

Grade 3 ELA Instructional Unit 1: Segment 1

Unit Big Idea: Structures

Segment Idea: Rules Provide a Road to Follow

Suggested Duration: 15 Days

What do we want all students to learn?

Foundational Standards that support the skills and concepts

Phonics and Word Recognition

RF3a, RF3b, RF3c, RF3d

Use phonics and word analysis skills to decode words both in isolation and in text.

- ✓ Understand that meaningful chunks can be added to words to change their meaning
- ✓ Understand that prefixes are added to the beginning of the word
- ✓ Know the meaning of common prefixes such as re-; un-; dis-; etc.
- ✓ Understand that suffixes are added to the ending of a word
- ✓ Know and read fluently regularly and irregularly spelled words

Fluency

RF4a, RF4b, RF4c

Read on level text with purpose, understanding, accuracy, and rate.

- ✓ Set a purpose for reading
- ✓ Use expression when reading
- ✓ Use strategies for self-correction
- ✓ Re-read for fluency and comprehension self-monitor for understanding

Claim 1: Read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Claim 2: Produce effective and well-grounded writing for a range of purposes and audiences.

Claim 3: Employ effective speaking and listening skills for a range of purposes and audiences.

Claim 4: Engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

Skills and Concepts

When reading about unit content, students will . . .

- Ask and answer questions to demonstrate understanding of a text....
 - ✓ Describe characters, a historical event, scientific idea, or concept in narrative and informational texts.(RL1, RL3,RI1, RL3)
 - ✓ Recount stories and use details in a text to determine the central message or main idea. (RL 2, RI 2)
 - ✓ Identify key details to determine the point of view of a character in a story (RL3, RL6)
 - ✓ Determine the details in illustrations and text features that provide additional information about text. (RL 7, RI7)

When writing about unit content, students will . . .

- Compose brief narrative, informative/explanatory, and opinion pieces. (WI, W2, W3)
- Compose “full” informational-expository pieces.(W2)
 - ✓ Examine and introduce a topic (W2a)
 - ✓ Convey ideas and information clearly(W2)
 - ✓ Group related information together include illustrations when useful to aiding comprehension (W2a)
 - ✓ Use collaboration with adults and peers to support the production, revision, and publishing of writing. (W5, W6)
- Acquire and use accurately grade appropriate conversational, general

When listening, speaking and collaborating around unit content, students will . . .

- Engage effectively in a range of collaborative discussions (teacher led, group, one on one).
 - ✓ Come to the discussion prepared and follow agreed upon discussion rules. (SL1, SL1a, SL1b, SL6)
- While listening to a text read aloud determine the main idea. (SL2)
- Tell a story or recount an experience
 - ✓ Use descriptive details and logical sequence
 - ✓ Speaking clearly in complete sentences and at an understandable pace. (SL4, SL4a, SL6)
- Acquire and use accurately grade appropriate conversational, general

When conducting research or presenting projects, focused on unit content and big ideas, students will . . .

- While listening to a text read aloud determine the main idea. (SL2)
- Tell a story or recount an experience using descriptive details and logical sequence. (SL4)
- Recall or gather information from experiences (W8)
- Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases.(L6)

- ✓ Use key details to describe a sequential connection between paragraphs in a historical event, scientific idea, concept, or steps in a technical procedure. (RI3, RI8)
- Refer to parts of a story when speaking and writing using words such as chapter as they identify key details within each chapter (RL5)
- Determine the meaning of unknown and multiple-meaning words as they are used in text. (RL4, RI4, L4)
 - ✓ Determine the literal and non-literal meaning of unknown words, (RL4, L5a)
 - ✓ Determine the meaning of academic and domain specific words in a text by using sentence level context clues (RI4, L4a)
 - ✓ Determine the meaning of new words when a known affix is added to a known word. (L4b)
 - ✓ Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases. (L6)

- academic, and domain specific words and phrases. (L6)
- Demonstrate command of the conventions of grammar, usage, capitalization, punctuation and spelling
 - ✓ Emphasis on producing simple sentences explaining the function of nouns and verbs in sentences. (L1k, L1b)
 - ✓ Use spelling patterns and generalizations in writing words. (L1f)

academic, and domain specific words and phrases. (L6)

Language Functions and Considerations

Describe characters, events, or ideas, using key details.

Language Consideration: nouns, adjectives, complex sentences with to be verbs (have, has, had, is, are, were).

It is cold outside, but Blanca and her puppies are warm inside the house.

It is _____, but _____ are _____.

Compose a brief, *argumentative* narrative to express or support an opinion.

Language Consideration: complex sentences using models and causes.

I like this Little Red Hen story because her friends are funny. The dog always sleeps because he is lazy.

I like/don't like ___ because ___. I think ___ because _____.

Describe characters, events, or ideas, using key details in a logical sequence, Domain specific vocabulary used.

Language Considerations: simple sentences with the verb to be, common nouns, adjectives.

Maria and her mother are very afraid of the soldiers because they are scary.

_____ and _____ are _____ because _____.

Retell/recall information using key details in a logical sequence.

Language Considerations: coordinating conjunctions, adverbials, adjectives, and past tense verb.

Last week, the volcano started smoking. This week, it erupted and lava came shooting out.

First, _____ went _____. Then, _____ had to _____. Next, there was _____.

How will we know if they have learned it?

In ____ Instructional days students will be able to

Sample Learning Outcome:

Describe characters, a historical event, scientific idea, or concept in narrative and informational texts.(RL1, RL3,RI1, RL3

Performance Descriptor:

Students will refer to their science text to answer questions to describe a scientific idea.

- As a PLC team, create a scoring rubric that clarifies the *Success Criteria*. Share with students before the task is presented.
-

Analyze student work products as a team to determine each student’s instructional needs. Make timely adjustments as needed to instruction.

Sample of formative performance question:

(Constructed response) After reading a short a literary passage, students will answer questions about adaptations in a written response

How will we respond when learning has not occurred?

How will we respond when learning has already occurred?

Curricular Connections: English Language Arts, History, ELD, and Science

Integrated Content Questions

Have people changed landscapes with the structures they build? (HHS)
Do adaptations in physical structure improve an organism’s chance of survival? (Science)

Reading Foundational Skills

The lessons that address phonics and word recognition, and fluency, follow the same progression found in Pearson’s “Get Ready to Read” sections. “Get Ready to Read”; Pearson; Phonics and Spelling; Unit 1 Weeks 1-3

Language

L1i; Produce simple sentences. Pearson Unit 1 Week 1 pgs. 29d, 41e, 51c, 55d,55p-q

L1a; Explain the function of nouns, and verbs and their functions in particular sentences (Subject/Predicate). Pearson Unit 1 Week 2 pgs. 59d, 69f, 77c, 81d, 81p
WC 1.1 (97 standards) – Declarative (Statements) and Interrogative (Questions) Sentences Pearson Unit 1 Week 3 pgs. 85d, 95f, 105c, 107e

English Language Arts

RL 1; RL 2; RL 3; RL 6; L4a; “Two Bad Ants” Pearson Unit 6 Week 4, Pgs. 391c-410

RI1; RI 2; RI 3 L4a; “How Ants Find Food” Pearson Unit 6, Week 4, Pg. 388-389

RL 1; RL 2; RL 3; “The Ant and the Beetle” Pearson Unit 6, Week 4, Pg. 390-391

RL 1; RL 2; RL3: L4a; “Goldilocks Meet the Three Bears” Pearson Unit 6 Week 4 More Practice Content Reader

RL 1; RL 2; RL 3; L4a; “Leo’s School” Pearson Unit 6 Week 4 Extra Support Content Reader

RL 1; RL 2; RL 3; L4a; “An Amazing Field Trip” Pearson Unit 6 Week 4 Advanced Content Reader

RI 1: RI 2; RI 3; “The Story of Our Freedom” Pearson Unit 6 Week 4 EL Content Reader

RL 1; RL 2; RL 3; L4a; “Hannah Hopper’s Hunt for Rules and Laws” Person Unit 6 Week 4 Read Aloud Anthology pg. 215-221

RL 1; RL 2: RL 3: L4a; “The Boy Who Stopped Time” Pearson Unit 6 Week 4 Read Aloud Anthology pg 222-224

RL 1; RL 3; L4a “Charlie McButton” Pearson Unit 1, Week 1, Pgs. 32-50

RL 1; RL 3; L4a “Flash to Bang” Pearson Unit 1 Week 1 Pg. 30-31

RL 1; L4a “The Adventure” Pearson Unit 1 Week 1 Pg. 27c

RI 1; RI 3; RI 8 “How A Kite Changed the World” Pearson Unit 1 Week 1, Pg 52e-55

RL 1; RL 3; RL 7 “Camping With Aunt Julie” Pearson Unit 1 Week 1 More Practice Content Reader

RL 1; RL 3; RL 7 “The Opposite Cousins” Person Unit 1 Week 1 Extra Support Content Reader

RL 1; RL 3; RL 7 “Mr. Post’s Project” Pearson Unit 1 Week 1 Advanced Content Reader

RL 1; RL 3; RL 7 “The Spanish Club” Pearson Unit 1 Week 1 EL Reader

RL 1; RL 3; RL 7 “Bugs for Life” Pearson Read Aloud Anthology pg. 1-3

RL 1; RL 3; RL 7 “New Kid” Pearson Read Aloud Anthology pg. 4-7

RL2, L4, L5: Pearson Selection, “ First Day in Grapes” Pearson Unit 2, Week 2, Pg. 205C-220

RI 1, RI 2; RI 8 Pearson “Cesar Chavez” Pearson Unit 2, Week 2, Pg. 204e

RL 1, L4, L5 Pearson “Wrong Turn” Pearson Unit 2, Week 2, Pg. 201c

RL 1; RL 2; RL 3 Pearson “The Little Boy Who Cried Wolf” Pearson Unit 2 Week 2 More Practice Content Reader

RL 1; RL 2; RL 3 Pearson “Sarah’s Surprise” Pearson Unit 2 Week 2 Extra Support Content Reader

RL1; RL2; RL3 Pearson “True Friends” Pearson Unit 2 Week 2 Advanced Content Reader

RL 1; RL 2: RL 3 Pearson “Mama’s Birthday Garden” Pearson Unit 2 Week 2 EL Reader

RL 1; RL 2; RL 3 Pearson “Tree House Trouble” Pearson Unit 2 Week 2 Read Aloud Anthology pg. 52-54

RL 1; RL 2; RL 3 Pearson “Read About Cesar Chaves” Pearson Unit 2 Week 2 Read Aloud Anthology pg. 55-56

RL 1; RL 2; RL 3 Pearson “The Organizer” Pearson Unit 2 Week 2 Read Aloud Anthology pg. 57

History-Social Science

RI1; RI5; RI7; RI8; L4; L4a; RI4; "Geography: Physical and Human Geography" History Social Science Unit 1, Chapter 1 Pg. 1-39
RI 1; RI 5; RI 7; RI 8; L4; L4a; RI 4 "Geography: People and Their Environment" History Social Science Unit 1, Chapter 2, Pg. 40-80
RI 1; RI 5; RI 7; RI 8; L4; L4a; RI 4 "Where Water Comes From" History Social Science, Unit 1, Basic Time for Kids Reader
RI 1; RI 5; RI 7; RI 8; L4; L4a; RI 4 "How Glaciers Changed Our Planet" History Social Science Unit 1 Proficient Time for Kids Reader
RI 1; RI 5; RI 7; RI 8; L4; L4a; RI 4 "California's Land and Water" History Social Science Unit 1 Advanced Time for Kids
RI 1; RI 5; RI 7; RI 8; L4; L4a; RI 4; "Young Cesar E. Chaves" History Social Science Pg. 364-369s

Science

RI1; RI 7; RI8; RI2; RI3; "Survival of Living Things: Adaptations to Land and Water " Science Unit A, Chapter 1 Pg. 1p-37
RI 1; RI 7; RI 8; RI 2; RI 3 "Adaptations to Land and Water" Science Support Reader
RI 1; RI 7; RI 8; RI 2; RI 3 "Amazing Adaptations" Science On Level Reader
RI 7; RI 7; RI 8; RI 2; RI 3 "Life on the Serengeti" Science Challenge Level

ELD

Function: Summarize by using phrases or sentences to express important facts or ideas and relevant details about one or more objects, actions, events, or ideas.

Oral Language

Unit 1, Week 2, Day 1-4

Unit 1, Week 3, Day 1, Day 2, Day 4, and Day 5

Writing

Unit 1, Week 2, Day 2, Day 3-5

Unit 1, Week 3, Day 5

Suggested Close Reading selections

RL 1; RL 3; RL 7 "Bugs for Life" Pearson Read Aloud Anthology pg. 1-3

Academic Vocabulary/Domain Specific Words

Academic Vocabulary

recount	central message	lesson	moral point of view	characters	main idea	details
sequential	literal	non-literal	context clues	affix	prefix	suffix
Latin	illustrations	chapter	text	text features	narrative	informative/explanatory
opinion	conversations	collaborate	discussion	multiple meaning words	disagree	

Domain Specific Words

permission	obey	responsibility	consequence	citizen	goal	journey
discovery	bat	blew	vision	term	smirked	warned
boycott	unite	fuel	noun	verb	simple sentence	declarative
imperative	fragment	urban	suburban	rural	landform	desert
plateau	mountain	valley coastal	plain	aqueduct	canal	irrigation
conservation	recycle	disaster	adaptation	biome	habitat	desert
environment	tundra	aquatic habitat				

Grade 3 ELA Instructional Unit 1: Segment 2

Unit Big Idea: Structures

Suggested Duration: 15 Days

Segment Idea: Rules Provide a Road to Follow

What do we want all students to learn?

Foundational Standards that support the skills and concepts

Phonics and Word Recognition

RF3a, RF3b, RF3c, RF3d

Use phonics and word analysis skills to decode words both in isolation and in text.

- ✓ Understand that meaningful chunks can be added to words to change their meaning
- ✓ Understand that prefixes are added to the beginning of the word
- ✓ Know the meaning of common prefixes such as *re-*; *un-*; *dis-*; etc.
- ✓ Understand that suffixes are added to the ending of a word
- ✓ Know and read fluently regularly and irregularly spelled words

Fluency

RF4a, RF4b, RF4c

Read on level text with purpose, understanding, accuracy, and rate

- ✓ Set a purpose for reading
- ✓ Use expression when reading
- ✓ Use strategies for self-correction
- ✓ Re-read for fluency and comprehension self-monitor for understanding

Claim 1: Read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Claim 2: Produce effective and well-grounded writing for a range of purposes and audiences.

Claim 3: Employ effective speaking and listening skills for a range of purposes and audiences.

Claim 4: Engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

Skills and Concepts

When reading about unit content, students will . . .

- Ask questions about a text and **refer explicitly to the text for the answers.**
 - ✓ Use key details to describe a characters' **traits and feelings in a story** (RL1, RL3)
 - ✓ Recount stories, **fables, folk tales and myths** to determine the central message, lesson. (RL2)
 - ✓ Refer to parts of stories (chapters) and **describe how each successive part builds on earlier sections.** (RL5)
 - ✓ **Explain how relevant** information gained from illustrations and text features **can contribute to the understanding of characters and text.**(RL7, RI7)
 - ✓ Use language that **pertains to**

When writing about unit content, students will . . .

- Compose "brief" narrative, informative/explanatory, and opinion pieces. (W1, W2, W3)
- Compose "full" informational-expository pieces.(W2)
 - ✓ Examine and introduce a topic (W2a)
 - ✓ Convey ideas and information clearly (W2)
 - ✓ Group related information together include illustrations when useful to aiding comprehension (W2a)
 - ✓ Develop the topic **with facts, definitions, and details.** (W2b)
 - ✓ **Use linking words and phrases (also, another, and, more, but) to connect ideas within**

When listening, speaking and collaborating around unit content, students will . . .

- Engage effectively in a range of collaborative discussions (teacher led, group, one on one). (SL1)
 - ✓ Come to the discussion prepared and follow agreed upon discussion rules.(SL1a, SL1b)
 - ✓ **Read and study required materials before coming to collaborative discussion.**(SL1a)
 - ✓ **While speaking stay on topic of study.** (SL1c)
- **Plan and deliver a simple report on a topic** (SL4)
 - ✓ **Using appropriate and relevant facts, details and vocabulary.** (SL4a, SL6)
 - ✓ **Following a logical sequence.** (SL4a)

When conducting research or presenting projects, focused on unit content and big ideas, students will . . .

- **Plan and deliver a simple report on a topic** (SL4)
 - ✓ **Using appropriate and relevant facts, details and vocabulary.** (SL4a, SL6)
 - ✓ **Following a logical sequence.** (SL4a)
- While listening to a text read aloud **determine the details that support the main idea of the pieces.** (SL2)
- Recall or gather information from experiences (W8)
- Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases; **including words that signal spatial relationships.**(L6)

- time or sequence to describe a connection between paragraphs in a historical event, scientific idea, concept, or steps in a technical procedure. (RI3, RI8)
- ✓ Determine the point of view of the character/**narrator/author** (RL6; RI6)
- Determine the meaning of unknown, multiple-meaning words and phrases as they are used in text. (RL4, RI4, L4)
 - ✓ Determine the literal and non-literal meaning of unknown words, (RL4, L5a)
 - ✓ Determine the meaning of academic and domain specific words in a text by using sentence level context clues (RI4, L4a)
 - ✓ Determine the meaning of new words when a known affix is added to a known word. (L4b)
 - ✓ **Use glossaries to determine or clarify the precise meaning of words.** (L4d)
 - ✓ **Acquire and use words and phrases that signal spatial relationships.** (eg. The ship sailed across the ocean.)(L6)

- categories** (W2c)
- ✓ Use domain specific words and phrases **including words that signal spatial relationships.** (L3a.L6)
 - ✓ Use collaboration with adults and peers to support the development, organization, production and publishing of writing. (W4, W5, W6)
 - Acquire and use accurately grade appropriate conversational, general academic, domain specific words and phrases; **including words that signal spatial relationships.**(L6)
 - Demonstrate command of the conventions of grammar, usage, capitalization, punctuation and spelling
 - ✓ Emphasis on producing simple sentences and explaining the function of nouns and verbs in sentences.(L1k, L1b)
 - ✓ **Producing compound sentences** (L1k)
 - ✓ **Using common, proper, and abstract nouns** (L1a, L1e)
 - ✓ **Capitalizing titles** (L2a)
 - ✓ **Use conventional spelling for high frequency words and other studied words.** (L2e)

- While listening to a text read aloud **determine the details that support the main idea of the pieces.** (SL2)
- Acquire and use accurately grade appropriate conversational, general academic, and **domain specific words and phrases; including words that signal spatial relationships.**(L6)

Language Functions and Considerations

Interpret and express understanding of the intended or alternate meaning of information.

Language Considerations: simple and complex sentences, coordinating conjunctions, present/past tense verbs

Compose a brief narrative, *organizing thoughts* to express relationships between/among objects, actions, events, or ideas.

Language Considerations: coordinating conjunctions, common and proper nouns, compound sentences.

Orally *summarize*, using key ideas and details about one or more objects, actions, events, or ideas.

Language considerations: Use complete sentences when speaking. Nouns, adjectives, conjunctions (and, but, or).

Summarize by organizing and presenting on a specific topic, using key ideas and details about one or more objects, actions, events, or ideas.

Language considerations: Use complete sentences when speaking. Nouns, adjectives, conjunctions (and, but, or).

I would describe Frog as caring, because he often shares his things with others. Another word that describes Frog is kind. In the story, he helps Toad out when he is feeling sad.

At the beginning of the story he _____. Then he learns _____ (or changes) when _____. At the end, he _____.

The Field Day schedule is organized in a sequence of events, so we know when we are supposed to do each activity.

_____ is organized by _____, so we know _____.

In this text, the author argues that recycling is good for the planet.

In this text, the author argues that _____.

In this text, the author argues that recycling is good for the planet.

In this text, the author argues that _____.

How will we know if they have learned it?

In _____ instructional days students will be able to.....

Sample Learning Outcome:

Recount stories, **fables, folk tales and myths** to determine the central message, lesson. (RL2)

Performance Descriptor:

Students will refer to a literary text to determine the central message of the story.

- As a PLC team, create a scoring rubric that clarifies the *Success Criteria*. Share with students before the task is presented.

Analyze student work products as a team to determine each student's instructional needs. Make timely adjustments as needed to instruction.

Sample of formative performance question:

(Constructed response) After reading a short literary passage, students will complete a graphic organizer listing the key details. The students will then use the information from the graphic organizer to determine the central message of the story.

How will we respond when learning has not occurred?

How will we respond when learning has not occurred?

Integrated Content Questions

What do we learn by trading with one another? (HSS)
What can cause changes to an environment? (Science)

Reading Foundational Skills

“Get Ready to Read”; Pearson; Phonics and Spelling; Unit 1 Weeks 4 & 5, Unit 2 Week 1

Language

WC 1.1 (97 standards); Imperative (Command) and Exclamatory (Exclamations) Sentences. Pearson Unit 1 Week 4 pgs. 111d, 123e, 135c, 139d, 139p-q
L1i; Produce Compound Sentences. Pearson Unit 1 Week 5 pgs. 143d, 153f, 163c, 167d,
L1a; Explain the function of nouns in a particular sentence (Common and Proper Nouns). Pearson Unit 2 Week 1 pgs. 177d, 187f, 195c, 199d, 199q
L1c; Use abstract nouns. (Nouns that are non-tangible)
L2a; Capitalize Appropriate Words in Titles Pearson Unit 6, Week 1, Pg. 313d, 325f, 329c, 331e

English Language Arts

RL 1; RL 3; “Kumak’s Fish” Pearson Unit 1, Week 3, Pg. 87c-104
RL 1; RL 3; “First Storm” Pearson Unit 1, Week 3, Pg. 84-85
RI 1; RI 3: RI 8 “Malukataq, the Blanket Toss” Pearson Unit 1 Week 3, Pg. 86-87
RI1; RI3; “How to Catch a Fish” Pearson Unit 1, Week 3, Pg. 106-107
RI1; RI3: RI5; RI7; RI8 “Arctic Ice Fishing” Pearson Unit 1 Week 3 More Practice Content Reader
RI1; RI3: RI5; RI7; RI8 “People of the Arctic” Pearson Unit 1 Week 3 Extra Support Content Reader
RI1; RI3: RI5; RI7; RI8 “Across the Arctic” Pearson Unit 1 Week 3 Advanced Content Reader
RL 1; RL 3 “Time for the Team” Pearson Unit 1 Week 3 EL Content Reader
RL 1; RL 3 “This Is a Park Your Community Built” Pearson Unit 1, Week 3, Read Aloud Anthology Pg. 16-21
RL; RL 3 “Dorothy’s Dream Role” Pearson Unit 1 Week 3 Read Aloud Anthology Pg. 22-28
RL 1; RL 2; L5 “Prudy’s Problem” Pearson Unit 2, Week 3, Pg. 231c-248
RL 1; RL 2; “Get Organized” Pearson Unit 2 Week 3, Pg. 228-229
RL 1; RL 2; RL 3 “Collecting Stamps” Pearson Unit 2, Week 3, Pg. 230-231
RI 1; RI 2 “Meeting The Challenge of Collecting” Unit 2 Week 3 pg. 250-253
RL 1; RL 2; RL 3; “Katy Learns A Lesson” Pearson Unit 2, Week 3, More Practice Content Reader
RL 1; RL 2; RL 3 “Joe, the Metal Detective” Pearson Unit 2, Week 3, Extra Support Content Reader
RL 1; RL 2; RL 3 “Collectors at Heart” Pearson Unit 2, Week 3, Advanced Content Reader
RL 1; RL 2; RL 3 “Jack’s Library” Pearson Week 2, Week 3, EL Content Reader
RL 1; RL 2; RL 3; “The Rampanion” Pearson Unit 2, Week 3, Read Aloud Anthology Pg. 58-59
RL 1; RL 2; RL 3; “Mrs. McBloom, Clean Up Your Classroom!” Pearson Unit 2, Week 3, Read Aloud Anthology 60-63
RL 1; RL 2; RL 3; “What About Me?” Pearson Unit 1, Week 2 61c-76
RI 1; RI 8: “At the Market” Pearson Unit 1 Week 2, Pg. 58-59

RL1; RL 2; RL 3; “Chores” Pearson Unit 1, Week 2, Pgs. 60-61
RI 1; RI 8; RL1; RL 2 “Carpet Weaving” Pearson Unit 1, Week 1, Pg. 78-81
RI 1; RI 2; RI 3; RI 8; “Bartering Days” Pearson Unit 1 Week 2, More Practice Content Reader
RI 1; RI 2; RI 3; RI 8; “Trading for Treasures” Pearson Unit 1, Week 2, Extra Support Content Reader
RI 1; RI 2; RI 3; RI 8; “What Money is All About” Pearson Unit 1, Week 2, Advanced Content Reader
RL 1; RL 2; RL 3; “It Started with Nails” Pearson Unit 1, Week 2, El Reader
RI1; RL 2; Pearson “Catch it and Run” Unit 3 Week 2, pg. 358-365

History-Social Science

RI1; RI2; L4; L4a; L4d; RI4; L6; RI7; RI8; L5; L5b; “American Indians: The Land and the First People” Unit 2 Chapter 3 Pages 81-123
RI1; RI2; L4; L4a; L4d; RI4; L6; RI7; RI8; L5; L5b; “American Indians: The Hopi, Iroquois, and Ojibway” Unit 2, Basic Time for Kids Reader
RI1; RI2; L4; L4a; L4d; RI4; L6; RI7; RI8; L5; L5b; “The Chumash” Unit 2, Proficient Time for Kids Reader
RI 1; RI 2; L4; L4d; RI 4; L6; RI 7; RI 8; L5; L5b; “Cheryl Seidner Wiyot Leader” Unit 2, Advanced Time for Kids Reader

Science

RI1; RI 7; RI8; RI2; RI3; “Survival of Living Things: When Environments Change” Science Unit A, Chapter 2 Pg. 38-65
RI 1; RI 7; RI 8; RI 2; RI 3; “When Environment Change” Science Support Reader
RI 1; RI 7; RI 8; RI 2; RI 3; “Wild Adaptations” Science On Level Reader
RI 1; RI 7; RI 8; RI 2; RI 3; “Forced Out” Science Challenge Reader

ELD

Function: Summarize by using phrases or sentences to express important facts or ideas and relevant details about one or more objects, actions, events, or ideas.

Oral Language

Unit 1, Week 4, Day 2

Unit 1, Week 5, Day 3-5

Unit 1, Week 6, Day 2 and Day 5

Writing

Unit 1, Week 4, Day 1, Day 4, and Day 5

Unit 1, Week 5, Day 1-4

Unit 1, Week 6, Day 1- 4

Suggested Close Reading selections

RL 1; RL 2; L5 “Prudy’s Problem” Pearson Unit 2, Week 3, Pg. 231c-248

Academic Vocabulary/Domain Specific Words

Academic Vocabulary

traits	feelings	technical	procedure	fable	folk tale	myth
point of view	phrases	facts	spatial relationships	categories	build	diverse
collaborate	common nouns	proper nouns	abstract nouns	compound sentences	imperative sentence	exclamatory sentence

Domain Specific Words

collection	enormous	scattered	decade	impress	brainstorm	adequate
merchant	knowledge	barter	permanent	legend	tribe	language
table	diagram	custom	religion	community	ecosystem	reproduce
competition	population	resource	drought	pollution		

Grade 3 ELA Instructional Unit 1: Segment 3

Unit Big Idea: Structures

Segment Idea: Which system helps us make our way in the world?

Suggested Duration: 15 Days

What do we want all students to learn?

Foundational Standards that support the skills and concepts

Phonics and Word Recognition

RF3a, RF3b, RF3c, RF3d

- ✓ Understand that meaningful chunks can be added to words to change their meaning
- ✓ Understand that prefixes are added to the beginning of the word
- ✓ Know the meaning of common prefixes such as *re-*; *un-*; *dis-*; etc.
- ✓ Understand that suffixes are added to the ending of a word
- ✓ Know and read fluently regularly and irregularly spelled words

Fluency

RF4a, RF4b, RF4c

- ✓ Set a purpose for reading
- ✓ Use expression when reading
- ✓ Use strategies for self-correction
- ✓ Re-read for fluency and comprehension Self-monitor for understanding

Claim 1: Read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Claim 2: Produce effective and well-grounded writing for a range of purposes and audiences.

Claim 3: Employ effective speaking and listening skills for a range of purposes and audiences.

Claim 4: Engage in research/inquiry to investigate topics and to analyze, integrate, and present information.

Skills and Concepts

When reading about unit content, students will . . .

- Ask questions about a text and refer explicitly to the text for the answers.
 - ✓ Use key details to describe a character’s traits, feelings, and **motivations in a story** (RL1, RL3)
 - ✓ Describe the relationship between historical events, scientific ideas, concepts or steps in a technical procedure, and use language that pertains to sequence and **cause and effect**. (RI1, RI3)
 - ✓ Recount stories, fables, folk tales and myths to determine the central message, lesson and point of view of the character or narrator (RL2, RL6)
 - ✓ Explain how relevant information gained from illustrations and text features can contribute to the

When writing about unit content, students will . . .

- Compose “brief” narrative, informational/ explanatory, and opinion pieces through the content areas.
- Compose “full” informational-expository pieces.(W2)
 - ✓ Examine and introduce a topic (W2a)
 - ✓ Convey ideas and information clearly (W2)
 - ✓ Group related information together include illustrations when useful to aiding comprehension (W2a)
 - ✓ Develop the topic with facts, definitions, and details. (W2b)
 - ✓ Use linking words and phrases (also, another, and, more, but) to connect ideas within categories (W2c)

When listening, speaking and collaborating around unit content, students will . . .

- Engage effectively in a range of collaborative discussions (teacher led, group, one on one). (SL1)
 - ✓ Come to the discussion prepared and follow agreed upon discussion rules.(SL1b)
 - ✓ Read and study required materials before coming to collaborative discussion.(SLa)
 - ✓ While speaking stay on topic of study. (SL1c)
 - ✓ **Explicitly use information gained from material read or studied.** (SLa)
- Plan and deliver a report on a informative/explanatory topic (SL4, SL6)
 - ✓ Use appropriate and relevant facts, details and

When conducting research or presenting projects, focused on unit content and big ideas, students will . . .

- Plan and deliver a report on a informative/explanatory topic (SL4, SL6)
 - ✓ Use appropriate and relevant facts and details.(SL4a)
 - ✓ **Organize ideas around major points of information** (SL4a)
 - ✓ **Provide a strong conclusion.** (SL4a)
- Recall or gather information from experiences (W8)

- understanding of characters and text.(RL7, RI7, RI5)
- ✓ Determine the main idea of a text and the point of view of the author.(RI2, RI6)
- ✓ Describe a sequential or **cause and effect** connections between **particular sentences** and paragraphs in a historical event, scientific idea, concept, or steps in a technical procedure. (RI3, RI8)
- Determine the meaning of unknown, multiple-meaning words and phrases as they are used in text. (RL4,RI4, L4)
 - ✓ Determine the literal and non-literal meaning of unknown words, (RL4, L5a)
 - ✓ Determine the meaning of academic and domain specific words in a text by using sentence level context clues (RI4, L4a)
 - ✓ Determine the meaning of new words when a known affix is added to a known word. (L4b)
 - ✓ Use glossaries to determine or clarify the precise meaning of words. (L4d)
 - ✓ **Demonstrate an understanding of word relationships and nuances in word meanings (L5)**
 - ✓ **Acquire and use words and phrases that signal temporal relationships.** (eg. After dinner that night we went looking for them. (L6)
- RC2.4 Recall major points in the text and make and modify predictions about forth coming information.

- ✓ **Provide a concluding statement or paragraph.** (W2d)
- ✓ Use domain specific words and phrases including words that signal spatial relationships. (L3a,L6)
- ✓ Use collaboration with adults and peers to support the development, organization, production and publishing of writing. (W4,W5, W6)
- Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases; including words that signal spatial **or temporal relationships.**(L6)
- Demonstrate command of the conventions of grammar, usage, capitalization, punctuation and spelling.
 - Emphasis on.(L1, L2)
 - ✓ Producing simple sentences and explaining the function of nouns and verbs in sentences.(L1k, L1b)
 - ✓ Producing compound sentences (L1i)
 - ✓ Using common, proper, and abstract nouns (L1a, L1c)
 - ✓ Capitalizing titles (L2a)
 - ✓ **Regular and irregular plural nouns and possessives.** (L1b, L2d)
 - ✓ **Use reference materials to check and correct spelling.** (2Lg)

- vocabulary.(SL4a)
- ✓ Follows a logical sequence(SL4a)
- ✓ **Organize ideas around major points of information (SL4a)**
- ✓ **Provide a strong conclusion.** (SL4a)
- While listening to a text read aloud **determine the details that support the main idea of the pieces.** (SL2)
- Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases; including words that signal spatial **or temporal relationships.**(L6)

Language Functions and Considerations

<p><i>Cause and Effect</i> –Identify and describe why and how relationships and patterns exist between events, ideas, processes, and problems.</p> <p><i>Language Considerations: present/past tense verbs, subordinating/coordinating conjunctions.</i></p> <p>Because Johnny didn’t do his homework, he could not play at recess.</p> <p>Because _____, it/he/they _____.</p>	<p>Write one or more paragraphs to <i>explain</i> the rationale, reasons, causes, or relationships related to one or more actions, events, ideas or processes.</p> <p><i>Language Considerations: coordinating conjunctions (so/for), adverbials (e.g. therefore, as a result, for that reason), verbs.</i></p> <p>She trained every day for the marathon. Therefore, she did very well.</p> <p>_____ for _____. Therefore, _____.</p>	<p>Continue to refine. Orally <i>summarize</i>, using key ideas and details about one or more objects, actions, events, or ideas.</p> <p>Language considerations: Use complete sentences when speaking. Nouns, adjectives, conjunctions (and, but, or).</p> <p>In this text, the author argues that recycling is good for the planet.</p> <p>In this text, the author argues that _____.</p>	<p>Continue to refine. <i>Summarize</i> by organizing and presenting on a specific topic, using key ideas and details about one or more objects, actions, events, or ideas.</p> <p>Language considerations: Use complete sentences when speaking. Nouns, adjectives, conjunctions (and, but, or).</p> <p>In this text, the author argues that recycling is good for the planet.</p> <p>In this text, the author argues that _____.</p>
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How will we know if they have learned it?

In ____ Instructional days students will be able to.....

<p>Sample Learning Outcome: Determine the literal and non-literal meaning of unknown words, (RL4, L5a) Determine the meaning of academic and domain specific words in a text by using sentence level context clues (RI4, L4a)</p>	<p>Performance Descriptor: Students will refer to a literary text and refer to the text to determine the meaning of unknown words. As a PLC team, create a scoring rubric that clarifies the <i>Success Criteria</i>. Share with students before the task is presented. <i>Analyze student work products as a team to determine each student’s instructional needs. Make timely adjustments as needed to instruction.</i></p>	<p>Sample of formative performance question: (Constructed response) After reading a short a literary passage, students will revisit the text to answer questions about word meaning. Text : Rows and Piles of Coins Questions: Read the following line from page 124, “By the dim light of a lantern, I <i>feasted</i> my eyes on the money. I couldn’t believe it was all mine.” In this sentence, what does feasted mean? What was Saruni’s next action? “The author writes, ‘Saturday after Saturday, we took goods to the market.’ Based on clues in the text on page 127, what are ‘goods’? On page 125, the children had a good laugh. Does good mean the same thing as goods? Explain.</p>
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How will we respond when learning has not occurred?

How will we respond when learning has already occurred?

Integrated Content Questions

How do children learn family traditions? (HSS)
What threatens survival of a species? (Science)

Reading Foundational Skills

“Get Ready to Read”; Pearson; Phonics and Spelling; Unit 2 Weeks 2-4

Language

L1b; Form and use regular plural nouns. Pearson Unit 2 Week 2, pgs. 203d, 213f, 221c, 225d, 225q
L1b; Form and use irregular plural nouns. Pearson Unit 2 Week 3, pgs. 229d, 239f, 249c, 253d, 253q
L2d Form and use possessives. Pearson Unit 2 Week 4, pgs. 257d, 269e, 279c, 281e, 281q-r, 285d, 295f, 301c, 305d, 309c

English Language Arts

RL1; RI 1; RL 2; RI 2; RL 3; RI 3; L4; L5; L5a; “Supermarket” Pearson Unit 1 Week 4 Pg. 113c-134
RL 1; L4; L4a; “The Library” Pearson Unit 1 Week 4 Pg. 110-111
RI 1; RI 2; RI 3; RI 8; “A Breakfast Treat” Pearson Unit 1 Week 4 Pg. 112-113
RI 1; RI 2; RI 3; RI 8; “Money from Long Ago” Pearson Unit 1 Week 4 Pg. 136-139
RL 1; RL 2; RL 3; RI 1; RI 2; RI 3 “The Big List” Pearson Unit 1 Week 4 More Practice Content Reader
RL 1; RL 2; RL 3; “A Surprise for Mom” Pearson Unit 1 Week 4 Extra Support Content Reader
RL 1; RL 2; RL 3; “Getting There” Pearson Unit 1 Week 4 Advanced Content Reader
RL 1; RL 2; RL 3; “Going to the Market” Pearson Unit 1 Week 4 EL Reader
RI 1; RI 2; RI 3; RI 8; “Where in the World Did All These Bananas Come From?” Pearson Unit 1 Week 4, Read Aloud Anthology Pg. 29-34
RL 1; RL 2; RL 3; “A Trip to the Mega Mart” Pearson Unit 1 Week 4, Read Aloud Anthology Pg. 35-40

RL 1; RL 2; RL 3 Pearson Selection “My Rows and Piles of Coins” Unit 1, Week 5, Pg. 145c-161
RL 1; RL 2; RL 3 Person “Saturday is Market Day” Unit 1, Week 5, Pg. 144-145
RL 1; RL 2; Pearson “One Chile Pepper” Unit 1 Week 5 More Practice Content Reader
RL 1; RL 2; Pearson “E-Pals” Unit 1 Week 5 Extra Support Content Reader
RL 1; RL 2; Pearson “Pizza with a Twist” Unit 1 Week 5 Advanced Content Reader
RL 1; RL 2; Pearson “Money to Spend” Unit 1 Week 5 EL Reader
RL 1; RL 2; RL 3; “Where Do You Keep Your Money” Pearson Unit 1 Week 5 Read Aloud Anthology Pg. 41-43
RL 1; RL 2; RL 3; “Zach: The Yard-Sale Whiz” Pearson Unit 1 Week 5 Read Aloud Anthology Pg. 44-46

RL 1; RL 2; RL6; RI6; L4a; L5; L5a; “Elena’s Serendade” Pearson, Unit 6, Week 5 Pg. 419c-437
RI 1; RI 2; RI 3; RI 8; “At the Glassblower’s” Pearson, Unit 6, Week 5, Pg. 416-417
RI 1; RI 2; RI 3; RI 8; RI 6; “The Art of Glossblowing” Pearson, Unit 5, Week 6, Pg. 418-419
RI 1; RI 2; RI 3; RI 8; “Leading People to Freedom” Pearson, Unit 5, Week 6, Pg. 440-443
RI 1; RI 2; RI 3; RI 8; “The Fabulous Folk Art of Mexico” Pearson, Unit 6, Week 5, More Practice Content Reader

RI1; RI 2; RI 3; RI 8; “The Magic of Glass” Unit 6, Week 5, Extra Support Content Reader
RI 1; RI 2; RI 3; RI 8; “The Sotry of Jackie Robinson” Unit 6, Week 5, Advanced Content Reader
RL 1; RL 2; RL 6; “Freedom For All” Unit 6, Week 5, EL Reader
RI 1; RI 2; RI 3; “Abraham Lincoln: A Man for All the People” Pearson Unit 6, Week 5, Read Aloud Anthology Pg. 225-228
RI 1; RI 2; RI 3; “Martin’s Dream” Pearson Unit 6, Week 5, Read Aloud Anthology, Pg. 229-231

RI 1; RI 2: RI 3; RI 8; “Hottest, Coldest, Highest, Deepest” Pearson Unit 4, Week 2 Pg. 57c-72
RI 1; RI 2: RI 3; RI 8 “Geography” Pearson Unit 4, Week 2, Pg. 54-55
RI 1; RI 2: RI 3; RI 8; RI 5; “Largest U.S. Cities” Pearson, Unit 4, Week 2, Pg. 56-57
RL 1; RL 2; RL 3; “Paul Bunyan and the Great Lakes” Unit 4, Week 2, Pg. 74-77
RI 1; RI 2; RI 3; RI 8 “Measuring Planet Earth” Unit 4 Wee 2 More Practice Content Reader
RI 1; RI 2; RI 3; RI 8 “Taking Measure of the Weather” Unit 4 Week 2 Extra Support Content Reader
RI 1; RI 2; RI 3; RI 8 “Biggest, Fastest, Lightest, Longest” Unit 4 Week 2 Advanced Content Reader
RI 1; RI 2; RI 3; RI 8 “How Big? How Strong?” Unit 4 Week 2 EL Reader
RI 1; RI 2; RI 3; “Animal Olympics” Unit 4, Week 2, Read Aloud Anthology, Pg. 125-127
RI 1; RI 2; RI 3; “Redwoods Are the Tallest Trees in the World” Unit 4, Week 2; Read Aloud Anthology Pg. 128-130

History-Social Science

RI1; RL2; L4; L4a; L4d; RI4; L6; RI7; RI8; L5; L5b, “American Indians: California Indians Today”; Unit 2, Chapter 4, Pg. 124-160
RI1; RI2; L4; L4a; L4d; RI4; L6; RI7; RI8; L5; L5b; “American Indians: The Hopi, Iroquois, and Ojibway” Unit 2, Basic Time for Kids Reader
RI1; RI2; L4; L4a; L4d; RI4; L6; RI7; RI8; L5; L5b; “The Chumash” Unit 2, Proficient Time for Kids Reader
RI 1; RI 2; L4; L4d; RI 4; L6; RI 7; RI 8; L5; L5b; “Cheryl Seidner Wiyot Leader” Unit 2, Advanced Time for Kids Reader

Science

RI1; RI 7: RI8; RI2; RI3 “Survival of Living Things: Organisms of Long Ago” Science, Unit A, Chapter 3 Pg. 68-103
RI 1; RI 7; RI 8; RI 2; RI 3 “Organisms of Long Ago” Science Support Reader
RI 1; RI 7; RI 8; RI 2; RI 3 “Amber” Science On Level Reader
RI 1; RI 7; RI 8; RI 2; RI 3 “Mary Anning Fossil Hunter” Science Challenge Reader

ELD

Functions: Summarize/Explain

Oral Language:

Unit 2, Week 1, Day 1, Day 3, Day 5

Unit 2, Week 2, Day 1

Unit 2, Week 3, Day 1, Day 2, Day 4, and Day 5

Writing:

Unit 2, Week 1, Day 3 and Day 4

Unit 2, Week 2, Day 1, Day 4, and Day 5

Unit 2, Week 3, Day 1 and Day 2

Suggested Close Reading selections

RL 1; RL 2; RL 3 Pearson Selection "My Rows and Piles of Coins" Unit 1, Week 5, Pg. 145c-161

Academic Vocabulary/Domain Specific Words**Academic Vocabulary**

motivations nuances conclusion concluding statement evidence

Domain Specific Words

variety	exchange	compromise	resource	arrange	consumer	savings
amount	demonstration	reply	mourn	tempted	average	depth
competitor	plural nouns	irregular plural nouns	possessive nouns	tradition	reservation	constitution
museum	extinct species	endangered species	era	fossil	paleontologist	ancestor relative
trait						