



Grade 3

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Hello, Educator!

Your time is important, so Amplify created the Amplify CKLA Teacher Planner to assist you in planning daily, weekly, and unit-level instruction. The Teacher Planner brings together several resources, including year-long pacing guides, individual lessons and objectives, standards alignments and checklists, and much more. This planner was designed with you in mind—to ensure that your planning is easy and efficient.

Each page in the Lesson Planning Pages includes five days of Amplify CKLA instruction, listing brief lesson objectives, formative assessment objectives, and lesson standards. In each two-page spread, you will see two weeks' of lessons. There is space in each lesson for your own notes. Another feature on the lesson pages is a chart from the Year-Long Pacing Guide to help keep you on track during the school year.

Below is a list of the resources in the planner:

- Year-long Pacing Guide
- Lesson Planning Pages

Additional Resources:

- Spelling Word List
- Master Supply List
- Standards Alignments
- Standards Checklist
- Four-Year Calendar
- Contacts
- Notes

Lesson Planning

PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All About Me	Nursery Rhymes and Fables	Fables and Stories	Fairy Tales and Tall Tales	Classic Tales	Personal Narratives	Personal Narratives
Families and Communities	The Five Senses	The Human Body	Early Asian Civilizations	Animal Classification	Empires in the Middle Ages	Early American Civilizations
Animals	Stories	Different Lands, Similar Stories	The Ancient Greek Civilization	The Human Body: Systems and Senses	Poetry	Poetry
Plants	Plants	Early World Civilizations	Greek Myths	The Ancient Roman Civilization	Eureka! Student Inventor	Adventures of Don Quixote
Habitats	Farms	Early American Civilizations	The War of 1812	Light and Sound	Geology	The Renaissance
Classic Tales	Native Americans	Astronomy	Cycles in Nature	The Viking Age	Contemporary Fiction: <i>The House on Mango Street</i>	The Reformation
Important People in American History	Kings and Queens	The History of the Earth	Westward Expansion	Astronomy: Our Solar System and Beyond	American Revolution	<i>A Midsummer Night's Dream</i>
	Seasons and Weather	Animals and Habitats	Insects	Native Americans: Regions and Cultures	<i>Treasure Island</i>	Native Americans
	Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War	Early Explorations of North America		Chemical Matter
	Colonial Towns and Townspeople	A New Nation: American Independence	Human Body: Building Blocks and Nutrition	Colonial America		
	Taking Care of the Earth	Frontier Explorers	Immigration	Ecology		
	Presidents and American Symbols		Fighting for a Cause			

Grade 3 Pacing Guide

Week 1					Week 2					Week 3					Week 4					Week 5					Week 6				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 1: Classic Tales: The Wind in the Willows					BOY					Unit 1					Unit 2: Animal Classification					PP	Unit 2								

Week 7					Week 8					Week 9					Week 10					Week 11					Week 12				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
PP	U2	Unit 3: The Human Body: Systems and Senses					PP	Unit 3					PP	U3	Unit 4: The Ancient Roman Civilization					PP	Unit 4								

Week 13					Week 14					Week 15					Week 16					Week 17					Week 18				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 4					PP	Unit 4					Unit 5: Light and Sound					PP	Unit 5					PP	MOY & Quest						

Week 19					Week 20					Week 21					Week 22					Week 23					Week 24				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 6: The Viking Age (Quest)					PP	Unit 7					PP	Unit 7: Astronomy: Our Solar System and Beyond					PP	Unit 7					PP						

Week 25					Week 26					Week 27					Week 28					Week 29					Week 30				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Unit 8: Native Americans: Regions and Cultures					PP	Unit 8					PP	U8	Unit 9: Early Explorations of North America					PP	Unit 9					PP					

Week 31					Week 32					Week 33					Week 34					Week 35					Week 36				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
U9	Unit 10: Colonial America					PP	Unit 10					PP	U11	EOY	Unit 11: Ecology														

Week 37				
1	2	3	4	5
U11				

WEEK ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
W1			Unit 1		
W2			Unit 1		
W3			Unit 1		
W4			Unit 2		
W5			Unit 2		
W6			Unit 2		

Unit 1: Classic Tales

Unit 2: Animal Classification

1 Unit 1

Lesson 1 The River Bank, Part I

- Determine main idea and supporting details of text
- Compare and contrast two characters
- Review short vowel sounds and multisyllable words
- Demonstrate understanding of text

Formative Assessment: Character Analysis, AP 1.2

SL.3.2, RL.3.3, RF.3.3, RL.3.1

2 Unit 1

Lesson 2 The River Bank, Part II

- Determine main idea and supporting details of text
- Rewrite a scene using details from text
- Review long and short vowels, write multisyllable words
- Demonstrate understanding of text

Formative Assessment: Perspective, AP 2.2

SL.3.2, W.3.3b, RF.3.3, RL.3.1

3 Unit 1

Lesson 3 The Open Road

- Use images to recount events
- Identify themes
- Review long vowel sounds, read multisyllable words
- Sequence events

Formative Assessment: AP 3.2

SL.3.4, RL.3.9, RF.3.3, RL.3.2

4 Unit 1

Lesson 4 The Wild Wood

- Discuss main idea and supporting details of text
- Produce alternative ending
- Review long vowel sounds, write multisyllable words
- Demonstrate understanding of text

Formative Assessment: Story Ending, AP 4.2

SL.3.2, W.3.3, RF.3.3, RL.3.1

5 Unit 1

Lesson 5 Mr. Badger

- Describe how characters demonstrate hospitality
- Explain how characters' actions demonstrate specific themes
- Review sounds and syllables, read multisyllable words
- Demonstrate understanding of text

Formative Assessment: Themes Description, AP 5.2

SL.3.2, RL.3.3, RF.3.3, RL.3.1

WEEK TWO

1 Unit 1

Lesson 6 Dulce Domum, Part I; Beginning-of-Year Assessment

- Identify theme
- Recount story, act out character's actions and feelings
- Demonstrate understanding of text

Formative Assessment: AP 6.1, AP 6.2

RL.3.2, SL.3.4, RL.3.1

2 Unit 1

Lesson 7 Dulce Domum, Part II; Beginning-of-Year Assessment

- Identify examples of hospitality
- Explain how characters' actions demonstrate specific themes
- Demonstrate understanding of text

Formative Assessment: Themes Description, AP 7.1, AP 7.8

SL.3.2, RL.3.3, RL.3.1

3 Unit 1

Lesson 8 Mr. Toad; Beginning-of-Year Assessment

- Listen for details describing a character
- Demonstrate understanding of *One rotten apple spoils the whole barrel*
- Demonstrate understanding of text

Formative Assessment: AP 8.1, Illustration

SL.3.2, L.3.4, RL.3.1

4 Unit 1

Lesson 9 Toad's Adventures; Beginning-of-Year Assessment

- Make and confirm predictions
- Rewrite a passage from third-person to first-person
- Demonstrate understanding of text

Formative Assessment: AP 9.5, AP 9.1, AP 9.4

SL.3.2, RL.3.6, RL.3.1

5 Unit 1

Lesson 10 The Further Adventures of Toad, Part I; Beginning-of-Year Assessment

- Identify main idea
- Use graphic organizer to plan opinion paragraph
- Demonstrate understanding of text

Formative Assessment: AP 10.4

SL.3.2, W.3.1, RL.3.1

WEEK THREE

	Day 1	Day 2	Day 3	Day 4	Day 5
W3			Unit 1		
W4			Unit 2		
W5			Unit 2		
W6			Unit 2		
W7	Unit 2			Unit 3	
W8			Unit 3		

Unit 1: Classic Tales

Unit 2: Animal Classification

Unit 3: The Human Body

1 Unit 1

Lesson 11 The Further Adventures of Toad, Part II

- Describe Toad's personality
- Draft opinion paragraph
- Demonstrate understanding of text
- Review spellings for 'g', 'c'

Formative Assessment: AP 11.8, AP 11.1, AP 11.2, AP 11.5

SL.3.2, W.3.1, RL.3.1, RF.3.3

2 Unit 1

Lesson 12 The Return of Toad, Part I

- Listen for examples of personification
- Revise opinion paragraph
- Demonstrate understanding of text
- Review certain spelling alternatives

Formative Assessment: AP 12.4, AP 12.1, AP 12.2

SL.3.2, W.3.1, RL.3.1, RF.3.3

3 Unit 1

Lesson 13 The Return of Toad, Part II

- Discuss main idea and details
- Write final draft of opinion paragraph
- Demonstrate understanding of text
- Review certain spelling alternatives

Formative Assessment: AP 13.4, AP 13.1, AP 13.2

SL.3.2, W.3.1, RL.3.1, RF.3.3

4 Unit 1

Lesson 14 Classic Tales Continued

- Demonstrate understanding of text
- Review r-controlled vowels
- Identify characters, setting, plot

Formative Assessment: AP 14.1, AP 14.3

RL.3.1, RF.3.3, RL.3.9

5 Unit 1

Lesson 15 Classic Tales Conclusion

- Demonstrate understanding of text
- Review r-controlled vowels
- Identify characters, setting, plot

Formative Assessment: AP 15.1, AP 15.3

RL.3.1, RF.3.3, RL.3.9

WEEK FOUR

1 Unit 2

Lesson 1 Animal Researchers (Meet Rattenborough)

- Observe and describe zoo animals, record observations
- Define and identify text features
- Write about experiences as animal researchers
- Spell words with suffixes *-ed*, *-ing*

Formative Assessment: AP 1.2, AP 1.4, AP 1.5

RI.3.7, RI.3.5, W.3.8, W.3.10, L.3.2e, RF.3.3

2 Unit 2

Lesson 2 Classifying Animals

- Explain how text features help identify information
- Define and determine author's point of view
- Identify nouns, verbs, adjectives to explain function

Formative Assessment: AP 2.1, AP 2.3

RI.3.5, RI.3.6, L.3.1a

3 Unit 2

Lesson 3 Vertebrate or Invertebrate?

- Identify connection between vertebrates and invertebrates
- Identify important points about vertebrates and invertebrates
- Determine meaning of words after adding suffixes

Formative Assessment: AP 3.3

RI.3.3, RI.3.9, L.3.4b

4 Unit 2

Lesson 4 Warm- or Cold-Blooded?

- Identify main idea in passages
- Identify supporting details
- Write short reflection about animal to research
- Determine meaning of words after adding prefixes

Formative Assessment: AP 4.2, AP 4.3, AP 4.4

RI.3.2, W.3.10, L.3.4b

5 Unit 2

Lesson 5 Fins and Gills

- Use conventional spelling when adding suffixes
- Identify text features
- Identify information about fish
- Present findings learned about fish
- Identify nouns, verbs, adjectives

Formative Assessment: AP 5.1, AP 5.4

L.3.2e, RI.3.5, W.3.2, SL.3.4, L.3.1a

WEEK FIVE

	Day 1	Day 2	Day 3	Day 4	Day 5
W5			Unit 2		
W6			Unit 2		
W7	Unit 2			Unit 3	
W8			Unit 3		
W9			Unit 3		
W10		Unit 3			Unit 4

Unit 2: Animal Classification

Unit 3: The Human Body

Unit 4: The Ancient Roman Civilization

1 Unit 2

Lesson 6 From Water to Land

- Identify clue words used to sequence events
- Record key information about amphibians
- Produce compound sentences
- Determine meaning of words after adding suffixes

Formative Assessment: AP 6.4

RI.3.8, W.3.2, L.3.1i, L.3.4b

2 Unit 2

Lesson 7 Frogs

- Demonstrate understanding of text
- Compare and contrast text about frogs
- Write short reflection about being frog researcher

Formative Assessment: AP 7.2, AP 7.3

RI.3.1, RI.3.9, W.3.8

3 Unit 2

Pausing Point 1 Day 1

4 Unit 2

Lesson 8 Cold-Blooded Scaly Vertebrates

- Determine meaning of unknown words
- Write short reflection on being a herpetologist
- Determine meaning of words after adding prefixes

Formative Assessment: AP 8.1, AP 8.2, AP 8.3

RI.3.4, W.3.8, L.3.4b

5 Unit 2

Lesson 9 Reptiles

- Read informational text about reptiles
- Record key information about reptiles
- Determine meaning of words after adding suffixes

Formative Assessment: AP 9.1, AP 9.2

RI.3.10, W.3.2, L.3.4b

WEEK SIX

1 Unit 2

Lesson 10 Wings and Feathers, Part 1

- Use conventional spelling patterns when adding suffixes
- Determine definition of key vocabulary words
- Write short reflection about birds

Formative Assessment: AP 10.1, AP 10.3, AP 10.4, AP 10.5

L.3.2e, RI.3.4, W.3.8

2 Unit 2

Lesson 11 Wings and Feathers, Part 2

- Use conventional spelling patterns when adding suffixes
- Identify information about birds
- Write short reflection on being a bird
- Identify and use concrete and abstract nouns

Formative Assessment: AP 11.2, AP 11.3

L.3.2e, RI.3.5, W.3.8, L.3.1c

3 Unit 2

Lesson 12 Live-Bearing Milk Producers

- Identify clue words used to signal contrast or comparison
- Compare two texts about mammals
- Record key information about mammals
- Use nouns, verbs, adjectives; explain their function

Formative Assessment: AP 12.1, AP 12.3, AP 12.4

RI.3.8, RI.3.9, W.3.2, L.3.1a

4 Unit 2

Lesson 13 Jane Goodall

- Identify information about Jane Goodall
- Determine main idea and supporting details about Jane Goodall
- Begin drafting informative piece

Formative Assessment: AP 13.2, AP 13.3

SL.3.2, W.3.2

5 Unit 2

Lesson 14 “Scientists Who Classify Animals” and “Vertebrates around the World”

- Use text features to locate information about scientists
- Ask and answer questions about vertebrates
- Continue drafting informative piece

Formative Assessment: AP 14.1, AP 14.2, AP 14.4

RI.3.5, RI.3.1, W.3.2b

WEEK SEVEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W7	Unit 2		Unit 3		
W8			Unit 3		
W9			Unit 3		
W10	Unit 3			Unit 4	
W11			Unit 4		
W12			Unit 4		

Unit 2: Animal Classification

Unit 3: The Human Body

Unit 4: The Ancient Roman Civilization

1 Unit 2

Pausing Point 2 Day 1

2 Unit 2

Lesson 15 Unit Assessment

- Use conventional spelling patterns when adding suffixes
- Read stories with purpose and understanding
- Read with accuracy and fluency

Formative Assessment: AP 15.1

L.3.2e, RF.3.4a, RL.3.4

3 Unit 3

Lesson 1 Building Blocks and Systems

- Describe and review systems of human body
- Explain how human body is an interconnected system
- Describe how various body systems work
- Use spelling patterns for regular and irregular plural nouns

Formative Assessment: Exit Ticket, AP 1.2, Quick Write

RI.3.2, RI.3.3, W.3.2, W.3.2a, L.3.2f

4 Unit 3

Lesson 2 The Skeletal System: Axial Bones

- Identify different axial bones within the skeletal system
- Read and answer questions about the skeletal system
- Identify topic and concluding sentences in paragraphs

Formative Assessment: AP 2.2

RI.3.3, RI.3.1, W.3.2b, W.3.8

5 Unit 3

Lesson 3 The Skeletal System: All About Bones, Part 1

- Identify specific bones and functions within the skeletal system
- Read and answer questions about skeletal system
- Use spelling patterns for regular and irregular plural nouns

Formative Assessment: Exit Pass

RI.3.3, RI.3.1, L.3.2f

WEEK EIGHT

1 Unit 3

Lesson 4 The Skeletal System: All About Bones, Part 2

- Close-read and answer questions about the skeletal system
- Use spelling patterns for regular and irregular plural nouns
- Identify correct use of prefixes *dis-*, *mis-*

Formative Assessment: Exit Pass, AP 4.5

RI.3.1, L.3.2f, L.3.4b

2 Unit 3

Lesson 5 The Muscular System

- Identify components of muscular system
- Read and answer questions about the muscular system
- Write topic and concluding sentences
- Use spelling patterns for regular and irregular plural nouns

Formative Assessment: AP 5.2

RI.3.3, RI.3.1, W.3.2d, L.3.2f

3 Unit 3

Lesson 6 Joints and Muscles

- Read and answer questions about joints and muscles
- Correctly change 'f' to 'v'; add *-ed* in plural nouns
- Write a piece that includes topic and concluding sentence

Formative Assessment: AP 6.1

RI.3.1, L.3.1b, W.3.2

4 Unit 3

Lesson 7 The Nervous System

- Describe nervous system as part of a larger system
- Read and answer questions about nervous system
- Form and use irregular plural nouns
- Identify meaning of common prefixes

Formative Assessment: AP 7.1

RI.3.3, RI.3.1, L.3.1b, RF.3.3a

5 Unit 3

Pausing Point 1 Day 1

WEEK NINE

	Day 1	Day 2	Day 3	Day 4	Day 5
W9	Unit 3		Unit 3		
W10	Unit 3		Unit 4		
W11	Unit 4		Unit 4		
W12	Unit 4		Unit 4		
W13	Unit 4		Unit 4		
W14	Unit 4	Unit 5		Unit 5	

Unit 3: The Human Body

Unit 4: The Ancient Roman Civilization

Unit 5: Light and Sound

1 Unit 3

Lesson 8 The Nervous System and the Brain, Part 1

- Describe relationship between nervous system and brain
- Read and answer questions about nervous system and brain
- Identify and use meaning of common prefixes

Formative Assessment: AP 8.1, AP 8.2

RI.3.3, RI.3.1, RF.3.3a

2 Unit 3

Lesson 9 The Nervous System and the Brain, Part 2

- Closely read about the nervous system and the brain
- Write words using spelling patterns and rules for /j/ sound
- Identify and use parts of a paragraph in writing

Formative Assessment: AP 9.1

RI.3.10, L.3.2f, W.3.2a

3 Unit 3

Lesson 10 Vision: The Parts of the Eye

- Describe relationship between parts of the eye
- Determine main idea, recount key details and explain how they support main idea
- Write words using spelling patterns and rules for /j/ sound
- Identify and use parts of paragraph in writing

Formative Assessment: AP 10.1

RI.3.3, RI.3.2, L.3.2f, W.3.2a

4 Unit 3

Lesson 11 Hearing: The Parts of the Ear

- Describe relationship between parts of the ear
- Demonstrate understanding of text
- Use spelling patterns and generalizations in writing words
- Produce clear, organized writing

Formative Assessment: AP 11.2

RI.3.3, RI.3.1, L.3.2f, W.3.4

5 Unit 3

Lesson 12 A Clean Bill of Health

- Compare nervous system to other systems
- Use spelling patterns and generalizations in writing

Formative Assessment: Lined Paper

RI.3.3, L.3.2f

WEEK TEN

1 Unit 3

Lesson 13 Overcoming Disabilities

- Demonstrate understanding of text
- Use subject pronouns and explain function

Formative Assessment: AP 13.1

RI.3.1, L.3.1a

2 Unit 3

Pausing Point 2 Day 1

3 Unit 3

Lesson 14 Unit Assessment

- Write short reflection passage
- Identify and spell regular and plural nouns

Formative Assessment: AP 14.3, AP 14.4

W.3.8, L.3.1b

4 Unit 4

Lesson 1 "Rome, Then and Now"

- Define *civilization, BC/BCE*
- Identify key information about ancient Rome
- Take notes on graphic organizer
- Explain why Rome was a civilization, label map, explain expansion
- Sort words with r-controlled spelling pattern

Formative Assessment: AP 1.1, AP 1.2, AP 1.3

L.3.6, SL.3.2, W.3.8, RL.3.1, L.3.2f

5 Unit 4

Lesson 2 "The Legend of Romulus and Remus"

- Explain why story of Romulus and Remus is considered a legend
- Compare and contrast two stories
- Identify tenses, change verbs to represent past, present, future

Formative Assessment: AP 2.2, AP 2.3

RL.3.1, RL.3.9, W.3.8, L.3.1e

WEEK ELEVEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W11			Unit 4		
W12			Unit 4		
W13			Unit 4		
W14	Unit 4		Unit 5		
W15			Unit 5		
W16			Unit 5		

Unit 4: The Ancient Roman Civilization

Unit 5: Light and Sound

1 Unit 4

Lesson 3 The Roman Gods and Goddesses

- Identify and describe Roman gods and goddesses
- Explain Roman life and beliefs
- Take notes on graphic organizer
- Determine meaning of words after adding suffixes

Formative Assessment: AP 3.2

RL.3.1, W.3.5, RI.3.2, W.3.8, RF.3.3

2 Unit 4

Lesson 4 “The Roman Gods” and “The Roman Republic”

- Analyze a Roman god and goddess family tree, add information
- Identify main ideas and supporting details; compare and contrast ancient Romans
- Form opinion on the best type of government
- Identify present and past tense of *to be*

Formative Assessment: AP 4.1, AP 4.2, AP 4.4, AP 4.5

RI.3.10, SL.3.2, RI.3.9, W.3.1, L.3.1f

3 Unit 4

Lesson 5 The Punic Wars

- Identify and record important information
- Identify and record main ideas related to significance of Punic Wars and Hannibal
- Identify guide words on dictionary pages
- Summarize and categorize information about ancient Rome

Formative Assessment: AP 5.2, AP 5.3, AP 5.4

RI.3.2, L.3.2g, W.3.8

4 Unit 4

Lesson 6 “Daily Roman Life, Part 1” and “Cupid and Psyche”

- Use note-taking organizer to summarize Roman life
- Compare predictions and outcomes of myth “Cupid and Psyche”
- Identify point of view
- Sort words with two spellings of sound /ee/

Formative Assessment: AP 6.1, AP 6.2

RI.3.1, RI.3.2, RL.3.1, RL.3.6, W.3.8, L.3.2f

5 Unit 4

Lesson 7 “Daily Roman Life, Part 2” and “The Sword of Damocles”

- Summarize information learned about Roman life
- Analyze Damocles, explain how his actions caused events to occur
- Outline an opinion essay
- Use proper verb tense of *to have*

Formative Assessment: AP 7.1, AP 6.4, AP 7.3

RI.3.1, RI.3.2, RL.3.3, W.3.1, L.3.1d, L.3.1e

WEEK TWELVE

1 Unit 4

Pausing Point 1 Day 1

2 Unit 4

Pausing Point 1 Day 2

3 Unit 4

Lesson 8 “Julius Caesar: Great Fighter, Great Writer”

- Compare two texts on Julius Caesar
- Identify key points about Julius Caesar
- Revise opinion essay
- Determine meaning of words after adding suffixes

Formative Assessment: AP 8.1, AP 8.2, AP 8.3, AP 8.4

RI.3.9, RI.3.2, W.3.5, L.3.4b

4 Unit 4

Lesson 9 “Julius Caesar: The Later Years” and “Crossing the Rubicon”

- Identify key points about Julius Caesar
- Compare key points from two texts on Julius Caesar
- Decide whether Julius Caesar is a hero or traitor

Formative Assessment: AP 9.1, AP 9.3

RI.3.2, RI.3.9, W.3.8, W.3.1

5 Unit 4

Lesson 10 Julius Caesar/Augustus Caesar and the Roman Empire

- Analyze Julius Caesar as a leader
- Summarize contributions and life events of Augustus Caesar
- Identify missing events in timeline
- Correctly spell and sort words with /ee/

Formative Assessment: AP 10.1, AP 10.3, AP 10.4, AP 10.5

RI.3.10, W.3.1, RI.3.1, RI.3.3, L.3.2f

WEEK THIRTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W13			Unit 4		
W14	Unit 4		Unit 5		
W15			Unit 5		
W16			Unit 5		
W17			Unit 5		
W18			Unit 6		

Unit 4: The Ancient Roman Civilization

Unit 5: Light and Sound

Unit 6: The Viking Age

1 Unit 4

Lesson 11 Augustus Caesar and the Decline of the Roman Empire

- Identify key details in a text
- Identify factors that led to decline of Roman Empire
- Compare own point of view with author
- Spell and sort words with /ee/

Formative Assessment: AP 11.1, AP 11.4

RI.3.2, SL.3.2, RI.3.6, L.3.2f

2 Unit 4

Lesson 12 The Western and Eastern Empires and the Second Rome

- Explain why Roman Empire split
- Compare illustrations and text
- Compare own point of view with author
- Form and use irregular verbs

Formative Assessment: AP 12.2

RI.3.1, RI.3.7, RI.3.6, L.3.1d

3 Unit 4

Lesson 13 “Androcles and the Lion”

- Describe characters and events in “Androcles and the Lion”
- Identify parts of a play, accurately read parts of play aloud
- Provide reasons to support opinion

Formative Assessment: AP 13.1

RL.3.3, RL.3.5, SL.3.5, RF.3.4, W.3.1

4 Unit 4

Pausing Point 2 Day 1

5 Unit 4

Lesson 14 Roman Detectives: Cases 1 and 2

- Identify author’s point of view, state opinion, identify facts about Roman architecture
- Identify author’s point of view, state opinion, identify facts about Latin
- Determine meaning of words after adding suffixes

Formative Assessment: None

RI.3.6, W.3.1, L.3.4b

WEEK FOURTEEN

1 Unit 4

Lesson 15 Roman Detectives: Cases 3 and 4

- Identify author's point of view, state opinion, identify facts about Rome
- Write opinion paragraph
- Form and use irregular verbs, use spelling patterns for /ee/

Formative Assessment: None

RI.3.6, W.3.1, L.3.1d, L.3.2f

2 Unit 5

Lesson 1 What is Light?, Part 1

- Describe concept of light
- Find key ideas and details in text
- Take notes and write in response to text about light
- Review spelling sound /ee/

Formative Assessment: AP 1.1

RI.3.2, W.3.8, L.3.2f

3 Unit 5

Lesson 2 What is Light?, Part 2

- Describe and compare characters in narrative
- Read and answer questions about light
- Compare and contrast two texts
- Summarize main idea and supporting details presented in a video
- Create adverbs that show *how*

Formative Assessment: AP 2.1, AP 2.3, Video Summary

RL.3.3, RI.3.1, RI.3.9, SL.3.2, L.3.1a

4 Unit 5

Lesson 3 How Are Shadows Made?

- Work collaboratively to complete and discuss experiment about shadows
- Take notes, record observations, write reflection about experiment
- Demonstrate understanding of cause and effect
- Identify adjectives and adverbs

Formative Assessment: AP 3.2, AP 3.4

SL.3.1, W.3.8, RI.3.3, L.3.1a

5 Unit 5

Lesson 4 Reflection and Mirrors

- Discuss ideas and apply information about mirrors and reflections
- Compare and contrast ideas about convex and concave reflections
- Find main idea and details in text about mirrors and reflections
- Identify adverbs that tell *when*

Formative Assessment: AP 4.1, AP 4.2, AP 4.3

SL.3.1a, W.3.8, RI.3.8, L.3.1a

WEEK FIFTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W15			Unit 5		
W16			Unit 5		
W17			Unit 5		
W18			Unit 6		
W19			Unit 6		
W20	Unit 6			Unit 7	

Unit 5: Light and Sound

Unit 6: The Viking Age

Unit 7: Astronomy

1 Unit 5

Lesson 5 Refraction and Lenses, Part 1

- Write words using spelling patterns for /ee/
- Apply knowledge about refraction and lenses to show cause and effect
- Ask and answer questions about refraction and lenses
- Use suffix -y and -ly correctly

Formative Assessment: AP 5.1, AP 5.3, AP 5.4

L.3.2f, SL.3.2, RI.3.1, L.3.4b

2 Unit 5

Lesson 6 Refraction and Lenses, Part 2

- Demonstrate comprehension during close reading of text
- Write about refraction and lenses
- Word Work: *opaque, translucent, transparent*
- Write words using spelling patterns and rules for /ae/

Formative Assessment: AP 6.1

RI.3.1, W.3.10, RI.3.4, L.3.2f

3 Unit 5

Lesson 7 What Is Color?

- Find ideas and details in text about light and color
- Write summary demonstrating understanding of key concepts and vocabulary
- Answer questions based on text content and vocabulary
- Write words using suffixes -ous and -ly

Formative Assessment: AP 7.1, AP 7.3, AP 7.4, AP 7.5, AP 7.6, AP 7.7

RI.3.2, W.3.7, SL.3.2, L.3.4b

4 Unit 5

Pausing Point 1 Day 1

5 Unit 5

Lesson 8 What is Sound?, Part 1

- Use information from glossary, notes, and text
- Answer questions related to Read-Aloud text
- Identify correct sequence of events, explain how sound travels
- State opinion about how sound travels
- Write words using suffixes -ous and -ly

Formative Assessment: AP 8.1, AP 8.2, AP 8.3, AP 8.4

RI.3.4, SL.3.1, RI.3.8, W.3.1, W.3.1b, L.3.4b

WEEK SIXTEEN

1 Unit 5

Lesson 9 What is Sound?, Part 2

- Compare and contrast sound and light energy
- Write and answer questions about sound
- Participate in discussion about experiment
- Choose adjectives, adverbs, synonyms to expand sentences
- Use dictionary to find word meanings

Formative Assessment: AP 9.2, AP 9.3, Discussion, AP 9.4, AP 9.5

RI.3.9, RI.3.1, SL.3.1d, L.3.1i, L.3.3a, L.3.4d

2 Unit 5

Lesson 10 Characteristics of Sound

- Write words using spelling patterns for /ae/
- Read and answer questions about sound
- Listen to and answer questions about sound qualities
- Write a reflection about sound

Formative Assessment: AP 10.1, AP 10.3

L.3.2f, RI.3.1, SL.3.2, W.3.8

3 Unit 5

Lesson 11 The Human Voice

- Listen to story about human voice, answer questions about text
- Read and answer questions about the human voice
- Write descriptive paragraph about a particular sound
- Read and write words using alternate spellings

Formative Assessment: AP 11.1

SL.3.2, RI.3.1, W.3.3, L.3.3a, L.3.2f

4 Unit 5

Lesson 12 Alexander Graham Bell

- Read about Alexander Graham Bell, answer questions about text
- Write prompt based on the word *inspiration*
- Categorize, define, write sentences using vocabulary words
- Use conjunction *and* to create compound sentences

Formative Assessment: AP 12.1, AP 12.2, AP 12.3

RI.3.1, L.3.5b, RI.3.4, L.3.1i

5 Unit 5

Lesson 13 Thomas Edison: The Wizard of Menlo Park

- Read about Edison, compare and contrast Bell and Edison
- Work collaboratively to analyze newspaper for text features
- Plan for writing a newspaper article and research

Formative Assessment: AP 13.1

RI.3.9, RI.3.5, W.3.5, W.3.10

WEEK SEVENTEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W17			Unit 5		
W18			Unit 6		
W19			Unit 6		
W20	Unit 6			Unit 7	
W21			Unit 7		
W22			Unit 7		

Unit 5: Light and Sound

Unit 6: The Viking Age

Unit 7: Astronomy

1 Unit 5

Lesson 14 Unit Assessment;
Research Writing: Newspaper Article

- Conduct research on topic, take notes, organize information
- Write first draft of research project

Formative Assessment: AP 14.1, AP 13.1, AP 14.2, AP 14.3

W.3.7, W.3.8, W.3.2, W.3.2a

2 Unit 5

Lesson 15 Drafting: Newspaper Article

- Spell words using alternate spellings
- Complete drafts of newspaper article

Formative Assessment: AP 15.1, AP 15.4

L.3.2f, W.3.2c, W.3.5

3 Unit 5

Lesson 16 Editing and Publishing:
Newspaper Article

- Edit and publish final newspaper article
- Produce and publish writing using technology

Formative Assessment: AP 16.3

W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.5, W.3.6

4 Unit 5

Lesson 17 Presenting: Newspaper Article

- Present newspaper article in group setting
- Follow rules of discussion
- Reread favorite texts aloud

Formative Assessment: Speaking and Listening Checklist

SL.3.1d, SL.3.4, SL.3.6, L.3.1, L.3.3, SL.3.1, SL.3.1b, SL.3.1c, SL.3.3, RF.3.4a, RF.3.4b, RF.3.4c

5 Unit 5

Pausing Point 2 Day 1

WEEK EIGHTEEN

1 Unit 6

Lesson 1 Mid-Year Assessment;
Norse Mythology

- Categorize words using different spelling patterns for /k/
- Make predictions about characters
- Quest: *Far from Home: A Viking's Journey*

Formative Assessment: AP 1.1, Journal Entry

L.3.2f, RL.3.3

2 Unit 6

Lesson 2 Mid-Year Assessment;
"Sif's Golden Hair"

- Write sentences using conjunction *because*
- Identify characters, setting, plot
- Quest: *Far from Home: A Viking's Journey*

Formative Assessment: AP 1.1, AP 2.3, AP 2.2

L.3.1h, RL.3.1

3 Unit 6

Lesson 3 Mid-Year Assessment;
"Loki and the Dwarves"

- Determine meaning of words after adding *-ive*, *-ly*
- Answer questions about main ideas and details
- Quest: *Far from Home: A Viking's Journey*

Formative Assessment: AP 3.1, AP 3.4, AP 3.6,
AP 3.2

L.3.4b, RL.3.1

4 Unit 6

Lesson 4 Mid-Year Assessment;
"Stolen Thunder"

- Interpret meaning of sentences that use conjunction *because*
- Answer questions about main ideas and details
- Quest: *Far from Home: A Viking's Journey*

Formative Assessment: AP 4.1, AP 4.3, AP 4.2

L.3.3, RL.3.1

5 Unit 6

Lesson 5 Mid-Year Assessment;
"A Plan Is Made"

- Write words using spelling patterns for /k/
- Answer questions about text
- Write description of a character from a Norse myth
- Quest: *Far from Home: A Viking's Journey*

Formative Assessment: AP 4.1, AP 5.1, AP 5.2,
Journal Entry

L.3.2f, RL.3.1, RL.3.3

WEEK NINETEEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W19			Unit 6		
W20	Unit 6		Unit 7		
W21			Unit 7		
W22			Unit 7		
W23			Unit 7		
W24			Unit 7		

Unit 6: The Viking Age

Unit 7: Astronomy

Unit 8: Native Americans

1 Unit 6

Lesson 6 "The Wedding Feast"

- Make and confirm predictions about concluding events of story
- Answer questions about text
- Compare and contrast two characters; plan a short narrative
- Categorize words using different spelling patterns for /s/

Formative Assessment: AP 6.1, Journal Entry

RL.3.2, RL.3.1, W.3.4, L.3.2f

2 Unit 6

Lesson 7 "Balder the Beautiful"

- Identify series of cause and effect relationships in text
- Answer questions about text
- Draft paragraph to describe a character
- Interpret meaning of sentences that use conjunction *because*

Formative Assessment: AP 7.1, Journal Entry, AP 7.2

RL.3.3, RL.3.1, W.3.2, L.3.2, L.3.3

3 Unit 6

Lesson 8 "The Death of Balder"

- Describe a character from Norse myth
- Answer questions about text
- Complete paragraph describing a character
- Choose words with correct suffix

Formative Assessment: Notecard, AP 8.1, Journal Entry, AP 8.2

RL.3.3, RL.3.1, W.3.2, L.3.4b

4 Unit 6

Lesson 9 "Loki's Punishment"

- Analyze how a character changes over time
- Answer questions about text
- Revise writing based on feedback
- Create sentences using conjunction *because*

Formative Assessment: AP 9.1, Journal Entry, AP 9.2

RL.3.3, RL.3.1, W.3.5, L.3.1i

5 Unit 6

Lesson 10 Concluding Norse Mythology

- Write words using spelling patterns for /s/
- Identify cause and effect, create sentences using conjunction *because*
- Write final draft, create illustrations
- Reread chapter of choice

Formative Assessment: AP 10.1, AP 10.2, Character Description

L.3.2f, L.3.1h, W.3.5, RL.3.10

WEEK TWENTY

1 Unit 6

Lesson 11 Presenting Character Descriptions

- Present character description writing, explain supporting illustrations
- Create comic book page

Formative Assessment: Character Description, AP PP46–54

SL.3.4, RL.3.2

2 Unit 6

Pausing Point Day 1

3 Unit 7

Lesson 1 The Sun, Earth, and Our Solar System

- Identify objects in our solar system
- Listen to informational text, sequences steps of solar and lunar eclipses
- Read and answer questions
- Write words using spelling patterns for /j/

Formative Assessment: AP 1.1, AP 1.2

RI.3.1, RI.3.3, L.3.2f

4 Unit 7

Lesson 2 Our Solar System, Part 1

- Read and answer comprehension questions about the moon
- Compare and contrast video and text about solar system
- Use conjunction so to understand cause and effect; combine sentences

Formative Assessment: AP 2.1, AP 2.2

RI.3.1, RI.3.9, L.3.1h

5 Unit 7

Lesson 3 The Planets Closest to the Sun

- Listen to and discuss informational text about planets
- Read informational text, make connections between main ideas
- Write summary statement about inner planets
- Write words using spelling patterns for /j/

Formative Assessment: AP 3.1

SL.3.2, RI.3.2, W.3.8, L.3.2f

WEEK TWENTY-ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
W21			Unit 7		
W22			Unit 7		
W23			Unit 7		
W24			Unit 7		
W25			Unit 8		
W26			Unit 8		

Unit 7: Astronomy

Unit 8: Native Americans

1 Unit 7

Lesson 4 The Outer Planets

- Read informational text, make connections between main ideas
- Compare and contrast texts
- Add suffixes *-ful*, *-less* to change the meaning of words

Formative Assessment: AP 4.1, Writing

RI.3.2, RI.3.9, W.3.2, W.3.2c, L.3.4b

2 Unit 7

Lesson 5 Asteroids, Comets, and Meteors

- Write words using spelling patterns for /j/
- Compare and contrast asteroids, comets, meteors
- Differentiate between meteors, meteoroids, meteorites
- Write sentences using conjunction so

Formative Assessment: AP 5.1, AP 5.2, AP 5.3

L.3.2f, RI.3.8, W.3.10, L.3.1h

3 Unit 7

Pausing Point Day 1

4 Unit 7

Lesson 6 Galaxies and Stars

- Answer questions about galaxies and stars
- Respond to text about galaxies and stars
- Combine sentences using conjunctions *and*, *or*
- Write words using spelling patterns for /n/

Formative Assessment: AP 6.2, AP 6.3

RI.3.1, RI.3.2, W.3.10, L.3.1h, L.3.2e

5 Unit 7

Lesson 7 Compare and Contrast: Galaxies

- Listen to and read text about galaxies
- Compare and contrast two texts on same topic
- Add suffixes *-ful*, *-less* to change meaning of root word

Formative Assessment: AP 7.2

RI.3.2, RI.3.9, L.3.4b

WEEK TWENTY-TWO

1 Unit 7

Lesson 8 Constellations and Stars

- Read about constellations, answer questions
- Listen to informational text and poem, compare ideas in texts
- Write sentences using conjunction so

Formative Assessment: AP 8.1, AP 8.3

RI.3.1, SL.3.1d, L.3.1h

2 Unit 7

Lesson 9 Space Exploration

- Respond before and after reading text about space exploration
- Write opinion about future of space exploration
- Write words with /n/ spelling, add appropriate suffixes

Formative Assessment: AP 9.1, AP 9.2

SL.3.2, W.3.1, L.3.2e

3 Unit 7

Lesson 10 Exploring Space

- Write words using spelling patterns for /n/
- Read and answer questions about space exploration
- Use glossaries and other information to find vocabulary word relationships
- Respond to text about space exploration

Formative Assessment: AP 10.1, AP 10.2, AP 10.3, AP 10.4

L.3.2f, RI.3.1, RI.3.4, W.3.10

4 Unit 7

Lesson 11 Gravity—Close Reading, Part 1

- Read about gravity
- Write about experiences with gravity
- Write words using spelling patterns

Formative Assessment: Writing

RI.3.2, W.3.8, L.3.2f

5 Unit 7

Lesson 12 Gravity—Close Reading, Part 2

- Comprehend text about gravity
- Write reflection about gravity
- Use correct punctuation in dialogue

Formative Assessment: AP 12.1

RI.3.1, RI.3.2, RI.3.4, W.3.8, L.3.2c

WEEK TWENTY-THREE

	Day 1	Day 2	Day 3	Day 4	Day 5
W23			Unit 7		
W24			Unit 7		
W25			Unit 8		
W26			Unit 8		
W27			Unit 8		
W28			Unit 9		

Unit 7: Astronomy

Unit 8: Native Americans

Unit 9: Early Explorations of North America

1 Unit 7

Pausing Point 2 Day 1

2 Unit 7

Lesson 13 Reader's Theater: Nicolaus Copernicus

- Demonstrate comprehension of text
- Collaboratively write script
- Accurately read text aloud

Formative Assessment: AP 13.2

RI.3.1, W.3.3, W.3.10, SL.3.1, RF.3.4b

3 Unit 7

Lesson 14 What's It Like in Space?

- Compare and contrast two texts
- Read narrative text aloud
- Use meaning of suffixes to choose correct word

Formative Assessment: AP 14.1, AP 14.2, AP 14.3

RI.3.9, W.3.8, SL.3.4, RF.3.3a

4 Unit 7

Lesson 15 The Space Shuttle

- Write words using spelling patterns
- Work collaboratively to make connections in text
- Demonstrate comprehension of text about space shuttle
- Make connections between sentences in paragraphs
- Write a paragraph using words to create a logical sequence

Formative Assessment: AP 15.1, AP 15.2, AP 15.3

L.3.2f, SL.3.1, SL.3.1d, RI.3.1, RI.3.8, W.3.10

5 Unit 7

Lesson 16 Mae Jemison

- Listen to text and answer questions about Mae Jemison
- Sequence life events of Mae Jemison
- Compare and contrast two texts about Mae Jemison
- Write opinion about a famous quote

Formative Assessment: AP 16.1, AP 16.2, Writing

SL.3.2, RI.3.3, RI.3.9, W.3.1

WEEK TWENTY-FOUR

1 Unit 7

Lesson 17 A Tour of the International Space Station

- Identify key ideas and details from websites and videos
- Write informative piece about astronauts on the International Space Station
- Read and answer questions about text
- Use correct punctuation

Formative Assessment: AP 17.2, AP 17.3, AP 17.4

SL.3.2, W.3.5, RL.3.1, RF.3.3, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, L.3.2d

2 Unit 7

Lesson 18 Informative Writing: A Day in the Life of an Astronaut on the International Space Station

- Read about the International Space Station
- Use correct punctuation for plural possessive nouns
- Plan and draft informative piece

Formative Assessment: AP 18.1

W.3.10, L.3.2d, W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4

3 Unit 7

Lesson 19 Performance Task: The Big Bang Theory, Part 1

- Identify cause and effect and sequence ideas about the Big Bang theory
- Compare and contrast two texts
- Compare drafts and revise informative piece

Formative Assessment: AP 19.1, AP 19.2, AP 19.3

RI.3.3, RI.3.8, RI.3.9, RI.3.10, W.3.5

4 Unit 7

Lesson 20 Performance Task: The Big Bang Theory, Part 2

- Write an extended response to texts
- Edit and publish an informative text

Formative Assessment: AP 20.2, Writing Paper

RI.3.3, RI.3.8, W.3.2, W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.5

5 Unit 7

Pausing Point 3 Day 1

WEEK TWENTY-FIVE

	Day 1	Day 2	Day 3	Day 4	Day 5
W25			Unit 8		
W26			Unit 8		
W27			Unit 8		
W28			Unit 9		
W29			Unit 9		
W30			Unit 9		

Unit 8: Native Americans

Unit 9: Early Explorations of North America

1 Unit 8

Lesson 1 Spreading through the Continents

- Identify North America, South America, Asia on map
- Identify cause and effect relationship
- Describe characters in “Etu, the Hunter,” explain actions
- Use spelling patterns and generalizations

Formative Assessment: AP 1.2

SL.3.2, RI.3.3, RL.3.3, L.3.2f

2 Unit 8

Lesson 2 Changing Ways of Life

- Explain connection between illustrations and words
- Make personal connections to text
- Form and use plural possessive nouns

Formative Assessment: AP 2.2, AP 2.5

RI.3.7, W.3.8, L.3.2d

3 Unit 8

Lesson 3 “Akando and Aponi, the Gatherers”

- Explain connection between illustrations and words
- Identify qualities of audio recordings
- Determine meaning of words formed when *-ish*, *-ness* is added to root words

Formative Assessment: AP 3.1

RL.3.7, SL.3.5, L.3.2f, L.3.4b

4 Unit 8

Lesson 4 Native Americans of the Greater Mississippi River Areas

- Ask and answer questions about text
- Recall information about Mound Builders
- Determine meaning of words formed when *-ish*, *-ness* is added to root words

Formative Assessment: AP 4.1, AP 4.2, AP 4.4

RI.3.1, W.3.8, L.3.4b

5 Unit 8

Lesson 5 Native Americans of the Southwest, Part 1

- Use spelling patterns and generalizations
- Describe cause and effect events of Southwestern Native Americans
- Ask and answer questions about text

Formative Assessment: AP 5.2, AP 5.3

L.3.2f, RI.3.3, RL.3.1

WEEK TWENTY-SIX

1 Unit 8

Lesson 6 Alemeda, the Basket Weaver

- Use spelling patterns and generalizations
- Closely read "Alemeda, the Basket Weaver"
- Read stories aloud
- Form and use plural possessive nouns

Formative Assessment: AP 6.2

L.3.2f, RL.3.10, SL.3.5, L.3.2d, L.3.4d

2 Unit 8

Lesson 7 Native Americans of the Southwest, Part 2

- Describe characters in "Alo, the Spirit Giver"
- Compare and contrast key details
- Form and use plural possessive nouns

Formative Assessment: AP 7.2, AP 7.3

RL.3.3, RI.3.9, L.3.2d

3 Unit 8

Pausing Point 1 Day 1

4 Unit 8

Lesson 8 Native Americans of the Northeast

- Explain how illustrations contribute to text
- Determine main idea and supporting details
- Recall information, write short reflection
- Determine meaning of words when *-able*, *-ible* is added to root words

Formative Assessment: AP 8.1, AP 8.2

RL.3.7, RI.3.2, W.3.8, L.3.4b

5 Unit 8

Lesson 9 Native Americans of the Southeast

- Compare and contrast climate in Southeast and Northeast
- Determine meaning of words when *-able*, *-ible* is added to root words
- Practice reading text aloud

Formative Assessment: AP 9.1, AP 9.2

RI.3.9, L.3.4b, SL.3.5

WEEK TWENTY-SEVEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W27			Unit 8		
W28			Unit 9		
W29			Unit 9		
W30			Unit 9		
W31	Unit 9		Unit 10		
W32			Unit 10		

Unit 8: Native Americans

Unit 9: Early Explorations of North America

Unit 10: Colonial America

1 Unit 8

Lesson 10 “Adoette and Awan, the Bird Chasers”

- Use spelling patterns and generalizations
- Ask and answer questions to demonstrate understanding of text
- Practice reading text aloud
- Form and use singular, plural possessive nouns

Formative Assessment: AP 10.1, AP 10.3

L.3.2f, RL.3.1, SL.3.5, L.3.2d

2 Unit 8

Lesson 11 Native Americans and the Arctic/Subarctic

- Describe characters and sequence of events
- Describe steps in procedures by identifying sequenced events
- Practice reading text aloud

Formative Assessment: AP 11.1

RL.3.3, RI.3.3, SL.3.5

3 Unit 8

Lesson 12 “The Hunting of the Great Bear”

- Explain how illustrations contribute to text
- Practice reading text aloud
- Describe characters in a text

Formative Assessment: AP 12.1

RL.3.7, SL.3.5, RL.3.3

4 Unit 8

Pausing Point 2 Day 1

5 Unit 8

Lesson 13 Unit Assessment

- Demonstrate comprehension of stories read independently
- Compare and contrast Native American groups

Formative Assessment: None

RL.3.10, RI.3.3, RI.3.4, RI.3.9

WEEK TWENTY-EIGHT

1 Unit 9

Lesson 1 Introduction to *Early Explorations of North America*

- Locate key places visited by early explorers
- Answer questions about European quest for spices and Toscanelli's map
- Write opinion on motivating factors of early explorers
- Use spelling patterns and rules

Formative Assessment: AP 1.1, Lined Paper

SL.3.2, RI.3.1, W.3.1a, L.3.2f

2 Unit 9

Lesson 2 1492: A Year That Changed the World

- Determine the main idea, recount details
- Answer questions about navigation, explain how explorers navigated
- Use linking words *for example*, connect ideas with information
- Use glossary to determine or clarify meaning of words and phrases

Formative Assessment: AP 2.1

RI.3.2, RI.3.1, W.3.1c, W.3.2c, L.3.4d

3 Unit 9

Lesson 3 Columbus and the Conquistadors

- Categorize and organize facts about explorations of Christopher Columbus
- Determine meaning of words and phrases relevant to navigation
- Identify and use meaning of prefixes *pro-*, *anti-*
- Use linking words *in conclusion*, connect ideas with information

Formative Assessment: AP 3.1, AP 3.2, AP 3.7

W.3.8, RI.3.10, RF.3.3a, W.3.1c, W.3.2c

4 Unit 9

Lesson 4 Juan Ponce de León

- Summarize facts about Juan Ponce de León's explorations
- Read "El Castillo de San Marcos," answer questions about text
- Use linking words *in the same way*, *in contrast*
- Use prefixes *pro-*, *anti-*

Formative Assessment: AP 4.1, AP 4.2

SL.3.4, RI.3.1, W.3.1c, RF.3.3a

5 Unit 9

Lesson 5 Hernando de Soto

- Use spelling patterns and generalizations
- Demonstrate understanding of text
- Compare Hernando de Soto's and Ponce de León's expeditions
- Connect ideas with categories of information

Formative Assessment: AP 5.2, AP 5.3, AP 5.4

L.3.2f, RI.3.7, RI.3.9, W.3.1c, W.3.2c

WEEK TWENTY-NINE

	Day 1	Day 2	Day 3	Day 4	Day 5
W29			Unit 9		
W30			Unit 9		
W31	Unit 9		Unit 10		
W32			Unit 10		
W33			Unit 10		
W34			Unit 10		

Unit 9: Early Explorations of North America

Unit 10: Colonial America

Unit 11: Ecology

1 Unit 9

Lesson 6 Francisco Vasquez de Coronado

- Listen to text read aloud, summarize facts
- Identify areas Francisco Vasquez de Coronado explored
- Categorize and organize facts about Spanish explorers
- Write words using spelling patterns and rules

Formative Assessment: AP 6.1, AP 6.3

SL.3.4, RI.3.7, W.3.8, L.3.2f

2 Unit 9

Lesson 7 Spanish Settlements

- Summarize facts about Spanish missions
- Write opinion paragraph about Spanish explorers
- Write opinion of Spanish explorers' interactions and achievements
- Use linking words *for example*

Formative Assessment: AP 7.1, AP 7.2, AP 7.3

SL.3.4, RI.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.2c

3 Unit 9

Pausing Point 1 Day 1

4 Unit 9

Lesson 8 John Cabot, Part 1

- Compare and contrast John Cabot and Christopher Columbus
- Make predictions about chapter text
- Apply suffixes *-er*, *-est*

Formative Assessment: Anecdotal Observation, Exit Card

RI.3.9, SL.3.1d, L.3.1g

5 Unit 9

Lesson 9 John Cabot, Part 2 (Close Reading)

- Interpret painting illustrating John Cabot's journey
- Answer questions about John Cabot
- Support opinions about the hardships of life as a sailor
- Apply spelling patterns for */oo/*

Formative Assessment: AP 9.1, AP 9.2, AP 9.3

RI.3.7, SL.3.1c, SL.3.1d, SL.3.3, RI.3.10, W.3.1a, W.3.1b, L.3.2e, L.3.2f

WEEK THIRTY

1 Unit 9

Lesson 10 Henry Hudson

- Evaluate success of Henry Hudson's explorations
- Compare journeys and experiences of Henry Hudson to other explorers
- Determine cause and effect between events in exploration and journey of Henry Hudson
- Apply spelling patterns for /f/

Formative Assessment: Observation, AP 10.1, Exit Card

RI.3.1, RI.3.3, RI.3.9, RI.3.8, L.3.2e, L.3.2f

2 Unit 9

Lesson 11 Samuel de Champlain

- Describe long-term effects of Champlain's expeditions
- Evaluate and compare success of European explorers
- Assign character traits to Samuel de Champlain
- Apply words *more*, *most* to comparative and superlative adjectives

Formative Assessment: Exit Card

RI.3.8, RI.3.9, RI.3.1, RI.3.6, L.3.1g

3 Unit 9

Lesson 12 The Fur Trade and Explorers Review

- Describe discoveries and contributions of European explorers
- Explain role of trading posts
- Use examples to support opinions of explorers
- Use correct forms of words containing prefixes *pro-*, *anti-*

Formative Assessment: AP 12.4

RI.3.7, RI.3.1, RI.3.3, W.3.1a, W.3.1b, L.3.4b

4 Unit 9

Lesson 13 A History of People in North America

- Describe discoveries and contributions of European explorers
- Explain differing opinions on origin of Europeans on North America
- Use examples to support opinions of explorers
- Demonstrate dictionary use

Formative Assessment: Anecdotal Observation, Writing Assignment

RI.3.7, RI.3.1, RI.3.3, W.3.1a, W.3.1b, L.3.4d

5 Unit 9

Pausing Point 2 Day 1

WEEK THIRTY-ONE

	Day 1	Day 2	Day 3	Day 4	Day 5
W31	Unit 9		Unit 10		
W32			Unit 10		
W33			Unit 10		
W34			Unit 10		
W35			Unit 11		
W36			Unit 11		

Unit 10: Colonial America

Unit 11: Ecology

1 Unit 9

Lesson 14 Unit Assessment

- Independently read informational text
- Apply spelling patterns to correctly spell words
- Read with sufficient accuracy and fluency

Formative Assessment: None

RI.3.2, RI.3.4, RI.3.10, L.3.2f, RF.3.4a

2 Unit 10

Lesson 1 Introduction to *Living in Colonial America*

- Ask and answer questions about colonial America
- Ask and answer questions demonstrating understanding of text
- Make predictions about why Roanoke Island is called the Lost Colony
- Use spelling patterns and generalizations

Formative Assessment: AP 1.3

SL.3.3, RL.3.1, SL.3.1a, L.3.2f

3 Unit 10

Lesson 2 “The First English Colony”

- Retell story of Lost Colony in own words
- Explain basic parts of narrative plot
- Form and use comparative and superlative adjectives

Formative Assessment: AP 2.2, AP 2.4, AP 2.5

RL.3.2, W.3.3, L.3.1g

4 Unit 10

Lesson 3 The Founding of Jamestown

- Ask and answer questions about text
- Make personal connections to experience of setting sail on a voyage
- Identify and use meaning of prefixes

Formative Assessment: AP 3.1, AP 3.2

RL.3.1, W.3.8, RF.3.3a

5 Unit 10

Lesson 4 “Jamestown and the Powhatan”

- Ask and answer questions demonstrating understanding of text
- Retell story in own words
- Form and use comparative and superlative adverbs

Formative Assessment: AP 4.1, AP 4.2, AP 4.4

RI.3.1, RL.3.2, L.3.1g

WEEK THIRTY-TWO

1 Unit 10

Lesson 5 "Plantation Life"

- Use spelling patterns and generalizations
- Determine main idea of Read-Aloud, recount key details
- Determine main idea of "Plantation Life," recount key details
- Develop characters in narrative

Formative Assessment: AP 5.1, AP 5.2

L.3.2f, RI.3.2, RL.3.2, W.3.3

2 Unit 10

Lesson 6 "The Founding of Maryland and Georgia"

- Determine main idea and supporting details
- Ask and answer questions demonstrating understanding of text
- Use dialogue in writing
- Form and use comparative and superlative adverbs

Formative Assessment: AP 6.1, AP 6.2, AP 6.3, AP 6.4

RI.3.1, RL.3.1, W.3.3, L.3.1g

3 Unit 10

Lesson 7 "The Pilgrims, Part I: Arrival"

- Demonstrate preparedness for discussion
- Make predictions about Read-Aloud
- Sequence events in narrative
- Form and use comparative and superlative adverbs

Formative Assessment: AP 7.1, AP 7.2, AP 7.5

SL.3.1a, W.3.3, L.3.1g

4 Unit 10

Lesson 8 "The Pilgrims, Part II: Thanksgiving Celebration"

- Make predictions about the Read-Aloud; compare outcome to predictions
- Ask and answer questions about text
- Write a conclusion to narrative
- Form and use comparative and superlative adverbs

Formative Assessment: AP 8.2, AP 8.4

SL.3.1a, RL.3.1, W.3.3, W.3.3d, L.3.1g, L.3.2f

5 Unit 10

Lesson 9 Pilgrims and Puritans

- Compare and contrast Pilgrims and Puritans
- Read narrative about Puritan life, answer questions about text
- Revise draft of narrative

Formative Assessment: AP 9.1, AP 9.2

RI.3.9, L.3.3, RL.3.1, W.3.3, W.3.5

WEEK THIRTY-THREE

	Day 1	Day 2	Day 3	Day 4	Day 5
W33			Unit 10		
W34			Unit 10		
W35			Unit 11		
W36			Unit 11		
W37	Unit 11				

Unit 10: Colonial America

Unit 11: Ecology

1 Unit 10

Pausing Point 1 Day 1

2 Unit 10

Lesson 10 "The Middle Colonies"

- Spell words correctly using spelling patterns for /oi/
- Ask and answer questions about text
- Write sentences using comparative and superlative adverbs
- Edit and publish narrative stories

Formative Assessment: AP 10.1, AP 10.2, AP 10.3

L.3.2f, RI.3.1, RI.3.2, L.3.1g, W.3.3a, W.3.3b, W.3.3c

3 Unit 10

Lesson 11 The Quakers

- Listen to and discuss text about William Penn and Quakers
- Read and answer questions about text read aloud
- Determine meaning of words with prefixes *over-*, *mid-*, *under-*
- Spell words correctly using spelling patterns for /ou/

Formative Assessment: AP 11.1

SL.3.2, RL.3.1, RF.3.3a, L.3.4b, L.3.2f

4 Unit 10

Lesson 12 Colonial Life

- Listen to text, compare and contrast colonial life with present day
- Read story and answer questions about text
- Write letter in response to story
- Identify subject pronouns and pronoun antecedents

Formative Assessment: AP 12.1, Writing

SL.3.2, RL.3.1, W.3.10, L.3.1f

5 Unit 10

Lesson 13 Life on the Farm

- Gather main ideas and details from two texts
- Conduct research to write brief narrative about life in colonies
- Identify meaning of words with prefixes *over-*, *mid-*, *under-*

Formative Assessment: AP 13.1, AP 13.2

RL.3.2, W.3.8, W.3.7, RF.3.3a, L.3.4b

WEEK THIRTY-FOUR

1 Unit 10

Lesson 14 "The Road to Revolution, Part I"

- Read and listen to text about start of American Revolution, identify cause and effect
- Write the next chapter to one of the stories about colonies
- Identify object pronouns

Formative Assessment: AP 14.1, AP 14.2

RI.3.3, W.3.10, L.3.1f

2 Unit 10

Lesson 15 "The Road to Revolution, Part II"

- Spell words correctly with /ou/
- Read and listen to text about start of American Revolution, identify cause and effect
- Present and listen to stories written during shared writing activity, ask questions

Formative Assessment: AP 15.1, AP 15.2, AP 15.3

L.3.2f, RI.3.3, SL.3.3

3 Unit 10

Lesson 16 Unit Assessment

- Demonstrate reading comprehension, grammar, morphology skills
- Reread text for specific purpose
- Write narrative about a character from *Living in Colonial America*
- Share writing with partner

Formative Assessment: AP 16.1, AP 16.2, AP 16.3

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RI.3.1, RI.3.3, RI.3.4, RF.3.3a, L.3.1g, L.3.4a, L.3.4b, RF.3.4a, W.3.3, W.3.10, SL.3.4

4 Unit 10

Pausing Point 2 Day 1

5 Unit 10

Pausing Point 3 Day 1

WEEK THIRTY-FIVE

	Day 1	Day 2	Day 3	Day 4	Day 5
W35	Unit 11				
W36	Unit 11				
W37	Unit 11				

Unit 11: Ecology

1 Unit 11

Lesson 1 Living Things and Their Habitats

- Answer questions to demonstrate understanding of text
- Determine meaning of words and phrases in text
- Introduce topic, group related information together
- Develop topic with facts, definitions, details
- Use conventional spellings for words with /aw/

Formative Assessment: AP 1.1

RI.3.1, RI.3.4, W.3.2a, W.3.2b, L.3.2f

2 Unit 11

Lesson 2 End-of-Year Assessment; Food Chains

- Read and answer questions about text
- Determine meaning of words relevant to food chains
- Introduce topic and group related information together
- Develop topic with facts, definitions, details

Formative Assessment: AP 2.3

RI.3.1, RI.3.4, W.3.2a, W.3.2b

3 Unit 11

Lesson 3 End-of-Year Assessment; Producers, Consumers, and Decomposers

- Answer questions about text
- Determine meaning of words relevant to producers, consumers, decomposers
- Introduce topic and group related information; include illustrations
- Develop topic with facts, definitions, details
- Identify and use prefixes
- Add suffixes to spelling words

Formative Assessment: AP 3.2, AP 3.3, AP 3.4

RI.3.1, RI.3.4, W.3.2a, W.3.2b, RF.3.3a, L.3.2e

4 Unit 11

Lesson 4 End-of-Year Assessment; The Balance of Nature

- Answer questions about text
- Determine meaning of words and phrases
- Introduce topic, group related information
- Develop topic with facts, definitions, details
- Use subject and object pronouns
- Use conventional spelling for words with /aw/

Formative Assessment: AP 4.2

RI.3.1, RI.3.4, W.3.2a, W.3.2b, L.3.1a, L.3.2f

5 Unit 11

Lesson 5 Natural Changes to the Environment

- Answer questions about text
- Determine meaning of words and phrases
- Introduce topic, group related information
- Develop topic with facts, definitions, details
- Introduce situation, narrator, sequence of events
- Use subject and object pronouns
- Consult reference material to check spelling

Formative Assessment: AP 5.2, AP 5.3, AP 5.4

RI.3.1, RI.3.4, W.3.2a, W.3.2b, W.3.3a, L.3.1a, L.3.2g

WEEK THIRTY-SIX

1 Unit 11

Lesson 6 Human Changes to the Environment

- Answer questions to demonstrate understanding
- Determine meaning of words relevant to the environment
- Introduce topic and group related information together
- Develop topic with facts, definitions, details
- Use conventional spellings for words

Formative Assessment: AP 6.1

RI.3.1, RI.3.4, W.3.2a, W.3.2b, L.3.2f

2 Unit 11

Lesson 7 Environmental Damage Caused by Humans

- Answer questions to demonstrate understanding
- Determine meaning of words relevant to nature
- Introduce topic and group related information together
- Develop topic with facts, definitions, details
- Choose between adjectives and adverbs

Formative Assessment: AP 7.1, AP 7.2

RI.3.1, RI.3.4, W.3.2a, W.3.2b, L.3.1g

3 Unit 11

Lesson 8 Protecting the Environment

- Answer questions to demonstrate understanding
- Determine meaning of words relevant to nature
- Identify and use suffixes
- Choose between adjectives and adverbs
- Use spelling words for adding suffixes
- Explain own ideas during discussion

Formative Assessment: AP 8.1, AP 8.2, AP 8.4

RI.3.1, RI.3.4, RF.3.3a, L.3.1g, L.3.2e, SL.3.1d

4 Unit 11

Lesson 9 John Muir

- Answer questions to demonstrate understanding
- Determine meaning of words relevant to nature
- Capitalize appropriate words in titles
- Use commas in addresses
- Identify and use suffixes
- Use conventional spellings for words
- Explain own ideas during discussions

Formative Assessment: AP 9.1, AP 9.2, AP 9.3, AP 9.4

RI.3.1, RI.3.4, L.3.2a, L.3.2b, RF.3.3a, L.3.2f, SL.3.1d

5 Unit 11

Lesson 10 Project Preparation

- Read and comprehend texts
- Determine agreement between subject and verbs
- Use commas and quotation marks in dialogue
- Consult reference materials, including dictionaries, to check and correct spelling
- Explain own ideas

Formative Assessment: AP 10.4

RI.3.10, L.3.1f, L.3.2c, L.3.2g, SL.3.1d

WEEK THIRTY-SEVEN

	Day 1	Day 2	Day 3	Day 4	Day 5
W37	Unit 11				

Unit 11: Ecology

1 Unit 11

Lesson 11 Practicing Ecology Presentations

- Report on topic, speak clearly at an appropriate pace
- Speak in complete sentences

Formative Assessment: None

SL.3.4, SL.3.6

2 Unit 11

Lesson 12 Ecology Final Presentations

- Report on topic or text, speak clearly at an appropriate pace
- Speak in complete sentences

Formative Assessment: None

SL.3.4, SL.3.6

- _____
- _____
- _____
- _____
- _____

Additional Resources

In this section

- Spelling Lists
- Master Supply List
- Standards Alignment
- Standards Checklist
- 4-year Calendar
- Contacts
- Notes

Grade 3 Spelling Lists

Lesson numbers show the lesson in which the words are assessed.

Unit 2

Lesson 5

ship/shipped/shipping
patch/patched/patching
rub/rubbed/rubbing
finish/finished/finishing
grab/grabbed/grabbing
hop/hopped/hopping
plan/planned/planning
discuss/discussed/discussing
stretch/stretching/stretching
submit/submitted/submitting

Challenge Word: give

Challenge Word: live

Lesson 10

dine/dined/dining
smile/smiled/smiling
prepare/prepared/preparing
translate/translated/translating
rake/raked/raking
tire/tired/tiring
file/filed/filing
vote/voted/voting
raise/raised/raising
quote/quoted/quoting

Challenge Word: does

Challenge Word: done

Lesson 15

puppy/puppies
penny/pennies
study/studies
carry/carries
butterfly/butterflies
lady/ladies
bunny/bunnies
dry/dries
hurry/hurries
marry/marries

Challenge Word: along

Challenge Word: put

Unit 3

Lesson 5

woman/women
baby/babies
child/children
mouse/mice
fox/foxes
tooth/teeth
person/people
foot/feet
glass/glasses
louse/lice
night/nights
man/men
match/matches
goose/geese
story/stories

Challenge Word: exercise

Challenge Word: laugh

Lesson 10

self/selves
thief/thieves
loaf/loaves
wife/wives
wolf/wolves
elf/elves
knife/knives
life/lives
shelf/shelves
half/halves
leaf/leaves

Challenge Word: before

Challenge Word: please

Lesson 14

raised
dried
watched
submitting
wished
knife
puppies
books
people
children

Challenge Word: across

Challenge Word: idea

Unit 4

Lesson 5

sir
marbles
servant
tarnish
worship
slurp
immortal
surgery
circulate
barbecue
motor
messenger
portion
mirth
turkey
sword
doctor
giraffe

Challenge Word: above

Challenge Word: beginning

Challenge Word: Mediterranean

Lesson 10

speech
succeeded
meter
create
jamboree
Greeks
tedicus
secret
seed
senice
agreed
venus
degree
asleep
cedar
screech
breed
retail

Challenge Word: except

Challenge Word: follow

Challenge Word: psyche

Lesson 15

teacher
rookie
each
atrium
experience
Julius
chief
gladiator
eager
shriek
barbarian
grease
zombie
increase
stadium
leader
grief
chariot

Challenge Word: again

Challenge Word: often

Challenge Word: Caesar

Unit 5

Lesson 5

scenic
money
chimney
centipede
chief
secret
stadium
increase
tedious
succeeded
fancy
enemy
degree
believe
athlete
grease
experience
chariot

Challenge Word: almost

Challenge Word: really

Challenge Word: electricity

Lesson 10

daydreams
payment
daisies
awaited
yesterday
crayons
betrayed
explain
mermaid
subway
giveaway
great
dainty
breaker
obtain
ballplayers
beefsteak
trainees

Challenge Word: family

Challenge Word: young

Challenge Word: straight

Lesson 15

refrigerate
translate
changes
major
basic
nation
hurricane
famous
danger
spacious
escape
invade
inhale
elevator
earthquake
cascade
fragrant
pancake

Challenge Word: another

Challenge Word: finally

Challenge Word: concave

Unit 6

Lesson 5

quickly
coarse
occur
soccer
calendar
accomplish
stomach
kindness
snowflake
lookout
candle
attack
thickness
character
kangaroo
anchor
occupy
course

Challenge Word: example

Challenge Word: mountain

Challenge Word: Loki

Lesson 10

promise
sunshine
whistle
princess
listen
response
scent
surly
assembly
mince
subject
civil
central
fascinate
advice
universe
glance
address

Challenge Word: during

Challenge Word: want

Content Word: scoundrel

Unit 7

Lesson 5

gymnasium
germy
digest
nudging
giraffe
exchange
eject
average
budget
lodging
jellyfish
jewel
bridging
ridge
dodge
fringe
fudge

Challenge Word: answer

Challenge Word: great

Challenge Word: grate

Content Word: Jupiter

Lesson 10

nearby
gnat
recently
knotted
knowledge
knighted
understand
design
knobby
gnarly
skinny
manned
flannel
campaign
channel
annoy
knuckle

Challenge Word: very

Challenge Word: vary

Challenge Word: enough

Content Word: astronomer

Lesson 15

annoy
yesterday
quickly
gymnasium
recently
subject
awaited
knowledge
listen
design
jewel
digest
kindness
fascinate
character
budget
refrigerate
accomplish

Challenge Word: different

Challenge Word: thought

Content Word: atmosphere

Unit 8

Lesson 5

probably

dozen

enemy

deposit

ability

Shaman

distance

about

taken

elegant

debate

again

company

sentence

problem

area

secure

bulletin

Challenge Word: American

Challenge Word: independent

Content Word: glistening

Lesson 10

addition

scuttle

celebration

wobble

nation

vowel

funnel

channel

festival

trickle

generation

hospital

autumnal

travel

freckle

rustle

subtraction

trial

Challenge Word: important

Challenge Word: children

Content Word: ceremonial

Unit 9

Lesson 5

useful

fuming

argue

hue

occupy

rescue

cubical

utensils

issue

mute

amusement

unify

perfume

bugle

uniform

continue

confuse

accuse

Challenge Word: impossible

Challenge Word: journal

Content Word: explorer

Lesson 9

kangaroo

chewing

shrewd

lose

toothache

newborn

improve

movement

undo

strewn

whoever

balloon

remove

dewdrop

disapprove

booth

groove

Challenge Word: country

Challenge Word: through

Challenge Word: threw

Content Word: discovery

Lesson 14

elephant

phases

fairest

laughing

trophy

tougher

giraffe

phony

spherical

roughly

fare

stuffing

funnel

identify

affect

phrase

enough

Challenge Word: probably

Challenge Word: weather

Challenge Word: whether

Content Word: expedition

Unit 10

Lesson 5

occupy
wobble
shrewd
movement
toothache
tougher
accuse
whoever
secure
ability
addition
sentence
vowel
spherical
affect
identify
continue
hospital

Challenge Word: definite

Challenge Word: beautiful

Content Word: Powhatan

Lesson 10

loyalty
tenderloin
paranoid
oysters
adjoining
corduroy
boycott
moisture
annoying
rejoice
soybean
turquoise
disappoint
employee
embroidery
avoided
deployed

Challenge Word: especially

Challenge Word: whole

Challenge Word: hole

Content Word: Savannah

Lesson 15

bloodhound
trowel
accountable
dismount
empowered
drowned
astounding
mouthwash
counselor
growled
cowardly
announcement
download
boundaries
towering
foundation
background
allowance

Challenge Word: believe

Challenge Word: favorite

Content Word: Pennsylvania

Unit 11

Lesson 5

squawked

default

already

flawless

afterthought

faucet

rethought

author

awkward

dawdle

naughty

autograph

altogether

ought

caution

daughter

waterfall

brought

Challenge Word: question

Challenge Word: always

Content Word: ecology

Lesson 10

towering

brought

disappoint

cowardly

employee

boundaries

turquoise

default

accountable

announcement

loyalty

author

foundation

corduroy

squawked

allowance

embroidery

Challenge Word: usually

Challenge Word: bye

Challenge Word: buy

Content Word: environment

CKLA Supply List

Grade 3 Materials

The general items list provides a list of items that are used throughout units. Some of these items may already be in your classroom; others may need to be purchased or gathered.

Please refer to your Teacher Guide for details.

- blank white paper
- chart paper
- clock
- drawing tools for each student (pencils, crayons, colored pencils, markers, etc.)
- globe
- glue or glue sticks (one per student)
- index cards
- journals or notebooks (one per student)
- lined writing paper
- masking tape
- rulers
- scissors (one pair per student)
- sticky notes
- transparent tape
- U.S. map
- world map
- yardstick

CKLA Supply List

Grade 3 Materials

Below is a list of specific materials beyond common classroom materials that can be used in each unit. Some materials are listed as optional because they are a part of Universal Access or a Pausing Point. **Please refer to your Teacher Guide for details.**

Materials	Units										
	1	2	3	4	5	6	7	8	9	10	11
<input type="checkbox"/> 11x11x11 math unit cube model							○				
<input type="checkbox"/> aluminum foil					✓						
<input type="checkbox"/> artifact kits – see Lesson 1								✓			
<input type="checkbox"/> beach ball								✓			
<input type="checkbox"/> blank white paper		✓		✓	✓	✓	✓	✓	✓	✓	✓
<input type="checkbox"/> blindfold, bell			○								
<input type="checkbox"/> books, articles about animal or environmental activists		○									
<input type="checkbox"/> can or bottle of soda	✓										
<input type="checkbox"/> cardboard or cardstock					✓						
<input type="checkbox"/> cardboard, 2 pieces					✓						
<input type="checkbox"/> clear glass of water and a colored straw					✓						
<input type="checkbox"/> colored pencils or crayons					✓						
<input type="checkbox"/> copy of “Hiawatha’s Childhood” by Henry Wadsworth Longfellow and “When Earth Becomes an It” by Marilou Awiakta								○			
<input type="checkbox"/> dictionaries and thesauruses					✓						
<input type="checkbox"/> envelopes					✓						
<input type="checkbox"/> file folders		✓									
<input type="checkbox"/> fish tank, water, small fish, fish food, turkey baster or air pump		○									
<input type="checkbox"/> flashlights					✓						
<input type="checkbox"/> globe			✓				○	○	○		
<input type="checkbox"/> highlighters					○		✓				
<input type="checkbox"/> images depicting multiple-meaning word <i>vision</i>				○							

○ = optional ✓ = needed for unit

Materials	Units										
	1	2	3	4	5	6	7	8	9	10	11
<input type="checkbox"/> images of animals in the unit		O									
<input type="checkbox"/> images of convex and concave mirrors					O						
<input type="checkbox"/> images of crops harvested and animals hunted by Native Americans											
<input type="checkbox"/> images of current day Rome				O							
<input type="checkbox"/> images of objects related to astronomy							O				
<input type="checkbox"/> images of paintings or statues of Roman gods and goddesses				O							
<input type="checkbox"/> images of two different types of frogs		O									
<input type="checkbox"/> images of wigwams and maple trees								O			
<input type="checkbox"/> images related to multiple-meaning words <i>season</i> and <i>taxing</i>										✓	✓
<input type="checkbox"/> images showing multiple-meaning word <i>medium</i>					✓						
<input type="checkbox"/> index cards		✓	✓		✓	✓			✓	✓	✓
<input type="checkbox"/> journal or notebook for students						✓					✓
<input type="checkbox"/> large bowl					✓						
<input type="checkbox"/> large envelope or reproduction of an envelope on board							✓				
<input type="checkbox"/> large shiny serving spoons					✓						
<input type="checkbox"/> lemon or lemon-sized object							O				
<input type="checkbox"/> light source							O				
<input type="checkbox"/> lined paper	✓					✓			✓	✓	✓
<input type="checkbox"/> magazines		O									
<input type="checkbox"/> maple leaf and birch bark								O			
<input type="checkbox"/> marbles (one for each small group of 3 to 4 students)							✓				
<input type="checkbox"/> markers in seven different colors									✓		
<input type="checkbox"/> measuring tape		✓									
<input type="checkbox"/> mural or large chart paper								O			

O = optional ✓ = needed for unit

Materials	Units										
	1	2	3	4	5	6	7	8	9	10	11
<input type="checkbox"/> newspapers					✓						
<input type="checkbox"/> painter's tape, ruler		○									
<input type="checkbox"/> paper bag								✓			
<input type="checkbox"/> paper plate		✓									
<input type="checkbox"/> paper plates (two per student)								✓			
<input type="checkbox"/> parchment paper										○	○
<input type="checkbox"/> pennies		✓									
<input type="checkbox"/> plastic wrap					✓						
<input type="checkbox"/> prisms (one for each pair of students)					✓						
<input type="checkbox"/> recording equipment								✓			
<input type="checkbox"/> recording of the song "Dry Bones"			✓								
<input type="checkbox"/> recordings of musical instruments					○						
<input type="checkbox"/> rectangle paper for each student		✓									
<input type="checkbox"/> rubber bands of different widths and sizes					✓						
<input type="checkbox"/> salt or rice					✓						
<input type="checkbox"/> sheet music					○						
<input type="checkbox"/> small flat mirrors					✓						
<input type="checkbox"/> stickers				○							
<input type="checkbox"/> sticky notes		✓		✓	✓	✓		✓	✓	✓	✓
<input type="checkbox"/> strong flashlights or projector					✓						
<input type="checkbox"/> sturdy, straight stick; rocks or chalk; and watch or clock					○						
<input type="checkbox"/> three straws		✓									
<input type="checkbox"/> tuning fork					○						
<input type="checkbox"/> two quart-size milk or juice cartons, two small mirrors, scissors, and tape					○						

○ = optional ✓ = needed for unit

Materials	Units										
	1	2	3	4	5	6	7	8	9	10	11
<input type="checkbox"/> U.S. map									✓	○	○
<input type="checkbox"/> unit-related trade books and articles			○		✓		○	○		○	○
<input type="checkbox"/> variety or boxes the size of a shoebox and smaller					✓						
<input type="checkbox"/> video of a time-lapse metamorphosis process		○									
<input type="checkbox"/> videos about the American Revolution										○	○
<input type="checkbox"/> videos of fish		○									
<input type="checkbox"/> wax paper					✓						
<input type="checkbox"/> world map				○		✓			✓		
<input type="checkbox"/> yardstick							○				
<input type="checkbox"/> yellow and orange markers		✓									

○ = optional ✓ = needed for unit

Common Core Alignment

READING STANDARDS - LITERATURE

Key Ideas & Details												
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [RL.3.1]												
Unit	1	2	3	4	5	6	7	8	9	10	11	
Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [RL.3.2]												
Unit	1	2	3	4	5	6	7	8	9	10	11	
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. [RL.3.3]												
Unit	1	2	3	4	5	6	7	8	9	10	11	

Craft and Structure												
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [RL.3.4]												
Unit	1	2	3	4	5	6	7	8	9	10	11	
Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. [RL.3.5]												
Unit	1	2	3	4	5	6	7	8	9	10	11	
Distinguish their own point of view from that of the narrator or those of the characters. [RL.3.6]												
Unit	1	2	3	4	5	6	7	8	9	10	11	

Integration of Knowledge and Ideas

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **[RL.3.7]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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(Not applicable to literature) **[RL.3.8]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **[RL.3.9]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **[RL.3.10]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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READING STANDARDS - INFORMATIONAL TEXT

Key Ideas and Details

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **[RI.3.1]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Determine the main idea of a text; recount the key details and explain how they support the main idea. **[RI.3.2]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **[RI.3.3]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Craft and Structure

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. [RI.3.4]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [RI.3.5]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Distinguish their own point of view from that of the author of a text. [RI.3.6]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Integration of Knowledge and Ideas

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). [RI.3.7]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). [RI.3.8]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Compare and contrast the most important points and key details presented in two texts on the same topic. [RI.3.9]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. [RI.3.10]

Unit	1	2	3	4	5	6	7	8	9	10	11
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READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.3.3]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Identify and know the meaning of the most common prefixes and derivational suffixes. [RF.3.3a]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Decode words with common Latin suffixes. [RF.3.3b]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Decode multisyllable words. [RF.3.3c]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Read grade-appropriate irregularly spelled words. [RF.3.3d]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Fluency

Read with sufficient accuracy and fluency to support comprehension. [RF.3.4]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Read grade-level text with purpose and understanding. [RF.3.4a]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.3.4b]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.3.4c]

Unit	1	2	3	4	5	6	7	8	9	10	11
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WRITING STANDARDS

Text Types and Purposes

Write opinion pieces on topics or texts, supporting a point of view with reasons. **[W.3.1]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **[W.3.1a]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Provide reasons that support the opinion. **[W.3.1b]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. **[W.3.1c]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Provide a concluding statement or section. **[W.3.1d]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **[W.3.2]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **[W.3.2a]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Develop the topic with facts, definitions, and details. **[W.3.2b]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. **[W.3.2c]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Provide a concluding statement or section. **[W.3.2d]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **[W.3.3]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **[W.3.3a]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **[W.3.3b]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use temporal words and phrases to signal event order. **[W.3.3c]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Provide a sense of closure. **[W.3.3d]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Production and Distribution of Writing

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **[W.3.4]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 here.) **[W.3.5]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **[W.3.6]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Research to Build and Present Knowledge

Conduct short research projects that build knowledge about a topic. [W.3.7]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [W.3.8]

Unit	1	2	3	4	5	6	7	8	9	10	11
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(Begins in grade 4) [W.3.9]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [W.3.10]

Unit	1	2	3	4	5	6	7	8	9	10	11
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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. [SL.3.1]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.3.1a]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.3.1b]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **[SL.3.1c]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Explain their own ideas and understanding in light of the discussion. **[SL.3.1d]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **[SL.3.2]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **[SL.3.3]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Presentation of Knowledge and Ideas

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **[SL.3.4]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **[SL.3.5]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.) **[SL.3.6]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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LANGUAGE STANDARDS

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.3.1]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [L.3.1a]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Form and use regular and irregular plural nouns. [L.3.1b]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use abstract nouns (e.g., *childhood*). [L.3.1c]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Form and use regular and irregular verbs. [L.3.1d]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses. [L.3.1e]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Ensure subject-verb and pronoun-antecedent agreement. [L.3.1f]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [L.3.1g]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use coordinating and subordinating conjunctions. [L.3.1h]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Produce simple, compound, and complex sentences. [L.3.1i]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.3.2]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Capitalize appropriate words in titles. [L.3.2a]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use commas in addresses. [L.3.2b]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use commas and quotation marks in dialogue. [L.3.2c]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Form and use possessives. [L.3.2d]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). [L.3.2e]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. [L.3.2f]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [L.3.2g]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.3.3]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Choose words and phrases for effect. [L.3.3a]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Recognize and observe differences between the conventions of spoken and written standard English. [L.3.3b]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. [L.3.4]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use sentence-level context as a clue to the meaning of a word or phrase. [L.3.4a]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). [L.3.4b]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). [L.3.4c]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [L.3.4d]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Demonstrate understanding of figurative language, word relationships and nuances in word meanings. [L.3.5]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). [L.3.5a]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). [L.3.5b]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). [L.3.5c]

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Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them.*). [L.3.6]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Standards Checklist

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
Reading Standards - Literature				
Key Ideas and Details				
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.				
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.				
Craft and Structure				
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.				
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.				
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.				
Integration of Knowledge and Ideas				
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).				
RL.3.8 (Not applicable to literature)				
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).				
Range of Reading and Level of Text Complexity				
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.				
Reading Standards - Informational Text				
Key Ideas and Details				
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.				
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.				
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.				
Craft and Structure				
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .				
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.				
RI.3.6 Distinguish their own point of view from that of the author of a text.				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
Integration of Knowledge and Ideas				
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).				
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).				
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.				
Range of Reading and Level of Text Complexity				
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.				
Reading Standards - Foundational Skills				
Phonics and Word Recognition				
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.				
RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.				
RF.3.3b Decode words with common Latin suffixes.				
RF.3.3c Decode multisyllable words.				
RF.3.3d Read grade-appropriate irregularly spelled words.				
Fluency				
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.				
RF.3.4a Read grade-level text with purpose and understanding.				
RF.3.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.				
RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
Writing Standards				
Text Types and Purposes				
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.				
W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.				
W.3.1b Provide reasons that support the opinion.				
W.3.1c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.				
W.3.1d Provide a concluding statement or section.				
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.				
W.3.2b Develop the topic with facts, definitions, and details.				
W.3.2c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.				
W.3.2d Provide a concluding statement or section.				
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				
W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.				
W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.				
W.3.3c Use temporal words and phrases to signal event order.				
W.3.3d Provide a sense of closure.				
Production and Distribution of Writing				
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 here.)				
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.				
Research to Build and Present Knowledge				
W.3.7 Conduct short research projects that build knowledge about a topic.				
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.				
W.3.9 (Begins in grade 4)				
Range of Writing				
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
Speaking and Listening Standards				
Comprehension and Collaboration				
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.				
SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).				
SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.				
SL.3.1d Explain their own ideas and understanding in light of the discussion.				
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.				
Presentation of Knowledge and Ideas				
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.				
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.				
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)				
Language Standards				
Conventions of Standard English				
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.				
L.3.1b Form and use regular and irregular plural nouns.				
L.3.1c Use abstract nouns (e.g., <i>childhood</i>).				
L.3.1d Form and use regular and irregular verbs.				
L.3.1e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.				
L.3.1f Ensure subject-verb and pronoun-antecedent agreement.				
L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.				
L.3.1h Use coordinating and subordinating conjunctions.				
L.3.1i Produce simple, compound, and complex sentences.				
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.3.2a Capitalize appropriate words in titles.				
L.3.2b Use commas in addresses.				
L.3.2c Use commas and quotation marks in dialogue.				
L.3.2d Form and use possessives.				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).				
L.3.2f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.				
L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.				
Knowledge of Language				
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.				
L.3.3a Choose words and phrases for effect.				
L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.				
Vocabulary Acquisition and Use				
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.				
L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.				
L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).				
L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).				
L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.				
L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.				
L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).				
L.3.5b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).				
L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).				
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them.</i>).				

2019

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