

Standards Curriculum Map

Bourbon County Schools

Level: 3rd grade

Grade and/or Course: ELA

Updated/Created: August 2019/May 2020

Realistic Fiction/Narrative non-fiction

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| Unit 1 Weeks 1-6 Day1-30 | <p>RL 3.1: Ask and answer questions, and make and support logical inferences to construct meaning from the text.</p> <p>RL 3.3: Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.</p> <p>RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral</p> | <ul style="list-style-type: none"> ● I can ask and answer questions about a text . ● I can describe character traits of characters in a story. ● I can determine the meaning of words and phrases. ● I can identify the perspective of a story. ● I can determine the meaning of a word or phrase. ● I can determine the author's perspective of the story. ● I can write different types of sentences | <p>Oral/Story Vocabulary:</p> <p>Academic Vocabulary:</p> <p>Literal Nonliteral Describe Character Trait Determine Analyze Infer Distinguish Perspective Plot Idioms Hyperboles</p> | <ol style="list-style-type: none"> 1. Visualize 2. Ask and Answer Questions 3. Summarize 4. Reread for understanding (use close reading strategies to understand text structure) | <ol style="list-style-type: none"> 1. Realistic Fiction Yoon and the Jade Bracelet pg.34 RW Unit 1 week 2 2.The Talented Clementine pg. 300 RW Unit 4 week 2 3. Bravo, Tavo! Pg.390 RW Unit 5 week 2 <p>Narrative Nonfiction</p> <ol style="list-style-type: none"> 4.Gary the Dreamer pg. 58 RW Unit 1 Week 3 5. Henry's Freedom Box (interactive read aloud) <p>-Use the genre characteristic worksheet found in the genre review folder on drive</p> <p>Realistic Fiction Writing</p> |

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| | <p>language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.</p> <p>RL 3.6: Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.</p> <p>RI 3.4: Determine the meaning of general academic words and phrases in a grade - level text, and describe how those words and phrases shape meaning.</p> <p>RI 3.6: Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.</p> <p>L 3.1i: Produce simple, compound and complex sentences.</p> <p>L 3.4a: Use sentence-level context as a clue to the</p> | <ul style="list-style-type: none"> ● I can infer the meaning of a word. ● I can determine multiple meanings of a word or phrase. | | | <p>Activity: When I Grow Up</p> <p>Narrative Nonfiction Writing Activity: Narrative Write about a special moment in your life.</p> <p>Cursive Handwriting: https://www.ket.org/education/resources/cursive-handwriting-series/ Look to table of contents to see sequence of letters</p> <p><u>Reading Wonders Scope and Sequence Resources</u></p> <p>Unit 1 Week 1 <u>Essential Question:</u> What can stories teach you?</p> <p><u>Vocabulary:</u> Ached, concentrate, discovery, educated, effort, improved, inspired, satisfied</p> <p><u>Comprehension</u> Strategy: Visualize Skill: Character, Setting, Plot: Character Genre: Fantasy Vocabulary Strategy :</p> |
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| | <p>meaning of a word or phrase.</p> <p>L 3.5a: Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>C 3.3: Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.</p> <p>C 3.6: Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.</p> <p>C 3.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p> | | | | <p>Synonyms</p> <p><u>Spelling:</u> Short a and i words</p> <p>Stories: Bruno's New Home, Wolf!, Jeanie and the Wolf</p> <p><u>Grammar-</u> Sentences and Fragments</p> <p><u>Writing:</u> Focus on an event: Use Teacher book pages T34-T35</p> <p>Also- Paragraph of the week (In Resource Folder)</p> <p>Unit 1 Week 2</p> <p>Essential Question</p> <p>What can traditions teach you about cultures?</p> <p>Vocabulary</p> <p>Ached, concentrate, discovery, educated, effort, improved, inspired, satisfied</p> <p>Comprehension</p> <p>Strategy: Visualize</p> <p>Skill: Character, Setting, Plot-Sequence</p> <p>Genre: Realistic Fiction</p> <p>Vocabulary Strategy: Context Clues</p> <p>Stories: The Dream Catcher,</p> |
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| | <p>L 3.1, L 3.2, L 3.3, L 3.4, & L 3.5 Handwriting: HW.3.1 Legibly form cursive letters, word, and sentences with accepted norms.</p> | | | | <p>Yoon and the Jade Bracelet, Family Traditions</p> <p>Grammar-Commands and Exclamations</p> <p>Spelling: Short Vowels e, o and u Writing, Word Choice and Paragraph of the Week</p> <p>Unit 1 Week 3 Essential Question How do people from different cultures contribute to a community?</p> <p><u>Vocabulary</u> Admires, classmate, community, contribute, practicing, pronounce, scared, trumbled</p> <p><u>Comprehension:</u> <u>Strategy:</u> Ask and Answer questions <u>Skill:</u> Sequence <u>Genre:</u> Narrative Nonfiction <u>Stories:</u> Room to Grow, Gary the Dreamer, Sharing Polkas and Pitas</p> |
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| | | | | | <p><u>Writing:</u> Organization/Paragraph of the week</p> <p><u>Grammar:</u> Subjects</p> <p>Unit 1 Week 4</p> <p><u>Essential Question:</u> How can problem solving lead to new ideas?</p> <p><u>Vocabulary:</u> Design, encouraged, examine, investigation, quality, simple, solution, substitutes</p> <p><u>Comprehension</u> Strategy: Ask and Answer questions Skill: Main Idea and key detail Genre: Biography Vocabulary Strategy : Metaphors</p> <p><u>Spelling:</u> long a</p> <p><u>Stories:</u> Mary Anderson's Great Invention, All Aboard!, Lighting the World <u>Grammar-</u> Simple and</p> |
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| | | | | | <p>Compound Sentences</p> <p><u>Writing:</u> Sentence fluency Also- Paragraph of the week (In Resource Folder)</p> <p><u>Unit 1 Week 5</u></p> <p><u>Essential Question:</u> How do landmarks help us understand our country's story?</p> <p><u>Vocabulary:</u> Carved, clues, grand, landmark, massive, monument, national, traces</p> <p><u>Comprehension</u> Strategy: ask and answer questions Skill: Main Idea and key details Genre: Expository Text Vocabulary Strategy : Multiple meaning words</p> <p><u>Spelling:</u> Long o</p> <p><u>Stories:</u> A Natural Beauty, A Mountain of History, A Landmark Street</p> <p><u>Grammar-</u> Simple and</p> |
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| | | | | | <p>compound sentences <u>Writing</u>: Sentence Fluency Also- Paragraph of the week (In Resource Folder)</p> |
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HOT Questions for the Unit: Reading Wonders Scope and Sequence Unit 1 Week 1 (Story: Wolf!): 1. What are the consequences of the wolf's actions on page 14? 2. Invent a new ending. 3. Why did Wolf choose to learn to read? 4. Can you defend why the animals didn't like Wolf at first?

Unit 1 Week 2 (Story: Yoon and the Jade Bracelet): Why did Yoon smile and choose to thank her mother when she really didn't want the book? 2. Can you defend why Yoon lied to her mother about the bracelet? 3. If Yoon didn't get her bracelet back, what might have been the ending? 4. Would you have done the same thing as Yoon on page 48 and 49? 5. Invent a new ending

Unit 1 Week 3 (Story: Gary the Dreamer) 1. Define 2 characteristics of an autobiography. 2. Give an example of a compound word used in the story 3. Why do you think Gary likes recess? 4. Do you agree that collecting pennies is a good thing that Gary did? 5. What information can you use to support Gary's love of reading?

Unit 1 Week 4 (Story: All Aboard!) 1. Can you prove why Elijah wants to become an engineer? 2. Do you think being an ashecat would be hard work? 3. How can you describe Elijah? 4. What was the problem with the train? 5. What would've happened if Elijah didn't invent the oil cup?

Unit 1 Week 5 (Story: A Mountain of History) 1. Can you defend why Abe Lincoln is on Mount Rushmore? 2. What examples can you find that support the main idea under the heading "Think Big". 3. If you left traces of water in your house, where might have you been? 4. What would happen if Gutxon Borglum had not made designs before making the monument? 5. What president would you add to the monument, why?

HOT Questions for the Unit : **Genre Based Map**

Realistic Fiction

Week 1: (Yoon and The Jade Bracelet) 1. How would you feel if you were Yoon and this happened to you? (Evaluate) 2. Why do you think Yoon told her mother she had forgotten the bracelet at school? (analysis) 3. What was the problem with the older girl's story about where she had gotten the jade bracelet? (analysis) 4. Suppose you could be a student in the classroom. What would you do to help Yoon? (Synthesis) 5. How would you compare the two girls in this story?(comprehension)

Week 2: (The Talented Clementine) 1. How can you use what you know to help others? (synthesis) 2. Why does Clementine whisper in the teacher's ear? (knowledge) 3. How does Clementine feel about being the principal's assistant?(Comprehension) 4. How would you feel if YOU were the principal's assistant? (evaluate) 5. What can you infer about Clementine's talent? (analysis)

Week 3: (Bravo Tavo) 1. What can you infer about Tavo's perspective of his tennis shoes based on what you read on page 392? (analysis) 2. How is Gustavo's perspective about Tavo's shoes different? (analysis) 3. What conclusions can you draw about the townspeople's perspective of Gustavo based on the text on page 395? (Analysis) 4. Based on what you know about Gustavo's character, why do you think he carved a small channel to connect Senora Rosa's small garden to the zanja? (Analysis) 5. What happens when Tavo and his father find the spring? (Comprehension)

Narrative Nonfiction:

Week 4: (Gary the Dreamer) 1. Define two characteristics of an autobiography. (knowledge) 2. Give an example of a compound word used in the story. 3. Why do you think Gary likes recess? 4. Do you agree that collecting pennies is a good thing that Gary did? 5. What information can you use to support Gary's love of reading?

Week 5: (Henry's Freedom Box) 1. Why does Henry decide to mail himself to Pennsylvania? 2. State two reasons this text is narrative nonfiction. 3. Would you have considered mailing yourself if you were in Henry's situation? 4. What happens to Henry's wife and children? 5. Describe the journey Henry had to take to reach freedom.

Traditional Literature (Fairy Tale, Folk Tale) & Expository Nonfiction

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| Unit 2 Weeks 7-12 Day 31-61 | <p>RL 3.1: Ask and answer questions, and make and support logical inferences to construct meaning from the text.</p> <p>RL 3.2: Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.</p> <p>RL 3.3: Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.</p> <p>RL 3.7: Explain how the specific aspects of a text's illustrations contribute to an effect, including but not</p> | <ul style="list-style-type: none"> ● I can ask and answer questions about a text . ● I can identify the theme of a story. ● I can describe character traits of characters in a story. ● I can use text illustrations to explain the setting of a story. ● I can describe claims made by an author in text . ● I can compare and contrast themes of texts. ● I can ask and answer questions about a text . ● I can determine the meaning of a word ● I can ask and answer questions about a text . ● I can identify the theme of a story. ● I can describe character traits of characters in a story. ● I can use text illustrations | <p>Oral/Story Vocabulary:</p> <p>Academic Vocabulary:</p> <p>Character Traits Motivation Author's Perspective Inferences Theme Identify Plot Illustrations Claims Compare Contrast Point of View Text Feature</p> | <ol style="list-style-type: none"> 1. Prediction 2. Rereading 3. Ask and answer | <p>Traditional Literature Folktale 1. Roadrunner's Dance pg.100 RW 2. Martina the Beautiful Cockroach pg.194 RW 3. The Real Story of Stone Soup pg.278 RW 4. Clever Jack Takes the Cake pg.366 RW</p> <p>Expository Nonfiction</p> <p>5. Mountain of History pg.94 RW 6. Vote! Pg.136 RW 7. Whooping Cranes in Danger pg.172 RW</p> |

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| | <p>limited to creating mood, character and setting. RI 3.8: Describe how reasons and evidence support specific claims the author makes in a text. RL 3.9: Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters. RI 3.1: Ask and answer questions, and make and support logical inferences to construct meaning from the text. RI 3.4: Determine the meaning of general academic words and phrases in a grade - level text, and describe how those words and phrases shape meaning. RI 3.5: Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe</p> | <p>to explain the setting of a story.</p> <ul style="list-style-type: none"> ● I can describe claims made by an author in a text . ● I can compare and contrast themes of texts. ● I can ask and answer questions about a text . ● I can determine the meaning of a word <ul style="list-style-type: none"> ● I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><u>RL.3.8</u> (Not applicable to literature)</p> </div> | | | <p>Cursive Handwriting : https://www.ket.org/education/resources/cursive-handwriting-series/</p> <p>Look to table of contents to see sequence of letters Traditional Literature (Fairy Tale, Folk Tale)</p> <p>Writing Activity: A New Ending to an Old Tale</p> <p>Expository Nonfiction Writing Activity: Informative piece</p> <p>Unit 2 Week 1 <u>Essential Question:</u> Why is working together a good way to solve a problem?</p> <p><u>Vocabulary:</u> Attempt, awkward, cooperation, created, furiously, interfere, involved, timid</p> <p><u>Comprehension</u></p> |
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| | <p>the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.</p> <p>RI 3.6: Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.</p> <p>RI 3.7: Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.</p> <p>C 3.2: Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.</p> <p>C 3.4: With guidance and support from adults, use digital resources to create</p> | | | | <p>Strategy: VMake Predictions Skill: Theme Genre: Folktale Vocabulary Strategy : Antonyms</p> <p><u>Spelling:</u></p> <p><u>Stories:</u>Anasi Learns a Lesson, Roadrunner's Dance, Deltona is Going Batty <u>Grammar-</u> Nouns <u>Writing:</u> Word Choice Also- Paragraph of the week (In Resource Folder)</p> <p style="text-align: center;"><u>Unit 2 Week 2</u></p> <p><u>Essential Question:</u> Why do people immigrate to new places?</p> <p><u>Vocabulary:</u></p> <p><u>Comprehension</u> Strategy: make, confirm and revise predictions Skill:theme Genre: Historical fiction Vocabulary Strategy : Context clues</p> |
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| | <p>and publish products as well as to interact and collaborate with others.</p> <p>C 3.6: Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.</p> <p>C 3.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p> <p>L 3.1, L 3.2, L 3.3, L 3.4, & L 3.5</p> <p>Handwriting: HW.3.1 Legibly form cursive letters, word, and sentences with accepted norms.</p> | | | | <p><u>Spelling:</u> long e</p> <p><u>Stories:</u> Sailing to America, The Castle on Hester Street, Next Stop, America!</p> <p><u>Grammar-</u> singular and plural nouns</p> <p><u>Writing:</u> Precise language Also- Paragraph of the week</p> <p style="text-align: center;"><u>Unit 2 Week 3</u></p> <p><u>Essential Question:</u> How do people make government work?</p> <p><u>Vocabulary:</u></p> <p><u>Comprehension</u> Strategy: Reread Skill: Author's point of view Genre: Expository Text Vocabulary Strategy : Prefixes</p> <p><u>Spelling:</u> Words with silent letters,</p> <p><u>Stories:</u> Every Vote Counts, Vote!, A Plan for the People <u>Grammar-</u> Special Nouns</p> |
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| | | | | | <p><u>Writing</u>: Ideas, Supporting details Also- Paragraph of the week</p> <p style="text-align: center;"><u>Unit 2 Week 4</u></p> <p><u>Essential Question</u>: How can people help animals survive?</p> <p><u>Vocabulary</u>: Caretakers, population, recognized, relatives, resoures, success, survive, threatened.</p> <p><u>Comprehension</u> Strategy: Reread Skill: Author's Point of View Genre: Expository Text Vocabulary Strategy : Suffixes</p> <p><u>Spelling</u>: three letter blends</p> <p><u>Stories</u>: Kids to the Rescue!, Whooping Cranes in Danger, Help the Manatees!</p> <p><u>Grammar</u>- Combining Sentences</p> <p><u>Writing</u>: Sequence Also- Paragraph of the week</p> |
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| | | | | | <p style="text-align: center;">Unit 2 Week 5</p> <p><u>Essential Question:</u> How do people figure things out? <u>Vocabulary:</u></p> <p><u>Comprehension</u> Strategy: Poetry Skill: POV Genre: Poetry Vocabulary Strategy : Figurative Language</p> <p><u>Spelling:</u></p> <p><u>Stories:</u> Empanada Day, Cold Feet, Our Washing Machine, Bugged, The Inventor Thinks Up Helicopters, and Ornithopter, Montgolfier Brothers Hot Air Balloon <u>Grammar-</u> Possessive Nouns <u>Writing:</u> Descriptive Details</p> |
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HOT Questions for the Unit:

Hot Questions for the Genre Based Map:
Traditional Literature (Folktale)

Story 1: (Roadrunner's Dance) 1. What elements of the story show that it is a folktale?

2. How does the picture on pg. 111 help you to visualize how Roadrunner came to life?
3. Make a prediction as to whether or not Roadrunner can beat Rattlesnake.
4. Why does Roadrunner say there is no king of the road?

Story 2: (.Martina the Beautiful Cockroach) 1. What is the coffee test? Use the descriptions to visualize the events in the story. 2. What is the main problem in the story? 3. What word has the same meaning as stammered? 4. What is the theme of the passage?

Story 3.(The Real Story of Stone Soup) 1. What genre is “The Real Story of Stone Soup”? Give examples from the story. 2. Describe the characters Ting, Pong, and Kuai individually. 3. What three types of stones were used for the soup? 4. What did they do to the fish stone? To the egg stone? 5. What does uncle think of himself at the end of the story? Do you agree? 6. What is the moral, or lesson, of the story?

Story 4: (Clever Jack Takes the Cake) 1. Why was Jack excited? 2. What is Jack’s mother’s explanation for why he can’t go to the party? 3. Describe Jack’s emotions as he is looking at his finished cake. 4. How do the different characters Jack encounters in the woods affect his birthday gift for the princess? 5. How does the princess react to other people’s gifts? 6. Why does the princess like Jack’s gift so much?

Story 5: (Story: A Mountain of History) 1.Can you defend why Abe Lincoln is on Mount Rushmore? 2. What examples can you find that support the main idea under the heading “Think Big”. 3. If you left traces of water in your house, where might have you been? 4. What would happen if Gutxon Borglum had not made designs before making the monument? 5. What president would you add to the monument, why?

Story 6: (Vote!) 1. Why does the author think elections can be a hard but exciting task? 2.What is the author’s point of view about voting? 3. How does the organization of the story help teach the reader about how the voting process works? 4. What evidence from this story proves that “Vote” is an expository text?

Story 7: (Whooping Cranes inDanger) 1. What does the word dreadful mean as used in the text? 2. Why did scientists use

puppets as the chick's parents? 3. Name two ideas the author would most likely agree with based on their point of view of the text.

Reading Wonders Scope and Sequence:

Unit 2 Week 1: Road Runner's Dance 1. Can you defend why the snake acted the way he did on page 102? 2. What are the consequences of the rattle on the snake? 3. Why does the Desert Woman choose to make a new animal? 4. What would happen if the new animal wasn't given slender legs? 5. Can you defend why people tell folktales? 6. Invent a new ending to the story

Unit 2 Week 2: 1. Why did her grandfather choose to tell Julie that exaggerated story? 2. Can you defend why the author used a simile on page 129? 3. What would happen if people didn't get tested by the doctors when they came to America? 4. If life wasn't difficult for her grandfather, what might the ending have been? 5. Give 2 details from the text to support the theme. 6. Invent a new ending.

Unit 2 Week 3: Do you agree or disagree with the author's Point of View? 2. What is being compared on page 150? 3. List 3 details that support the author's point of view. 4. What are the consequences of misleading someone? 5. What would happen if people couldn't get to know the candidates? 6. Why do you think they recounted the votes?

Unit 2 Week 4: 1. What examples can you find that the Whooping Cranes need help? 2. What other actions would you use to save the whooping cranes? 3. What would be the result if the scientists didn't help the cranes? 4. Do you know another situation where people help animals? 5. Give an example of the scientists success with the whooping cranes.

Unit 2 Week 5: The Inventor Thinks up Helicopters 1. What inference can you make about the author's point of view about Helicopters? 2. How would you compare a helicopter to a plane? 3. How would you describe a helicopter? Ornathopter 1. How is this poem similar to The Inventor Thinks up Helicopters? 2. Do you agree with the author's point of view?

Historical Fiction & Biography

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| Unit 3 Weeks 13-19 Day 62-97 | <p>RL 3.1: Ask and answer questions, and make and support logical inferences to construct meaning from the text.</p> <p>RL 3.3: Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot .</p> <p>RI 3.3: Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</p> <p>RI 3.4: Determine the meaning of general academic words and phrases in a grade level text, and describe how those words and phrases shape meaning.</p> | <ul style="list-style-type: none"> ● I can ask and answer questions about a text . ● I can describe character traits of characters in a story. ● I can describe the main idea of the text . ● I can determine the meaning of a word or phrase. ● I can describe claims made by authors of a text . | <p>Oral/Story Vocabulary:</p> <p>Academic Vocabulary:</p> <p>Inferencing Character Traits Main Idea Claims Evidence Analyze</p> <p>Writing Academic Vocabulary:</p> <p>Compose Brainstorm Edit Conference Revise</p> | <ol style="list-style-type: none"> 1. Visualize 2. Summarize 3. Details | <p>Historical Fiction</p> <ol style="list-style-type: none"> 1.The Castle on Hester Street pg.124 RW 2.Finding Lincoln pg.220 RW 3.Nora’s Ark pg.482 RW <p>Biography</p> <ol style="list-style-type: none"> 4. All Aboard! Elijah McCoy’s Steam Engine pg.74 RW 5. Elizabeth Leads the Way pg.432 RW 6. Out of This World! pg 506 <p>Historical Fictions Writing Activity: Letter to the past</p> <p>History Projects Biography Writing Activity: Research</p> |

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| | <p>RI 3.8: Describe how reasons and evidence support specific claims the author makes in a text.</p> <p>C 3.2: Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.</p> <p>C 3.4: With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p> <p>C 3.5: Conduct short research projects that build knowledge about a topic.</p> <p>C 3.6: Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate</p> | | <p>Purpose Audience Details Example Reasons sequence</p> | | <p>Report</p> <p>Lessons: lesson 7-lesson 10 Cursive Handwriting : https://www.ket.org/education/resources/cursive-handwriting-series/</p> <p>Look to table of contents to see sequence of letters <u>Unit3 Week1</u> <u>Essential Question:</u> What makes different animals unique?</p> <p><u>Vocabulary:</u> Disbelief, dismay, fabulous, features, offered, splendid, unique, watchful</p> <p><u>Comprehension</u> Strategy: visualize Skill: character, setting, plot Genre: folktale Vocabulary Strategy : synonyms</p> <p><u>Spelling:</u> r-controlled vowels</p> <p><u>Stories:</u> Inchworm’s Tale, Martina the Beautiful</p> |
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| | <p>categories.</p> <p>C 3.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p> <p>L 3.1, L 3.2, L 3.3, L 3.4, & L 3.5</p> <p>HW.3.1 Legibly form cursive letters, word, and sentences with accepted norms.</p> | | | | <p>Cockroach, Get a Backbone <u>Grammar-</u> action verbs <u>Writing:</u> vary sentence types</p> <p><u>Unit3 Week2</u> <u>Essential Question:</u> How can one person change the way you think?</p> <p><u>Vocabulary:</u> Disbelief, dismay, fabulous, features, offered, splendid, unique, watchful</p> <p><u>Comprehension</u> Strategy: Visualize Skill: Cause and Effect Genre: Historical Fiction Vocabulary Strategy : Figurative Language</p> <p><u>Spelling:</u> r-controlled vowels</p> <p><u>Stories:</u> Jane's Discovery, Finding Lincoln, A Great American Teacher, <u>Grammar-</u> Present Verb Tense <u>Writing:</u> Word Choice</p> <p><u>Unit3 Week3</u> <u>Essential Question:</u></p> |
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| | | | | <p>What do we know about Earth and its neighbors?</p> <p><u>Vocabulary:</u> Amount, astronomy, globe, solar system, support, surface, temperature, warmth</p> <p><u>Comprehension</u> Strategy: Summarize Skill: Main Idea and Key Details Genre: Expository Text Vocabulary Strategy : Suffixes</p> <p><u>Spelling:</u> Controlled Vowels</p> <p><u>Stories:</u> Earth and Its Neighbors, Earth, Coyote and the Jar of Stars <u>Grammar-</u> Past tense Verbs <u>Writing:</u> Strong Paragraphs</p> <p><u>Unit3 Week4</u> <u>Essential Question:</u> What ideas can we get from nature?</p> <p><u>Vocabulary:</u> Effective, example. Identical, imitate, material, model,</p> |
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| | | | | | <p>observed, similar</p> <p><u>Comprehension</u> Strategy: Summarize Skill: Main Idea Genre: Expository Text Vocabulary Strategy : Root Words</p> <p><u>Spelling:</u> Prefixes</p> <p><u>Stories:</u> Bats Did it First, Big Ideas from Nature, Perdix Invents the Saw</p> <p><u>Grammar-</u> Future Tense Verbs</p> <p><u>Writing:</u> Strong Conclusions</p> <p><u>Unit3 Week5</u></p> <p><u>Essential Question:</u> How is each event in history unique?</p> <p><u>Vocabulary:</u> Agreeable, appreciate, boomed, descendants, emigration, pioneers, transportation, vehicles</p> <p><u>Comprehension</u> Strategy: Summarize Skill:Sequence</p> |
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| | | | | | <p>Genre: Expository Vocabulary Strategy : Suffixes</p> <p><u>Spelling</u>: Diphthongs</p> <p><u>Stories</u>: The Long Road to Oregon, Riding the Rails West!, Discovering Life Long Ago</p> <p><u>Grammar</u>- Combining sentences with verbs</p> <p><u>Writing</u>: Formal and Informal Voice</p> |
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Scope and Sequence Map HOT Questions for the unit:

Unit 3 Week 1: How is Abuela's gift different from her mother's gift? 2. How will Abuela's advice help Martina? 3. What would happen if she never chose a husband? 4. Can you defend why the pig is not a good husband? 5. What would happen if she didn't not give Don Lagarto the coffee test?

Unit 3 Week 2: Finding Lincoln 1. What would've happened if African Americans were allowed in libraries? 2. Can you defend Louis' actions of trying to get into the library? 3. How is this story similar to Jane's Discovery? 4. Why do you think the librarian helped Louis? 5. What are other ways you can treat others fairly?

Unit 3 Week 3: Earth 1. What information can you use to support how Earth supports life? 2. How would you prove that the Earth has warmth? 3. Why cause seasons here on Earth? 4. Why do you think the planets move around the sun? 5. How is Earth similar to Venus?

Unit 3 Week 4: 1. Suppose you could invent something using nature as your inspiration, what would you invent? 2. How would you improve the shape of the car on page 261? 3. How would you elaborate on the reason for using the shape of buildings to keep cool? 4. What way would you design a car that doesn't hit anything? 5. What would happen if spider silk would be used for tennis shoe laces?

Unit 3 Week 5: Riding the Rails West: 1. Predict the outcome if trains were never invented? 2. Why is the train travel better than taking a horse and wagon? 3. Why did the population boom in the western states? 4. How would you prove that laying the tracks was difficult? 5. Do you agree that trains keep us moving?

Genre Map Hot Questions for the unit:

Story 1: (**The Castle on Hester Street**) 1. What does Julie's grandfather say happened when his children were born? 2. Is Julie's grandfather telling the truth and how do you know? 3. Why do you think Julie's grandfather is telling tall tales about the family's past? 4. What does Julie's grandmother say about what life was like for them?

Story 2. (**Finding Lincoln**) 1. Who is the main character in the story? 2. When and where does the story take place? 3. Why can't Luis check out a book from the library? 4. The librarian told Luis to come back the next day after the library had closed. Would you have risked getting in trouble if you were the librarian?

Story 3. (**Nora's Ark**) 1. What elements of historical fiction do you notice on page. 482? 2. What does grandma say about the new house that grandpa is building and what does this tell you about grandma? 3. Grandpa says, "Guess I built this place just in time." What does he mean? 4. What can you infer about Mrs. Lafleur and her daughter's plan to survive the flood, even though it is not directly stated?

Story 4 (Story: All Aboard!) 1. Can you prove why Elijah wants to become an engineer? 2. Do you think being an ashecat would be hard work? 3. How can you describe Elijah? 4. What was the problem with the train? 5. What would've happened if Elijah didn't invent the oil cup?

Poetry & Narrative Nonfiction

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| Unit 4 Weeks 19-24 Day 98-123 | <p>RL 3.1: Ask and answer questions, and make and support logical inferences to construct meaning from the text.</p> <p>RL 3.5: Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.</p> <p>RI 3.6: Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.</p> <p>RI 3.4: Determine the meaning of general academic words and phrases in a grade - level</p> | <p>I can ask and answer questions about a text . • I can identify different text structures. • I can identify the point of view of a story. • I can determine the meaning of a word or phrase.</p> | <p>Oral/Story Vocabulary:</p> <p>Academic Vocabulary: Inferencing Text Structure Point of View</p> <p>Writing Academic Vocabulary: Compose Brainstorm Edit Conference Revise Purpose Audience Details Example Reasons sequence</p> | <ol style="list-style-type: none"> 1. Ask and Answer Questions 2. Reread | <p>Poetry</p> <ol style="list-style-type: none"> 1.The Inventor Thinks Up Helicopters pg.188 RW 2.The Winningest Woman of the Iditarod pg.360 RW 3. Ollie’s Escape pg. 546 RW 4. Henry’s Freedom Box <p>Narrative Nonfiction:</p> <p>-Understanding Narrative Nonfiction Video</p> <p>Supplementary Texts: -Ivan: The Remarkable True Story of the Shopping Mall Gorilla -Winnie: The True Story of the Bear Who Inspired Winnie-the-Pooh -The Streak: How Joe DiMaggio Became</p> |

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| | <p>text, and describe how those words and phrases shape meaning.</p> <p>C 3.3: Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.</p> <p>C 3.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. L 3.1, L 3.2, L 3.3, L 3.4, & L 3.5</p> <p>HW.3.1 Legibly form cursive letters, word, and sentences with accepted norms.</p> | | | | <p>America's Hero</p> <p>-Abe Lincoln's Hat Read Aloud</p> <p>Poetry Writing Activity: Poems (different types of poems)</p> <p>Narrative NonFiction Writing Activity: Several Prompts to choose from pull in stories and science materials. Embed narrative into content</p> <p><u>Unit 4 Week1</u> <u>Essential Question:</u> What are different ways to meet challenges?</p> <p><u>Vocabulary:</u> Aroma, expect, flavorful, graceful, healthful, interrupted, luscious, variety</p> <p><u>Comprehension</u> Strategy: Ask and Answer questions Skill: Point of View</p> |
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| | | | | | <p>Genre: Folktale Vocabulary Strategy : Root Words</p> <p><u>Spelling</u>: Variant Vowels, U</p> <p><u>Stories</u>: Nail Soup, The Real Story of Stone Soup, Healthful Food Choices. <u>Grammar</u>- Linking Verbs <u>Writing</u>: Show feelings</p> <p><u>Unit 4 Week2</u> <u>Essential Question</u>: How can you use what you know to help others?</p> <p><u>Vocabulary</u>: achievement , confidence, apologized, embarrassed, attention, audience, realize,d talents</p> <p><u>Comprehension</u> Strategy: Ask and Answer Questions Skill: Point of View Genre: Realistic Fiction Vocabulary Strategy : Prefixes</p> <p><u>Spelling</u>: Plural Words</p> |
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| | | | | | <p><u>Stories:</u> The Impossible Pet Show, The Talented Clementine, Clementine and the Family Meeting</p> <p><u>Grammar-</u> Contractions with Not</p> <p><u>Writing:</u> Focus on Developing Characters</p> <p><u>Unit 4 Week3</u></p> <p><u>Essential Question:</u> How do animals adapt to challenges in their environment?</p> <p><u>Vocabulary:</u></p> <p><u>Comprehension</u> Strategy: Reread Skill: Compare and Contrast Genre: Expository Text Vocabulary Strategy : Context Clues</p> <p><u>Spelling:</u> Variant Vowels /o/</p> <p><u>Stories:</u> Gray Wolf! Red Fox! , Amazing Wildlife of the Mojave, Little Half Chick</p> <p><u>Grammar-</u> Main and Helping</p> |
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| | | | | | <p>Verbs <u>Writing</u>: Strong Openings Unit 4 Week4 <u>Essential Question</u>: How are people able to fly?</p> <p><u>Vocabulary</u>: controlled, direction, flight, impossible, launched, motion, passenger, popular</p> <p><u>Comprehension</u> Strategy: Reread Skill: Cause and Effect Genre: Expository Text Vocabulary Strategy : Context Clues</p> <p><u>Spelling</u>: Homophones</p> <p><u>Stories</u>: Firsts in Flight, Hot Air Balloons, Bellerophon and Pegasus. <u>Grammar</u>- Complex Sentences <u>Writing</u>: Strong Conclusions</p> <p>Unit 4 Week5 <u>Essential Question</u>: How can you inspire others?</p> <p><u>Vocabulary</u>: adventurous,</p> |
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| | | | | | <p>courageous, extremely, weird</p> <p><u>Comprehension</u> Strategy: poetry: Narrative and Free Verse Skill: Theme Genre: Poetry Vocabulary Strategy : Figurative Language</p> <p><u>Spelling</u>: Soft c and soft g</p> <p><u>Stories</u>: "The Giant, Captain's Log, The Winningest Woman of the Iditarod Dog Sled Race, The Brave Ones, Narcissa <u>Grammar</u>- Irregular Verbs <u>Writing</u>: Strong words</p> |
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Genre Map Hot Questions for the unit:

Story 1. (The Inventor Thinks Up Helicopters) 1. Give an example of alliteration as used in the text. 2. Is this poem a free verse poem or a rhyming poem? Explain how you know. 3. Give an example of a simile used in this poem. 4. If you could add another verse to this poem, what would it be?

Story 2.(The Winningest Woman of the Iditarod) 1. *Who is the main character?* 2. *What is the setting?* 3. *What problem does Susan Butcher have?* 4. What is the theme in "The Winningest Woman of the Iditarod Dog Sled Race"? 5. What details support the theme?

Story 3.(Ollie’s Escape) 1. How do the characters in the poem feel when Ollie escapes? How do you know? **2.** What is the problem in this poem? **3.** What is Principal Poole’s point of view about Ollie’s escape? **4.** What details support this point of view?

Story 4: (Henry’s Freedom Box) Read Aloud

1. What is the setting for this story? 2. How do you know this story is narrative nonfiction instead of historical fiction? 3. How would you feel if you were one of Henry’s children in the story? 4. Describe the “journey” Henry took to Pennsylvania.

Scope and Sequence Reading Wonders-

Unit 4 Week 1: The Story of Stone Soup: 1. What inference can you make about the Uncle’s work ethic? 2. How is this story similar to “Nail Soup”? 3. Can you defend why the brothers dug a hole in the ground to make the soup? 4. Who is telling the story? Why is this important? 5. Do you agree with the Uncle about the brother’s work ethic?

Unit 4 Week 2: The Talented Clementine: 1. What would happen if Clementine didn’t help with the play? 2. Do you agree with Clementine that she doesn’t have a talent? 3. What choices would you have made if you were Clementine about joining the talent show? 4. Can you defend Clementine’s actions as the director of the play? 5. What is your opinion of the outcome of the talent show?

Unit 4 Week 3: Amazing Life of the Mojave: 1. Can you defend why the desert is a challenging place to live? 2. What would happen if the chuckwalla couldn’t wedge itself between the rocks? 3. What are the pros and cons of an animal being light colored in the desert? 4. How is the jackrabbit similar to the scorpion? 5. What could cause the turtle to go underground?

Unit 4 Week 4: Hot Air Balloons: 1. What is the purpose of the envelope in the balloon? 2. What would cause the balloon to go down to the ground? 3. Suppose you could fly in a hot air balloon, where would you go and why? 4. What would happen if a bad storm came during a balloon ride? 5. What happens when the pilot heats the air on the balloon with the burner?

Unit 4 Week 5: The Winningest Woman of the Iditarod Dog Sled Race and The Brave Ones: 1. What is your opinion of the Iditarod Dog Sled Race? 2. What are the pros and cons of being the the Iditarod race? 3. How are is the Brave Ones similar to the Iditarod Dog sled race poem? 4. Why does the poet use repetition in the poem The Brave Ones. 5. Can you defend why firefighters are brave?

Fantasy- Animal, Low/High, Science Fiction & Persuasive Texts

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| Unit 5 Weeks 25-30 Day 124-149 | <p>RL 3.1: Ask and answer questions, and make and support logical inferences to construct meaning from the text.</p> <p>RI 3.3: Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</p> <p>RI 3.4: Determine the meaning of general academic words and phrases in a grade - level text, and describe how those words and phrases shape meaning.</p> <p>RI 3.8: Describe how reasons and evidence support specific claims the author makes in a text.</p> <p>RI 3.9: Explain the relationship between</p> | <ul style="list-style-type: none"> ● I can ask and answer questions about a text . ● I can describe the main idea of the text . ● I can determine the meaning of a word or phrase. ● I can describe claims made by authors of a text . ● I can make connections between texts. | Oral/Story Vocabulary: Academic Vocabulary: Inferencing Main Idea Claims Connections Compare Contrast | <ol style="list-style-type: none"> 1. Summarize 2. Ask and Answer | <p>Fantasy</p> <ol style="list-style-type: none"> 1. Wolf! Pg.10 RW 2. Pinnochio (supplementary text) <p>Fantasy/Science Fiction</p> <ol style="list-style-type: none"> 3. 3D Printers are from Mars (reading drive) 4. Always Thank Your Electronics (reading drive) 5. Mr. Luis and the Recess Robots (reading drive) <p>Writing Activity:</p> <p>Persuasive Texts -Persuasion Video</p> <p>https://www.youtube.com/watch?v=xibeWmg0WOA</p> <p>Example Read aloud Videos of Persuasive Texts: -https://www.youtube.com/watch?v=HhJbR2uSk08 The Big</p> |

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| | <p>information from two or more texts on the same theme or topic.</p> <p>C.3.1: Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.</p> <p>C 3.5: Conduct short research projects that build knowledge about a topic.</p> <p>C 3.6: Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.</p> <p>C 3.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p> <p>L 3.1, L 3.2, L 3.3, L 3.4,</p> | | | | <p>Bed</p> <p>https://www.youtube.com/watch?v=nutKDtS-IUs Can I Be Your Dog</p> <p>https://www.youtube.com/watch?v=ZttMDho5HMw The Day the Crayons Quit</p> <p>https://www.youtube.com/watch?v=mQDHJCh5DxE Don't Blink!</p> <p>https://www.youtube.com/watch?v=nmZQHd16-eA Be Glad Your Dad is not an Octopus</p> <p>https://www.youtube.com/watch?v=-XFQNGJmLEk Please Please the Bees</p> <p>Animal Research Piece (Spider, student choice)</p> <p>Persuasive Writing Activity</p> <p>Opinion piece on school uniforms</p> |
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| | <p>& L 3.5 Handwriting: HW.3.1 Legibly form cursive letters, word, and sentences with accepted norms.</p> | | | | <p>Lessons: lesson 15-lesson 18 Cursive Handwriting : https://www.ket.org/education/resources/cursive-handwriting-series/ Look to table of contents to see sequence of letters <u>Unit 5 Week 1</u> <u>Essential Question:</u> How do we get what we need? <u>Vocabulary:</u> Admit, magnificent, considered, creation, humble, reluctantly <u>Comprehension</u> Strategy: Summarize <u>Skill:</u> Point of View <u>Genre:</u> Fairy Tale <u>Vocabulary Strategy :</u> Root Words <u>Spelling:</u> Compound Words <u>Stories:</u> "Juanita and the Beanstalk" and "The Golden Goose"</p> |
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| | | | | | <p><u>Grammar</u>- Singular and Plural Pronouns <u>Writing</u>: Sentence Structure Unit 5 Week 2 <u>Essential Question</u>: How can we reuse what we already have?</p> <p><u>Vocabulary</u>: Conservation, discouraged, frustration, jubilant, recycling, remaining, tinkered</p> <p><u>Comprehension</u> Strategy: Summarize Skill:Point of View Genre: Realistic Fiction Vocabulary Strategy :</p> <p><u>Spelling</u>: Inflectional Endings</p> <p><u>Stories</u>:The Salvage Crew and The School Garden <u>Grammar</u>- Introduce Subject Pronouns <u>Writing</u>: Word Choice</p> <p>Unit 5 Week 3 <u>Essential Question</u>: How do teams work together?</p> |
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| | | | | | <p><u>Vocabulary:</u> Accidental, careless, equipment, harmful, prevention, purpose, respond</p> <p><u>Comprehension</u> Strategy: Ask and Answer Questions Skill: Author's Point of View Genre: Expository Text Vocabulary Strategy : Academic Vocabulary</p> <p><u>Spelling:</u> Closed Syllables</p> <p><u>Stories:</u> Firefighters and Firefighting Heroes <u>Grammar-</u> Pronoun Verb Agreement <u>Writing:</u> Organization/ Strong Paragraphs</p> <p><u>Unit 5 Week 4</u> <u>Essential Question:</u> What do good citizens do?</p> <p><u>Vocabulary:</u> Continued, daring, horrified, participate, proposed, unfairness, waver</p> |
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| | | | | | <p><u>Comprehension</u> Strategy: Ask and Answer Questions Skill: Author's Point of View Genre: Biography Vocabulary Strategy : Prefixes and Suffixes</p> <p><u>Spelling</u>: Inflectional Endings y to i</p> <p><u>Stories</u>: Jimmy Carter: A Good Citizen and Eunice Kennedy</p> <p><u>Grammar</u>- Introduce Possessive Pronouns</p> <p><u>Writing</u>: Strong openings</p> <p><u>Unit 5 Week 5</u> <u>Essential Question</u>: What are different kinds of energy?</p> <p><u>Vocabulary</u>: energy, natural, pollution, produce, renewable, replace, sources, traditional</p> <p><u>Comprehension</u> Strategy: Ask and answer questions</p> |
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| | | | | | <p>Skill: Cause and Effect Genre: Expository Text Vocabulary Strategy : Homophones</p> <p><u>Spelling</u>: Open syllables CVC</p> <p><u>Stories</u>: Using Power and The Fuel of the Future <u>Grammar</u>- Pronoun Verb Contractions <u>Writing</u>: VOICE</p> |
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HOT Questions for the unit:

Fantasy

Story 1: (Story: Wolf!) 1. What are the consequences of the wolf's actions on page 14? 2. Invent a new ending. 3. Why did Wolf choose to learn to read? 4. Can you defend why the animals didn't like Wolf at first?

Story 2: (Pinocchio: supplementary text on drive) 1. What does the word "grotesque" mean? 2. How did Fox and Cat trick Pinocchio? 3. What do you think it means when people say, "Watch out or your nose will grow"? 3. What is the theme of this story?

Fantasy/Science Fiction

Story 3. 3D Printers are from Mars (reading drive) 1. What was this story about? 2. What was the message of this story? 3. What text evidence in this story proves that it is science fiction? 4. Who were the villains/antagonists in this story?

Story 4. Always Thank Your Electronics (reading drive) 1. What is the tone of this story and how do you know? 2. How do you know this story is science fiction? 3. According to the narrator, how could people have avoided the takeover by electronics? 4. The story leaves us wondering about its ending. How would you end this story?

Story 5. Mr. Luis and the Recess Robots (reading drive) 1. How does the passage describe Mr. Louis? 2. How does Mr. Louis feel about the children in the cafeteria? 3. How does Mr. Louis feel at the end? Why? 4. How would you feel if there were robots in your cafeteria?

Scope and Sequence Reading Wonders:

Unit 5 Week 1: Clever Jack Takes the Cake: 1. What do you think the theme of the story is? 2. Suppose you could go to a princess' birthday party, What would you bring? 3. What would happen if the troll never stopped Jack? 4. What choices would you have made if you were Jack facing the dancing bear? 5. Invent a new ending

Unit 5 Week 2: Bravo Tavo: 1. Can you defend the actions of Tavo of why he is asking for new shoes? 2. Do you agree with Tavo's dad and the water plan? 3. Would you stand up for his dad's water plan? Why? 4. What way would you design a way for the village to get water? 5. Invent a new ending

Unit 5 Week 3: Wildfires :1. Design a way to prevent forest fires. 2. What facts would support the reason to set small fires? 3. What would happen if the firefighters didn't work together. 4. What are different ways fire helps other trees and plants? 5. What is your opinion of forest fires? Are they good or bad?

Unit 5 Week 4: Elizabeth Leads the Way: 1. Predict the outcome if Elizabeth was allowed to vote from the beginning? 2. What are the ways Elizabeth is different from the other girls during that time? 4. What facts can you use to support women's right to vote? 4. Would you have made the same choices as Elizabeth if you were her? Would you fight for your rights? 5. What is the authors point of view about Elizabeth?

Unit 5 Week 5: It's All in the Wind: 1. What way would you design a wind turbine? 2. Do you agree that Wind turbines help save energy? 3. How is this story similar to "Here Comes Solar Power"? 4. Why are more people around the world using wind power? 5. What causes a windmill to produce energy?

Traditional Literature (Legends, Epics, and Ballads) & Expository Nonfiction

| Days: | KAS: | Skills/Targets: | Vocabulary: | Strategies: | Resources: |
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| Unit 6 Weeks 31-36 Day 150-175 | <p>RL 3.1: Ask and answer questions, and make and support logical inferences to construct meaning from the text.</p> <p>RL 3.2: Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.</p> <p>RL 3.7: Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting.</p> <p>RI 3.4: Determine the meaning of general academic words and</p> | <ul style="list-style-type: none"> ● I can ask and answer questions about a text . ● I can identify the theme of a story. ● I can use text illustrations to explain the setting of a story. ● I can determine the meaning of a word or phrase. ● I can use text features. ● I can describe claims made by authors of a text . ● I can compare and contrast two texts. | <p>Oral/Story Vocabulary:</p> <p>Academic Vocabulary: Inferencing Theme Text Features Setting Claims Compare Contrast</p> | | <p>Traditional Literature (Legends, Epics, and Ballads): Example supplementary text for legends: Robin Hood, King Arthur, The Legend of the Poinsetta Ballad of Emmylou King Midas and the Golden Touch Pandora's Box</p> <p>Expository Nonfiction: Earth pg.240 RW Riding the Rails West pg.272 RW</p> |

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| | <p>phrases in a grade - level text, and describe how those words and phrases shape meaning.</p> <p>RI 3.7: Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.</p> <p>RI 3.8: Describe how reasons and evidence support specific claims the author makes in a text.</p> <p>RI 3.9: Explain the relationship between information from two or more texts on the same theme or topic.</p> <p>C 3.2: Compose informative and/ or explanatory texts, using writing and digital resources, to examine a topic and provide information.</p> <p>C 3.4: With guidance and support from adults, use</p> | | | | <p>Traditional Literature Writing Activity: Make your own fable. In groups have someone write the intro, introduce problem, learn lesson, and the closing. Pass the papers around each student get to write a different part of each story</p> <p>Expository Nonfiction Writing Activity:</p> <p>Letting students choose a controversial topic like age to get a cell phone/screen time/how much sleep to get at night</p> <p>Effects of litter on the playground</p> <p>Cursive Handwriting : https://www.ket.org/education/resources/cursive-handwriting-series/ Look to table of contents to see sequence of letters</p> |
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| | <p>digital resources to create and publish products as well as to interact and collaborate with others.</p> <p>C 3.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.</p> <p>L 3.1, L 3.2, L 3.3, L 3.4, & L 3.5</p> <p>Handwriting:</p> <p>HW.3.1 Legibly form cursive letters, word, and sentences with accepted norms.</p> | | | | <p><u>Unit 6 Week 1</u></p> <p><u>Essential Question:</u> How do you decide what is important?</p> <p><u>Vocabulary:</u> alarmed, anguish, necessary, obsessed, possess, reward, treasure, wealth</p> <p><u>Comprehension</u> Strategy: Make, Confirm, and Revise Predictions Skill: Theme Genre: Drama Vocabulary Strategy : Root Words</p> <p><u>Spelling:</u> Prefixes; un, re, pre, dis</p> <p><u>Stories:</u> Pandora Finds a Box and The Naming of Athens <u>Grammar-</u> Adjective and articles <u>Writing:</u> Sentence Fluency</p> <p><u>Unit 6 Week 2</u></p> <p><u>Essential Question:</u> How Can Weather affect us?</p> |
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| | | | | <p><u>Vocabulary:</u> Argue, astonished, complained, conditions, forbid, forecast, relief, stranded</p> <p><u>Comprehension</u> Strategy: Make Predictions Skill: Theme Genre: Historical Fiction Vocabulary Strategy : Idioms</p> <p><u>Spelling:</u> Consonant plus le syllables</p> <p><u>Stories:</u> Joshua's Odd Neighbor and The Schoolhouse Blizzard</p> <p><u>Grammar-</u> Adjectives that compare</p> <p><u>Writing:</u> Word Choice and linking words and phrase</p> <p><u>Unit 6 Week 3</u> <u>Essential Question:</u> Why are goals important?</p> <p><u>Vocabulary:</u> communicate, essential, goal, motivate, professional, research, serious, specialist</p> |
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| | | | | | <p><u>Comprehension</u> Strategy: Reread Skill: Problem and Solution Genre: Biography Vocabulary Strategy : Greek and Latin Roots</p> <p><u>Spelling</u>: Vowel Team Syllables <u>Stories</u>: Mae Jemison, Astronaut and Reach for the Stars <u>Grammar</u>- Adverbs <u>Writing</u>: Organization</p> <p><u>Unit 6 Week 4</u> <u>Essential Question</u>: How can learning about animals help you respect them?</p> <p><u>Vocabulary</u>: endangered, fascinating, inhabit, requirements, respected, unaware, wildlife</p> <p><u>Comprehension</u> Strategy: Reread Skill: Compare and Contrast Genre: Expository Text</p> |
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| | | | | | <p>Vocabulary Strategy : Paragraph Clues</p> <p><u>Spelling</u>: r controlled vowel syllables</p> <p><u>Stories</u>: Respect for the Florida Panther and African Cats</p> <p><u>Grammar</u>- Adverbs that compare</p> <p><u>Writing</u>: Strong Conclusions</p> <p><u>Unit 6 Week 5</u></p> <p><u>Essential Question</u>: What Makes you Laugh?</p> <p><u>Vocabulary</u>: Entertainment, humorous, ridiculous, slithers</p> <p><u>Comprehension</u> Strategy: Reread Skill:Point of View Genre: Realistic Fiction Vocabulary Strategy : Idioms</p> <p><u>Spelling</u>: Suffixes; ful, less, and ly</p> <p><u>Stories</u>: Show and Tell and</p> |
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Too Many Frogs
Grammar- Prepositions
Writing: Precise Language

HOT Questions for the Unit:

Questions for legends, epics, and ballads:

1. Who are the characters that could not exist in the real world?
2. Who is the hero of the story?
3. Does the hero have exaggerated qualities such as strength, powers or character?
4. What problems does the hero and other characters face in the story?
5. What quests were involved and were the characters successful in accomplishing them?

Expository Nonfiction:

(Earth) RW: 1. How do the pictures help you determine the genre of this story? 2. What is the largest rocky planet? 3. What is the Earth's closest neighbor? 4. Why can Earth support life when its neighboring planets cannot?

(Riding the Rails West) RW: 1. Why was it important to build a railroad across the United States? 2. How do you know that "Riding the Rails West" is an expository text? Identify the text features. 3. Describe how the continental railroad was built in sequential order. 4. Why are railroads important today?

Reading Wonders Scope and Sequence-

Unit 6 Week 1 : King Midas and the Golden Touch: 1. What details show you the Kings love for Merigold? 2. What can you say to defend the actions of the King turning everything into gold? 3. How is this story similar to Athena and Arachne? 4. What are the

consequences of the King turning everything into gold. 5. Invent a new ending.

Unit 6 Week 2: Nora's Ark: 1. What would of happened if Grandma and Grandpa didnt' build the new house on the hill during the flood? 2. Do you agree with the actions that were taken by her grandparents during the flood? 3. Can you think of another situation where people worked together to solve a problem? 4. What is the theme of the story? 5. How did the weather affect Wren and her grandparents?

Unit 6 Week 3: Out of this world!: What examples from the story can you find that shows Ellen is a hard worker? 2. What is the purpose of astronauts training before going into space? 3. What examples show that space work is teamwork? 4. What text feature is on page 515, how does it help the reader? 5. How do astronauts solve problems in space?

Unit 6 Week 4: Alligators and Crocodiles: 1. How can you classify what makes an alligator? 2. What is the purpose of their eyes being on top of their head and not of the front or side? 3. Compare and contrast the alligator and crocodile. 4. What can you infer about Alligators having strong jaws? 5. How is this article similar to "Butterflies Big and Small"

Unit 6 Week 5: Ollie's Escape: 1. What conclusions can you draw about the author's point of view about snakes? 2. What is teh problem with Ollie being loose in a school? 3. Do you agree with the character's point of view about Ollie's escape? 4. Why do you think the poem ended the way it did? 5. Invent a new ending

ONGOING STANDARDS

(Standards that should be incorporated into every unit)

Ongoing Reading Standards or Math Practices to be incorporated in every unit.

STANDARD #
(e.g. RL.8.1)

STATE THE STANDARD
(e.g. Cite the relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.)

VOCABULARY
(e.g. RL 8.1
textual

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| | | evidence analyze explicit inference) |
| RL.3.1 or RI.3.1 depending on genre | Ask and answer questions, and make and support logical inferences to construct meaning from the text. | Inference Evidence Textual analyze |
| RL.3.4 | RL 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning. | Figurative Literal Idioms Hyperboles Analyze inference |
| RI.3.4 | RI 3.4: Determine the meaning of general academic words and phrases in a grade - level text, and describe how those words and phrases shape meaning. | Textual Inference Analyze describe |
| C.3.7 | C 3.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. | Compose Brainstorm Edit Conference Revise Purpose Audience Details Example |

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| | | Reasons sequence |
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