: Voice</p>					
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**Big Idea: Our World is an Amazing Place**

**Unit 4**

**Focus: Extreme Nature**

English Language Arts

Grade: 3

Unit Time Frame: **5 weeks**  
**January 4 – February 5**

Essential Questions	Text (Fiction/ Nonfiction)	Content	Skills	Key Terms	Assessment	College and career Readiness Standards	CCCS
<p>1. Why do some authors write funny stories?</p> <p>2. How can you figure out ideas the author doesn't state directly?</p> <p>3. How can pictures and labels give you more information?</p> <p>4. How can one event lead to a series of adventures?</p> <p>5. Where are main ideas</p>	<p>1. A Mr. Rubbish Mood</p> <p>2. The Albertosaurus Mystery: Philip Currie's Hunt in the Badlands</p> <p>3. A Tree is Growing</p> <p>4. Dogzilla</p> <p>5. Life on the Ice</p> <p>Module D: World Climates (SS)</p> <p>Scientific method (SCI)</p> <p>Poison Dart Frog (SCI)</p> <p>Animal Myth Busters (LIT)</p>	<p>Reading: Words with air, ear, are, Context clues, Words with /j/ and /s/, Suffix -ly,, words with /k/ and /kw/ , Categorize and classify, vowel sounds in spoon and wood, prefixes pre-, re-, bi-, compounds words, dictionary/glossary</p> <p>Writing: Write to Persuade, Adjective, Voice, Adjectives and articles,</p>	<p>Author's Purpose</p> <p>Monitor/Clarify</p> <p>Conclusions</p> <p>Visualize</p> <p>Text and graphic features</p> <p>Question</p> <p>Cause and effect</p> <p>Summarize</p> <p>Main ideas and details</p> <p>Infer/predict</p>	<p>Recycle, project, dripping, carton, complicated, global, rubbish, hardly, shade, pollution, clues, remains, evidence, prove, fossils, skeletons, uncovering, buried, fierce, location, pollen, store, clumps, passages, absorb, throughout, coverings, spines, tropical, dissolve, fiery, within, scientific, ancient, mysterious, emergency, panicking, horrifying, prehistoric, immediately, shelter, layer, constant, climate,</p>	<p>Practice book pages</p> <p>Homework pages</p> <p>Lesson Quiz</p> <p>Spelling Test</p> <p>PARCC reading comprehension (weekly)</p> <p>Narrative</p> <p>Writing pieces</p> <p>Informal class observations</p>	<p><b>CCR-R1</b> <b>CCR-R2</b> <b>CCR-R3</b> <b>CCR-R7</b> <b>CCR-R10</b></p> <p><b>CCR-W2</b> <b>CCR-W5</b> <b>CCR-W10</b></p> <p><b>CCR-L4</b> <b>CCR-L6</b></p> <p><b>CCR-SL1</b> <b>CCR-SL2</b> <b>CCR-SL6</b></p>	<p><b>RL.3.2</b> <b>RI.3.3</b> <b>RI.3.5.</b> <b>RI.3.7.</b> <b>RI.3.8.</b> <b>R.I.3.2</b> <b>R.I.3.4</b> <b>R.I.3.8.</b> <b>RF.3.3d</b> <b>W.3.1a</b> <b>W.3.1b</b> <b>W.3.1c</b> <b>W.3.1d</b> <b>W.3.2a</b> <b>W.3.2b</b> <b>W.3.2c</b> <b>W.3.4.</b> <b>W.3.5.</b> <b>W.3.7.</b> <b>W.3.8.</b> <b>W.3.10</b> <b>SL.3.1a</b> <b>SL.3.1c</b> <b>SL.3.1d</b> <b>SL.3.2</b> <b>SL.3.3</b> <b>L.3.2e</b></p>

often found in nonfiction text?	Thomas Edison (LIT)	Using the verb be and helping verbs, Word choice, irregular verbs, contractions		wilderness, region, unexpected, gliding, overheated, colony			<b>L.3.2g</b> <b>L.3.4c</b> <b>L.3.4b</b> <b>L.3.4d</b> <b>L.3.5a</b> <b>L.3.5b</b>
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21<sup>st</sup> Century Skills/Themes Multiculturalism /SS Skills



**Big Idea: There are many reasons to take a journey.**

**Unit 5**

**Focus: Going Places**

English Language Arts		Grade: 3			Unit Time Frame: 5 weeks February 8 - March 11		
Essential Questions	Text (Fiction/ Nonfiction)	Content	Skills	Key Terms	Assessment	College and career Readiness Standards	CCCS
<p>1. What might the problem be in a story about ants?</p> <p>2. How are different animals' lives alike and different?</p> <p>3. What happens if you tell story events out of order?</p> <p>4. Why might a writer tell a story about a faraway place?</p> <p>5. How are headings, maps, and diagrams</p>	<p>1. Two Bad Ants</p> <p>2. The Journey: Stories of Migration</p> <p>3. Oliver K. Woodman</p> <p>4. Do-of-the-Sea-Waves</p> <p>5. Mountains: Surviving on Mt. Everest</p> <p><b>Module A</b></p> <p>1. Thunderstorms (Science)</p> <p>2. The Princess and the Pea (Fable)</p> <p>3. Lion and the Mouse (Fables)</p> <p>4. Thor (Myth)</p>	<p>Reading:</p> <p>Base Words and -ed, -ing</p> <p>Base words and prefix non-</p> <p>Possessive nouns and possessive pronouns</p> <p>Spelling changes: -s, -es, -ed, -ing</p> <p>Prefixes in-, im-</p> <p>Using proper nouns</p> <p>Suffixes -ful, -y, -ous, -ly, -er</p> <p>Suffixes -er, -est</p> <p>Abbreviations</p> <p>Prefixes un-, pre-, re-, bi-</p>	<p>Story Structure</p> <p>Compare and Contrast</p> <p>Sequence of Events</p> <p>Author's Purpose</p> <p>Text and Graphic Features</p>	<p>Scout, narrow, surrounded, underground, puzzling, glassy, violently, liquid, soggy, unaware, survival, migrate, plenty, frightening, accidents, solid, chilly, landscape, thunderous, dramatic, sincere, conversations, managed, inspired, loaded, reunion, loveliest, currently, terror, pleasure, guided, rippled, arrival, voyage, twisted, aboard, anchor, spotted, bay, lava, approached, section, avalanches, increases, equipment, tanks,</p>	<p>Practice book pages</p> <p>Homework pages</p> <p>Lesson Quiz</p> <p>Spelling Test</p> <p>PARCC reading comprehension (weekly)</p> <p>Narrative</p> <p>Writing pieces</p> <p>Informal class observations</p>	<p><b>CCR-R1</b></p> <p><b>CCR-R2</b></p> <p><b>CCR-R3</b></p> <p><b>CCR-R7</b></p> <p><b>CCR-R10</b></p> <p><b>CCR-W2</b></p> <p><b>CCR-W5</b></p> <p><b>CCR-W10</b></p> <p><b>CCR-L4</b></p> <p><b>CCR-L6</b></p> <p><b>CCR-SL1</b></p> <p><b>CCR-SL2</b></p> <p><b>CCR-SL6</b></p>	<p><b>RL.3.1</b></p> <p><b>RL.3.2</b></p> <p><b>RL.3.3</b></p> <p><b>RL.3.4</b></p> <p><b>RL 3.7</b></p> <p><b>RL 3.10</b></p> <p><b>RF.3.3a</b></p> <p><b>RF.3.3c</b></p> <p><b>RF.3.4b</b></p> <p><b>W.3.3a</b></p> <p><b>W.3.3b</b></p> <p><b>W.3.3c</b></p> <p><b>W.3.4</b></p> <p><b>W.3.5</b></p> <p><b>W.3.7</b></p> <p><b>W.3.8</b></p> <p><b>W.3.10</b></p> <p><b>SL.3.1a</b></p> <p><b>SL.3.4</b></p> <p><b>L.3.1a</b></p> <p><b>L.3.2d</b></p> <p><b>L.3.2f</b></p> <p><b>L.3.4a</b></p> <p><b>L.3.4b</b></p> <p><b>L.3.4d</b></p> <p><b>L.3.5b</b></p> <p><b>L.3.6</b></p>

<p>helpful to readers?</p>	<p>5. Dance Class (SS)</p>	<p>Words from other languages          What is an adverb?          Suffixes -less, -ness, -able          Analogies          What is a preposition?</p> <p>Writing:          Write to express; focus trait: Ideas          Write to express; focus trait: word choice          Write to Express; Focus Trait: Voice          Write to Express; Focus Trait: Ideas          Write to Express; Focus Trait: Word Choice</p>		<p>slopes, altitude, succeed, halt</p>			
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**Big Idea: To reach a goal takes hard work**

**Unit 6**

**Focus: Make Your Mark**

English Language Arts

Grade: 3

Unit Time Frame: **4 weeks**  
**March 14 - April 22**

Essential Questions	Text (Fiction/ Nonfiction)	Content	Skills	Key Terms	Assessment	College and career Readiness Standards	CCCS
<p>1. How can you figure out the main ideas in a text?</p> <p>2. How can an invention cause people’s lives to change?</p> <p>3. How do facts help shape our opinions of people?</p> <p>4. What causes someone to be called a hero?</p> <p>5. What helps you make</p>	<p>1. The Foot Race Across America</p> <p>2. Paca and the Beetle</p> <p>3. Fast Track/Ode to My Shoes</p> <p>4. The Power of Magnets</p> <p>5. Electromagnets and You</p> <p>6. Becoming Anything He Wants to Be</p> <p>7. A New Team of Heroes</p> <p>8. Saving Buster</p> <p>Module A: What to Feed a dragon (Poetry)</p>	<p>Reading: Common final syllables, homographs/homophones, double consonants, words with ough, augh, word roots, words ending in -er, -le, prefixes, schwa, compound words</p> <p>Writing: Write to inform, Compare/contrast paragraph, Writing to quotations, commas in</p>	<p>Main Idea and Details</p> <p>Analyze/Evaluate</p> <p>Cause and effect</p> <p>Summarize</p> <p>Fact and opinion</p> <p>Visualize</p> <p>Understanding characters</p> <p>Monitor/clarify</p> <p>Conclusions/generalizations</p> <p>question</p>	<p>Principal, proud, announced, advice, loyal, collect, ability, absorb, ancient, loveliest, research, tools, familiar, gadget, invention, experiment, electric, power, prove, scientific, throughout, textures, peak, steep, tropical, report, educational, landscape, slopes, altitude, excitement, score, darted, championship, athlete, rooting, competitor, tense, creative, succeed, worried, certainly, raise, afford, applause, impressive,</p>	<p>Practice book pages</p> <p>Homework pages</p> <p>Lesson Quiz</p> <p>Spelling Test</p> <p>PARCC reading comprehension (weekly)</p> <p>Narrative</p> <p>Writing pieces</p> <p>Informal class observations</p>	<p><b>CCR-R1</b>  <b>CCR-R2</b>  <b>CCR-R3</b>  <b>CCR-R7</b>  <b>CCR-R10</b></p> <p><b>CCR-W2</b>  <b>CCR-W5</b>  <b>CCR-W10</b></p> <p><b>CCR-L4</b>  <b>CCR-L6</b></p> <p><b>CCR-SL1</b>  <b>CCR-SL2</b>  <b>CCR-SL6</b></p>	<p><b>RL.3.1</b>  <b>RI.3.2</b>  <b>RI.3.10</b>  <b>RI.3.2</b>  <b>RI.3.7</b>  <b>RI.3.10.</b>  <b>RF.3.3a</b>  <b>RF.3.3b</b>  <b>RF.3.3c</b>  <b>RF.3.4b</b>  <b>RF.3.4c</b>  <b>W.3.2a</b>  <b>W.3.2b</b>  <b>W.3.3a</b>  <b>W.3.4</b>  <b>W.3.10</b>  <b>SL.3.1a</b>  <b>SL.3.1b</b>  <b>SL.3.1d</b>  <b>SL.3.2</b>  <b>SL.3.4</b>  <b>L.3.2c</b>  <b>L.3.3a</b>  <b>L.3.4b</b>  <b>L.3.5b</b>  <b>L.3.5c</b>  <b>L.3.6</b></p>

<p>decisions about a character?</p>	<p>A Great Catch (Poetry)</p> <p>The capture of fire (MYTH)</p> <p>The Catching Tree (LIT)</p>	<p>sentences, problem/solution paragraph, commas in sentences, possessive pronouns, correct pronouns</p>		<p>anxiously, emergency, dramatic, guided</p>			
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