



Grade 3

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Hello, Tennessee 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 yearly 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. In specific lessons you will see icons (described below) to indicate where multimedia and/or reading resources can be used to enhance learning. These resources are located on the Amplify CKLA Teacher Resource site and can be downloaded or projected as appropriate.

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

* Some recurring standards may not be listed in each lesson. Please check the TN Standards Alignments in Additional Resources.

Amplify CKLA Multimedia and Reading Resources

The icons listed below appear throughout the planner lessons to indicate when specific multimedia and/or reading resources can be used to enhance learning. These resources are on the Amplify CKLA Teacher Resource site and can be downloaded or projected as appropriate.



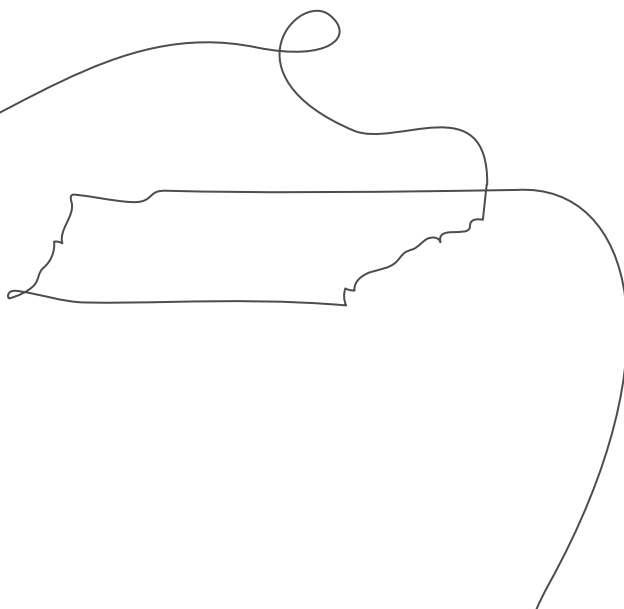
Essential Questions and Writing Prompts

The Essential Questions and Prompts guides for Grades 3–5 contain essential and guiding questions for each unit. Each guide features questions, writing prompts, and activities that enable students to engage meaningfully with new information and ideas covered in each unit and express what they’ve learned with creative and collaborative projects. Use these throughout the unit to enrich students’ understanding of the content area.



Vocabulary Lessons

Projectable Vocabulary Lessons contain additional vocabulary instruction that builds on program content. Each mini-lesson aligns to Amplify CKLA domain vocabulary words and skills and consists of projectable, direct instruction that may be implemented with minimal advance preparation.



How Amplify CKLA meets the Tennessee instructional shifts

The Tennessee standards for English Language Arts support the three key ELA instructional shifts to prepare students to be college and career ready: 1) regular practice with complex text and its academic vocabulary; 2) reading and writing grounded in evidence from literary and informational text; and 3) building knowledge through content-rich literary and informational text.

Amplify CKLA's instructional design is completely aligned with the Tennessee instructional shifts because both Amplify CKLA and the shifts are based on the same research and concept base.

1

Regular practice with complex texts and its academic vocabulary

Exposure to complex texts is crucial in developing students' knowledge base and vocabulary skills. In Amplify CKLA K–2, students engage with complex text daily during the interactive Read-Aloud in the Knowledge Strand. In the Amplify K–2 Skills Strand, students read increasingly complex texts that keep appropriate pace with their decoding development. By Grade 3, students are increasingly reading grade-level complex text independently. They also continue to be exposed to above-grade Read-Alouds. In Grades 4 and 5, students are exclusively reading grade-level complex text that increases in challenge from the beginning to the end of the grade. Vocabulary instruction in Amplify CKLA focuses on building academic vocabulary using both explicit and implicit approaches.

2

Reading and writing grounded in evidence from literary and informational text

The overwhelming majority of questions, tasks, and assignments in Amplify CKLA materials are text-dependent. Students are asked daily in reading instruction, both in discussion and through short and longer-answer written responses, to answer questions requiring evidence from a text. Student writing frequently incorporates textual evidence that must be gathered, recorded, and/or categorized prior to planning and drafting. Students also write in response to text in assignments that ask them to support their claim or opinion with evidence from the text.

3

Building knowledge through content-rich literary and informational text.

The organizing framework of Amplify CKLA's units is a focus on domains or topics of study. This creates a context in which knowledge, vocabulary, and comprehension development are built hand-in-hand. Students gain deeper understanding about a wide array of topics through a balance of literary and informational texts addressing literature, culture, science, and American and world history.

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

3.SLCC.2, 3.RL.KID.3, 3.FL.PWR.3, 3.RL.KID.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

3.SLCC.2, 3.WTTP.3b, 3.FL.PWR.3, 3.RL.KID.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

3.SL.PKI.4, 3.RL.IKI.9, 3.FL.PWR.3, 3.RL.KID.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

3.SLCC.2, 3.WTTP.3, 3.FL.PWR.3, 3.RL.KID.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

3.SLCC.2, 3.RL.KID.3, 3.FL.PWR.3, 3.RL.KID.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

3.RL.KID.2, 3.SL.PK.4, 3.RL.KID.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

3.SLCC.2, 3.RL.KID.3, 3.RL.KID.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

3.SLCC.2, 3.FL.VA.7a, 3.RL.KID.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

3.SLCC.2, 3.RL.CS.6, 3.RL.KID.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

3.SLCC.2, 3.W.TTP.1, 3.RL.KID.1

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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

3.SLCC.2, 3.WTTP1, 3.RL.KID.1, 3.FL.PWR.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

3.SLCC.2, 3.WTTP1, 3.RL.KID.1, 3.FL.PWR.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

3.SLCC.2, 3.WTTP1, 3.RL.KID.1, 3.FL.PWR.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

3.RL.KID.1, 3.FL.PWR.3, 3.RL.IKI.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

3.RL.KID.1, 3.FL.PWR.3, 3.RL.IKI.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

3.RI.IK1.7, 3.RI.CS.5, 3.W.RBPK.8, 3.W.RW.10, 3.FL.WC.4b, 3.FL.PWR.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

3.RI.CS.5, 3.RI.CS.6, 3.FL.SC.6a

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

3.RI.KID.3, 3.RI.IK1.9, 3.FL.VA.7a*ii*

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

3.RI.KID.2, 3.W.RW.10, 3.FL.VA.7a*ii*

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

3.FL.WC.4b, 3.RI.CS.5, 3.W.TP.2, 3.SL.PK1.4, 3.FL.SC.6a

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	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

3.R.I.KI.8, 3.WTP2, 3.FL.SC.6i, 3.FL.VA.7a*ii*

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

3.R.I.KID.1, 3.R.I.KI.9, 3.W.RBPK.8

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

3.R.I.CS.4, 3.W.RBPK.8, 3.FL.VA.7a*ii*

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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

3.R.I.RRTC.10, 3.WTP2, 3.FL.VA.7a*ii*

3

Unit 2

Pausing Point 1 Day 1

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

3.FL.WC.4b, 3.RI.CS.4, 3.W.RBPK.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

3.FL.WC.4b, 3.RI.CS.5, 3.W.RBPK.8, 3.FL.SC.6c

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

3.RI.IKI.8, 3.RI.IKI.9, 3.WTP.2, 3.FL.SC.6a

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

3.SL.CC.2, 3.WTP.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

3.RI.CS.5, 3.RI.KID.1, 3.WTP.2c, 3.WTP.2f

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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

3.FL.WC.4b, 3.FL.F.5a, 3.RLCS.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

3.RI.KID.3, 3.RI.KID.3, 3.WTP.2, 3.WTP.2a, 3.WTP.2b, 3.FL.WC.4a

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

3.RI.KID.3, 3.RI.KID.1, 3.WTP.2c, 3.W.RBPK.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

3.RI.KID.3, 3.RI.KID.1, 3.FL.WC.4a

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

3.RI.KID.1, 3.FL.WC.4a, 3.FL.VA.7a(ii)

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

3.RI.KID.3, 3.RI.KID.1, 3.WTP2d, 3.FL.WC.4a

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

3.RI.KID.1, 3.FL.SC.6b, 3.WTP2

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

3.RI.KID.3, 3.RI.KID.1, 3.FL.SC.6b, 3.FL.PWR.3a

5 Unit 3

Pausing Point 1 Day 1

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

3.RI.KID.3, 3.RI.KID.1, 3.FL.PWR.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

3.RI.RRTC.10, 3.FL.WC.4a, 3.WTP.2a, 3.WTP.2b

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

3.RI.KID.3, 3.RI.KID.2, 3.FL.WC.4a, 3.WTP.2a, 3.WTP.2b

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

3.RI.KID.3, 3.RI.KID.1, 3.FL.WC.4a, 3.W.PDW.4



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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

3.RI.KID.3, 3.FL.WC.4a

WEEK TEN

1 Unit 3

Lesson 13 Overcoming Disabilities

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

Formative Assessment: AP 13.1

3.RI.KID.1, 3.FL.SC.6a

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

3.W.RBPK.8, 3.FL.SC.6b

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

3.FL.VA.7c, 3.SL.CC.2, 3.W.RBPK.8, 3.RL.KID.1, 3.FL.WC.4a

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

3.RL.KID.1, 3.RL.IKI.9, 3.W.RBPK.8, 3.FL.SC.6e

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	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

3.RL.KID.1, 3.W.PDW.5, 3.RI.KID.2, 3.W.RBPK.8, 3.FL.PWR.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

3.RI.RRTC.10, 3.SLCC.2, 3.RI.KI.9, 3.W.TTP1, 3.FL.SC.6f

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

3.RI.KID.2, 3.FL.WC.4c, 3.W.RBPK.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

3.RI.KID.1, 3.RI.KID.2, 3.RL.KID.1, 3.RL.CS.6, 3.W.RBPK.8, 3.FL.WC.4a

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

3.RI.KID.1, 3.RI.KID.2, 3.RL.KID.3, 3.W.TTP1, 3.FL.SC.6d, 3.FL.SC.6e

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

3.RI.KID.9, 3.RI.KID.2, 3.W.PDW.5, 3.FL.VA.7a ii

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

3.RI.KID.2, 3.RI.KID.9, 3.W.REPK.8, 3.W.TTP.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

3.RI.RRTC.10, 3.W.TTP.1, 3.RI.KID.1, 3.RI.KID.3, 3.FL.WC.4a

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	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

3.RI.KID.2, 3.SL.OCC.2, 3.RI.GS.6, 3.FL.WC.4a

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

3.RI.KID.1, 3.RI.IKI.7, 3.RI.GS.6, 3.FL.SC.6d

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

3.RI.GS.6, 3.WTTP.1, 3.FL.VA.7a*ii*

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

3.RI.KID.3, 3.RI.GS.5, 3.SL.PKI.5, 3.FL.F.5, 3.WTTP.1

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

3.RI.CS.6, 3.W.TTP.1, 3.FL.SC.6d, 3.FL.WC.4a

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

3.RI.KID.2, 3.W.RBP.8, 3.FL.WC.4a

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

3.RL.KID.3, 3.RI.KID.1, 3.RI.KI.9, 3.SL.CC.2, 3.FL.SC.6a

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

3.SL.CC.1, 3.W.RBP.8, 3.RI.KID.3, 3.FL.SC.6a

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

3.W.RBP.8, 3.RI.KI.8, 3.FL.SC.6a

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	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

3.FL.WC.4a, 3.SLCC.2, 3.RI.KID.1, 3.FL.VA.7all

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

3.RI.KID.1, 3.W.RW.10, 3.RI.CS.4, 3.FL.WC.4a



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

3.RI.KID.2, 3.W.RBPK.7, 3.SL.CC.2, 3.FL.VA.7all

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

3.RI.CS.4, 3.SL.CC.1, 3.RI.IKI.8, 3.WTTP.1, 3.WTTP.1b, 3.FL.VA.7all

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

3.RI.KI.9, 3.RI.KID.1, 3.FL.SC.6i, 3.FL.VA.7aiv

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

3.FL.WC.4a, 3.RI.KID.1, 3.SL.CC.2, 3.W.RBPK.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

3.SL.CC.2, 3.RI.KID.1, 3.W.TTP.3, 3.FL.WC.4a

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

3.RI.KID.1, 3.FL.VA.7bii, 3.RI.CS.4, 3.FL.SC.6i

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

3.RI.KI.9, 3.RI.CS.5, 3.W.PDW.5, 3.W.RW.10

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	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

3.WRBPk.7, 3.WRBPk.8, 3.WTP2, 3.WTP2a, 3.WTP2b

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

3.FLWC4a, 3.WTP2e, 3.WPDW5

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

3.WTP2, 3.WTP2a, 3.WTP2b, 3.WTP2c, 3.WTP2e, 3.WTP2d, 3.WPDW5, 3.WPDW6

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

3.SL.PK1.4, 3.SL.PK1.6, 3.FL.SC.6, 3.SL.OCC.1, 3.SL.OCC.3, 3.FL.F.5a, 3.FL.F.5b, 3.FL.F.5c

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

3.FL.WC.4a, 3.RL.KID.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

3.FL.SC.6h, 3.RL.KID.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

3.FL.VA.7aii, 3.RL.KID.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

3.RL.KID.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

3.FL.WC.4a, 3.RL.KID.1, 3.RL.KID.3

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	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

3.RL.KID.2, 3.RL.KID.1, 3.W.PDW.4, 3.FL.WC.4a

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

3.RL.KID.3, 3.RL.KID.1, 3.W.TP.2, 3.FL.SC.6

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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

3.RL.KID.3, 3.RL.KID.1, 3.W.TP.2, 3.FL.VA.7a*ii*

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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

3.RL.KID.3, 3.RL.KID.1, 3.W.PDW.5, 3.FL.SC.6*i*

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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

3.FL.WC.4a, 3.FL.SC.6*h*, 3.W.PDW.5, 3.RL.RRTC.10

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

3.SL.PK.4, 3.RL.KID.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 /i/

Formative Assessment: AP 1.1, AP 1.2

3.RI.KID.1, 3.RI.KID.3, 3.FL.WC.4a

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

3.RI.KID.1, 3.RI.KID.9, 3.FL.SC.6n

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 /i/

Formative Assessment: AP 3.1

3.SL.CC.2, 3.RI.KID.2, 3.W.RBPK.8, 3.FL.WC.4a

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	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

3.RI.KID.2, 3.RI.KID.9, 3.WTP.2, 3.WTP.2e, 3.FL.VA.7.ii

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

3.FLWC.4a, 3.RI.KID.8, 3.WRW.10, 3.FL.SC.6h

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

3.RI.KID.1, 3.RI.KID.2, 3.WRW.10, 3.FL.SC.6h, 3.FL.WC.4b



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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

3.RI.KID.2, 3.RI.KID.9, 3.FL.VA.7.ii

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

3.RI.KID.1, 3.FL.SC.6h

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

3.SL.OC.2, 3.WTTP.1, 3.FL.WC.4b

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

3.FL.WC.4a, 3.RI.KID.1, 3.RI.CS.4, 3.W.RW.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

3.RI.KID.2, 3.W.RBPK.8, 3.FL.WC.4a

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

3.RI.KID.1, 3.RI.KID.2, 3.RI.CS.4, 3.W.RBPK.8, 3.FL.SC.6i

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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

3.RI.KID.1, 3.W.TTP.3, 3.W.RW.10, 3.SL.CC.1, 3.FL.F.5b

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

3.RI.IKI.9, 3.W.RBPK.8, 3.SL.PKI.4, 3.FL.PWR.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

3.FL.WC.4a, 3.SL.CC.1, 3.RI.KID.1, 3.RI.IKI.8, 3.W.RW.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

3.SL.CC.2, 3.RI.KID.3, 3.RI.IKI.9, 3.W.TTP.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

3.SL.CC.2, 3.W.PDW.5, 3.RL.KID.1, 3.FL.PWR.3, 3.FL.F.5, 3.FL.F.5a, 3.FL.F.5b, 3.FL.F.5c, 3.FL.SC.6m

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

3.W.RW.10, 3.FL.SC.6m, 3.W.TP.2, 3.W.TP.2a, 3.W.TP.2b, 3.W.TP.2c, 3.W.TP.2e, 3.W.TP.2d, 3.W.PDW.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

3.RI.KID.3, 3.RI.IK.8, 3.RI.IK.9, 3.RI.RRTC.10, 3.W.PDW.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

3.RI.KID.3, 3.RI.IK.8, 3.W.TP.2, 3.W.TP.2a, 3.W.TP.2b, 3.W.TP.2c, 3.W.TP.2e, 3.W.TP.2d, 3.W.PDW.5

5 Unit 7

Pausing Point 3 Day 1

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	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

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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

3.SLCC.2, 3.RI.KID.3, 3.RL.KID.3, 3.FLWC4a

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

3.RI.KI.7, 3.WRPBK.8, 3.FLSC.6m

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

3.RI.KI.7, 3.SL.PKI.5, 3.FL.WC.4a, 3.FL.VA.7aii

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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

3.RI.KID.1, 3.WRPBK.8, 3.FLVA.7aii

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

3.FLWC.4a, 3.RI.KID.3, 3.RL.KID.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

3.FL.WC.4a, 3.RL.RRTC.10, 3.SL.PKI.5, 3.FL.SC.6m, 3.FL.VA.7aiv

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

3.RL.KID.3, 3.RI.IKI.9, 3.FL.SC.6m

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

3.RL.IKI.7, 3.RI.KID.2, 3.W.RBPK.8, 3.FL.VA.7aii

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

3.RI.IKI.9, 3.FL.VA.7aii, 3.SL.PKI.5

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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
3.FL.WC.4a, 3.RL.KID.1, 3.SL.PKI.5, 3.FL.SC.6m

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
3.RL.KID.3, 3.RI.KID.3, 3.SL.PKI.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
3.RL.IKI.7, 3.SL.PKI.5, 3.RL.KID.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
3.RL.RRTC.10, 3.RI.KID.3, 3.RI.OS.4, 3.RL.IKI.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

3.SL.CC.2, 3.RI.KID.1, 3.WTTP1a, 3.FL.WC.4a

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

3.RI.KID.2, 3.RI.KID.1, 3.WTTP1c, 3.WTP2e, 3.FL.VA.7av

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

3.WRBPk.8, 3.RI.RRTC.10, 3.FL.PWR.3a, 3.WTTP1c, 3.WTP2e

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

3.SL.PK1.4, 3.RI.KID.1, 3.WTTP1c, 3.FL.PWR.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

3.FL.WC.4a, 3.RI.IK1.7, 3.RI.IK1.9, 3.WTTP1c, 3.WTP.2e

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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

3.SL.PKI.4, 3.RI.IKI.7, 3.W.RBPK.8, 3.FL.WC.4a

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

3.SL.PKI.4, 3.RI.KID.1, 3.W.TTP.1a, 3.W.TTP.1b, 3.W.TTP.1c, 3.W.TTP.1d, 3.W.TP.2e

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

3.RI.IKI.9, 3.FL.SC.6g

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

3.RI.KI.7, 3.SL.CC.3, 3.RI.RTC.10, 3.W.TTP.1a, 3.W.TTP.1b, 3.FL.WC.4b, 3.FL.WC.4a

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

3.RI.KID.1, 3.RI.KID.3, 3.RI.KI.9, 3.RI.KI.8, 3.FL.WC.4b, 3.FL.WC.4a

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

3.RI.KI.8, 3.RI.KI.9, 3.RI.KID.1, 3.RI.CS.6, 3.FL.SC.6g

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

3.RI.KI.7, 3.RI.KID.1, 3.RI.KID.3, 3.WTTP.1a, 3.WTTP.1b, 3.FL.VA.7aiv

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

3.RI.KI.7, 3.RI.KID.1, 3.RI.KID.3, 3.WTTP.1a, 3.WTTP.1b, 3.FL.VA.7aiv

5 Unit 9

Pausing Point 2 Day 1

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	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

3.RL.KID.2, 3.RICS.4, 3.RL.RRTC.10, 3.FL.WC.4a, 3.FL.F.5a

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

3.SL.CC.3, 3.RL.KID.1, 3.FL.WC.4a

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

3.RL.KID.2, 3.W.TTP.3, 3.FL.SC.6g

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

3.RL.KID.1, 3.W.RBPK.8, 3.FL.PWR.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

3.RL.KID.1, 3.RL.KID.2, 3.FL.SC.6g



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

3.FL.WC.4a, 3.RL.KID.2, 3.RL.KID.2, 3.WTTP.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

3.RL.KID.1, 3.RL.KID.1, 3.WTTP.3, 3.FL.SC.6g

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

3.WTTP.3, 3.FL.SC.6g

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

3.RL.KID.1, 3.WTTP.3, 3.WTTP.3d, 3.FL.SC.6g, 3.FL.WC.4a

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

3.RL.KID.9, 3.RL.KID.1, 3.WTTP.3, 3.W.PDW.5

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	Day 1	Day 2	Day 3	Day 4	Day 5
W33		Unit 10	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
3.FL.WC.4a, 3.RI.KID.1, 3.RI.KID.2, 3.FL.SC.6g, 3.W.TTP.3a, 3.W.TTP.3b, 3.W.TTP.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
3.SL.CC.2, 3.RL.KID.1, 3.FL.PWR.3a, 3.FL.VA.7aii, 3.FL.WC.4a

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
3.SL.CC.2, 3.RL.KID.1, 3.W.RW.10, 3.FL.SC.6f

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
3.RL.KID.2, 3.W.RBPK.8, 3.W.RBPK.7, 3.FL.PWR.3a, 3.FL.VA.7aii

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

3.RI.KID.3, 3.W.RW.10, 3.FL.SC.6f

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

3.FL.WC.4a, 3.RI.KID.3, 3.SL.CC.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

3.RL.KID.1, 3.RL.KID.2, 3.RL.KID.3, 3.RL.CS.4, 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.4, 3.FL.PWR.3a, 3.FL.SC.6g, 3.FL.VA.7ai, 3.FL.VA.7aii, 3.FL.F.5a, 3.W.TTP.3, 3.W.RW.10, 3.SL.PK.4

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Unit 10

Pausing Point 2 Day 1

5

Unit 10

Pausing Point 3 Day 1

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

3.RI.KID.1, 3.RI.CS.4, 3.WTP.2a, 3.WTP.2b, 3.WTP.2c, 3.WTP.2f, 3.FL.WC.4a

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

3.RI.KID.1, 3.RI.CS.4, 3.WTP.2a, 3.WTP.2b, 3.WTP.2c, 3.WTP.2f

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

3.RI.KID.1, 3.RI.CS.4, 3.WTP.2a, 3.WTP.2b, 3.WTP.2c, 3.WTP.2f, 3.FL.PWR.3a, 3.FL.WC.4b

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

3.RI.KID.1, 3.RI.CS.4, 3.WTP.2a, 3.WTP.2b, 3.WTP.2c, 3.FL.SC.6a, 3.FL.WC.4a

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

3.RI.KID.1, 3.RI.CS.4, 3.WTP.2a, 3.WTP.2b, 3.WTP.2c, 3.WTP.2f, 3.WTTP.3a, 3.FL.SC.6a, 3.FL.WC.4c

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

3.RI.KID.1, 3.RI.CS.4, 3.WTP.2a, 3.WTP.2b, 3.WTP.2c, 3.FL.WC.4a

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

3.RI.KID.1, 3.RI.CS.4, 3.WTP.2a, 3.WTP.2b, 3.WTP.2c, 3.FL.SC.6g

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

3.RI.KID.1, 3.RI.CS.4, 3.FL.PWR.3a, 3.FL.SC.6g, 3.FL.WC.4b

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

3.RI.KID.1, 3.RI.CS.4, 3.FL.SC.6j, 3.FL.SC.6k, 3.FL.PWR.3a, 3.FL.WC.4a

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

3.RI.RRTC.10, 3.FL.SC.6f, 3.FL.SC.6i, 3.FL.WC.4c

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

Unit 11

Lesson 11 Practicing Ecology Presentations

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

Formative Assessment: None

3.SL.PKI.4, 3.SL.PKI.6

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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

3.SL.PKI.4, 3.SL.PKI.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/stretched/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
retall

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

O = optional ✓ = needed for unit

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

O = optional ✓ = needed for unit

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

O = optional ✓ = needed for unit

Materials	Units										
	1	2	3	4	5	6	7	8	9	10	11
☐ U.S. map									✓	0	0
☐ unit-related trade books and articles			0		✓		0	0		0	0
☐ variety or boxes the size of a shoebox and smaller					✓						
☐ video of a time-lapse metamorphosis process		0									
☐ videos about the American Revolution										0	0
☐ videos of fish		0									
☐ wax paper					✓						
☐ world map				0		✓			✓		
☐ yardstick							0				
☐ yellow and orange markers		✓									

0 = optional ✓ = needed for unit

Grade 3 Overview

Tennessee English Language Arts Standards

FOUNDATIONAL LITERACY STANDARDS

Print Concepts

Standard 1

Cornerstone: Demonstrate understanding of the organization and basic features of print.

(Does not apply to grade 3) [3.FL.PC.1]

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

Phonological Awareness

Standard 2

Cornerstone: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

(Does not apply to grade 3) [3.FL.PA.2]

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

Phonics and Word Recognition

Standard 3

Cornerstone: Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. [3.FL.PWR.3]

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

Identify and define the meaning of the most common prefixes and derivational suffixes. [3.FL.PWR.3a]

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

Decode words with common Latin suffixes, such as *-ly*, *-less*, and *-ful*. [3.FL.PWR.3b]

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

Decode multi-syllable words. [3.FL.PWR.3c]

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

Read grade-appropriate irregularly spelled words. [3.FL.PWR.3d]

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

Word Composition

Standard 4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. [3.FL.WC.4]

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

Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. [3.FL.WC.4a]

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

Use conventional spelling for high-frequency words, including irregular words. [3.FL.WC.4b]

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

Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. [3.FL.WC.4c]

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

Write legibly in manuscript; write all lower and uppercase cursive letters. [3.FL.WC.4d]

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

Fluency

Standard 5

Cornerstone: Read with sufficient accuracy and fluency to support comprehension.

Read with sufficient accuracy and fluency to support comprehension. [3.FL.F.5]

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

Read grade-level text with purpose and understanding. [3.FL.F.5a]

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

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[3.FL.F.5b]**

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

Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. **[3.FL.F.5c]**

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

Sentence Composition

Standard 6

Cornerstone: Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.

Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. **[3.FL.SC.6]**

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

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. **[3.FL.SC.6a]**

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

Form and use regular and irregular plural nouns. **[3.FL.SC.6b]**

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

Use abstract nouns. **[3.FL.SC.6c]**

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

Form and use regular and irregular verbs. **[3.FL.SC.6d]**

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

Form and use simple verb tenses. **[3.FL.SC.6e]**

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

Ensure subject-verb and pronoun-antecedent agreement. **[3.FL.SC.6f]**

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

Form and use comparative and superlative adjectives and adverbs correctly. **[3.FL.SC.6g]**

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

Use coordinating and subordinating conjunctions. [3.FL.SC.6h]												
Unit	1	2	3	4	5	6	7	8	9	10	11	
Produce simple, compound, and complex sentences. [3.FL.SC.6i]												
Unit	1	2	3	4	5	6	7	8	9	10	11	
Capitalize appropriate words in titles. [3.FL.SC.6j]												
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use commas in addresses. [3.FL.SC.6k]												
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use commas and quotation marks in dialogue. [3.FL.SC.6l]												
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form and use possessives. [3.FL.SC.6m]												
Unit	1	2	3	4	5	6	7	8	9	10	11	
Write a cohesive paragraph with a main idea and detailed structure. [3.FL.SC.6n]												
Unit	1	2	3	4	5	6	7	8	9	10	11	

Vocabulary Acquisition

Standard 7

Cornerstone: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. [3.FL.VA.7a]

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

Use sentence-level context as a clue to the meaning of a word or phrase. [3.FL.VA.7ai]

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

Determine the meaning of the new word formed when a known affix is added to a known word. [3.FL.VA.7aii]

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

Use a known root word as a clue to the meaning of an unknown word with the same root. [3.FL.VA.7aiii]

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

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **[3.FL.VA.7aiv]**

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

Demonstrate understanding of word relationships and nuances in word meanings. **[3.FL.VA.7b]**

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

Distinguish the literal and nonliteral meanings of words and phrases in context. **[3.FL.VA.7bi]**

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

Identify real-life connections between words and their use. **[3.FL.VA.7bii]**

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

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. **[3.FL.VA.7biii]**

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

Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. **[3.FL.VA.7c]**

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

READING STANDARDS

Literature

Key Ideas and Details

Standard 1

Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **[3.RL.KID.1]**

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

Standard 2

Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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. **[3.RL.KID.2]**

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

Standard 3

Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Describe characters in a story and explain how their actions contribute to the sequence of events. [3.RL.KID.3]

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

Craft and Structure

Standard 4

Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., *feeling blue* versus *the color blue*). [3.RL.CS.4]

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

Standard 5

Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections. [3.RL.CS.5]

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

Standard 6

Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text. [3.RL.CS.6]

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

Integration of Knowledge and Ideas

Standard 7

Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Explain how illustrations in a text contribute to what is conveyed by the words. [3.RL.IKI.7]

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

Standard 8

Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Standard #8 is not applicable to literature. [3.RL.IKI.8]

Unit
1
2
3
4
5
6
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10
11

Standard 9

Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. [3.RL.IKI.9]

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

Range of Reading and Level of Text Complexity

Standard 10

Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

Read and comprehend stories and poems at the high end of the grades 2–3 text complexity band independently and proficiently. [3.RL.RRTC.10]

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

Informational Text

Key Ideas and Details

Standard 1

Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences for it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [3.RI.KID.1]

Unit
1
2
3
4
5
6
7
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10
11

Standard 2

Cornerstone: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Determine the main idea of a text; recount the key details and explain how they support the main idea. [3.RI.KID.2]

Unit
1
2
3
4
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6
7
8
9
10
11

Standard 3

Cornerstone: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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. [3.RI.KID.3]

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

Craft and Structure

Standard 4

Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area. [3.RI.CS.4]

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

Standard 5

Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Use text features to locate information relevant to a given topic efficiently. [3.RI.CS.5]

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

Standard 6

Cornerstone: Assess how point of view or purpose shapes the content and style of a text.

Distinguish reader point of view from that of the author of a text. [3.RI.CS.6]

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

Integration of Knowledge and Ideas

Standard 7

Cornerstone: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Use information gained from illustrations and the words in a text to demonstrate understanding of a text. [3.RI.IKI.7]

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

Standard 8

Cornerstone: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Explain how reasons support specific points an author makes in a text. [3.RI.IKI.8]

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Standard 9

Cornerstone: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

Compare and contrast the most important points and key details presented in two texts on the same topic. [3.RI.IKI.9]

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Range of Reading and Level of Text Complexity

Standard 10

Cornerstone: Read and comprehend complex literary and informational texts independently and proficiently.

Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently. [3.RI.RRTC.10]

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SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

Standard 1

Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing one's own ideas clearly and persuasively.

Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. [3.SL.CC.1]

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Standard 2

Cornerstone: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.

Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. **[3.SL.CC.2]**

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

Cornerstone: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **[3.SL.CC.3]**

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

Standard 4

Cornerstone: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.

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. **[3.SL.PKI.4]**

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

Cornerstone: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details. **[3.SL.PKI.5]**

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

Cornerstone: Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification. **[3.SL.PKI.6]**

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

Text Types and Protocol

Standard 1

Cornerstone: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write opinion pieces on topics or texts, supporting a point of view with reasons. **[3.W.TTP.1]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Introduce a topic or text. **[3.W.TTP.1a]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Develop an opinion with reasons that support the opinion. **[3.W.TTP.1b]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Create an organizational structure that lists supporting reasons. **[3.W.TTP.1c]**

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

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use linking words and phrases to connect opinion and reasons. **[3.W.TTP.1e]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Apply language standards addressed in the Foundational Literacy standards. **[3.W.TTP.1f]**

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

Cornerstone: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write informative/explanatory texts to examine a topic and convey ideas and information. **[3.W.TP.2]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Introduce a topic. **[3.W.TP.2a]**

Unit	1	2	3	4	5	6	7	8	9	10	11
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Group related information together, including illustrations when needed, to provide clarity to the reader. **[3.W.TP.2b]**

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

Unit	1	2	3	4	5	6	7	8	9	10	11
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Provide a conclusion. [3.W.TP.2d]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use linking words and phrases to connect ideas within categories of information. [3.W.TP.2e]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Use precise language to inform about or explain the topic. [3.W.TP.2f]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Apply language standards addressed in the Foundational Literacy standards. [3.W.TP.2g]

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

Cornerstone: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. [3.W.TTP.3]

Unit	1	2	3	4	5	6	7	8	9	10	11
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Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. [3.W.TTP.3a]

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

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

Unit	1	2	3	4	5	6	7	8	9	10	11
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Apply language standards addressed in the Foundational Literacy standards. [3.W.TTP.3e]

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

Standard 4

Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **[3.W.PDW.4]**

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

Cornerstone: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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 Foundational Literacy standard 6 up to and including grade 3.) **[3.W.PDW.5]**

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

Cornerstone: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3. **[3.W.PDW.6]**

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

Standard 7

Cornerstone: Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.

Conduct short research projects that build general knowledge about a topic. **[3.W.RBPK.7]**

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

Cornerstone: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.

Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. **[3.W.RBPK.8]**

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

Standard 9

Cornerstone: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Include evidence from literary or informational texts, applying grade 3 standards for reading. **[3.W.RBPK.9]**

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

Range of Writing

Standard 10

Cornerstone: 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 tasks, purposes, and audiences.

Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. **[3.W.RW.10]**

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

Tennessee State Standards Checklist

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
Foundational Literature Standards				
Print Concepts				
3.FL.PC.1 (Does not apply to grade 3)				
Phonological Awareness				
3.FL.PA.2 (Does not apply to grade 3)				
Phonics and Word Recognition				
3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
3.FL.PWR.3a Identify and define the meaning of the most common prefixes and derivational suffixes.				
3.FL.PWR.3b Decode words with common Latin suffixes, such as <i>-ly</i> , <i>-less</i> , and <i>-ful</i> .				
3.FL.PWR.3c Decode multi-syllable words.				
3.FL.PWR.3d Read grade-appropriate irregularly spelled words.				
Word Composition				
3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.				
3.FL.WC.4a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.				
3.FL.WC.4b Use conventional spelling for high-frequency words, including irregular words.				
3.FL.WC.4c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.				
3.FL.WC.4d Write legibly in manuscript; write all lower and uppercase cursive letters.				
Fluency				
3.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.				
3.FL.F.5a Read grade-level text with purpose and understanding.				
3.FL.F.5b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.				
3.FL.F.5c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.				
Sentence Composition				
3.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.				
3.FL.SC.6a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.				

Standard		Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
3.FL.SC.6b	Form and use regular and irregular plural nouns.				
3.FL.SC.6c	Use abstract nouns.				
3.FL.SC.6d	Form and use regular and irregular verbs.				
3.FL.SC.6e	Form and use simple verb tenses.				
3.FL.SC.6f	Ensure subject-verb and pronoun-antecedent agreement.				
3.FL.SC.6g	Form and use comparative and superlative adjectives and adverbs correctly.				
3.FL.SC.6h	Use coordinating and subordinating conjunctions.				
3.FL.SC.6i	Produce simple, compound, and complex sentences.				
3.FL.SC.6j	Capitalize appropriate words in titles.				
3.FL.SC.6k	Use commas in addresses.				
3.FL.SC.6l	Use commas and quotation marks in dialogue.				
3.FL.SC.6m	Form and use possessives.				
3.FL.SC.6n	Write a cohesive paragraph with a main idea and detailed structure.				
Vocabulary Acquisition					
3.FL.VA.7a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.				
3.FL.VA.7ai	Use sentence-level context as a clue to the meaning of a word or phrase.				
3.FL.VA.7a ii	Determine the meaning of the new word formed when a known affix is added to a known word.				
3.FL.VA.7a iii	Use a known root word as a clue to the meaning of an unknown word with the same root.				
3.FL.VA.7a iv	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.				
3.FL.VA.7b	Demonstrate understanding of word relationships and nuances in word meanings.				
3.FL.VA.7bi	Distinguish the literal and nonliteral meanings of words and phrases in context.				
3.FL.VA.7b ii	Identify real-life connections between words and their use.				
3.FL.VA.7b iii	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.				
3.FL.VA.7c	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.				

Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
Reading Standards				
Literature				
Key Ideas and Details				
3.RL.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.			
3.RL.KID.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.			
3.RL.KID.3	Describe characters in a story and explain how their actions contribute to the sequence of events.			
Craft and Structure				
3.RL.CS.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., <i>feeling blue</i> versus <i>the color blue</i>).			
3.RL.CS.5	Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.			
3.RL.CS.6	Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.			
Integration of Knowledge and Ideas				
3.RL.IKI.7	Explain how illustrations in a text contribute to what is conveyed by the words.			
3.RL.IKI.8	Standard #8 is not applicable to literature.			
3.RL.IKI.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.			
Range of Reading and Level of Text Complexity				
3.RL.RRTC.10	Read and comprehend stories and poems at the high end of the grades 2–3 text complexity band independently and proficiently.			
Informational Text				
Key Ideas and Details				
3.RI.KID.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
3.RI.KID.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.			
3.RI.KID.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				
3.RI.CS.4	Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.			
3.RI.CS.5	Use text features to locate information relevant to a given topic efficiently.			

Standard		Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
3.RI.CS.6	Distinguish reader point of view from that of an author of a text.				
Integration of Knowledge and Ideas					
3.RI.IKI.7	Use information gained from illustrations and the words in a text to demonstrate understanding of a text.				
3.RI.IKI.8	Explain how reasons support specific points an author makes in a text.				
3.RI.IKI.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					
3.RI.RRTC.10	Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.				
Speaking and Listening Standards					
Comprehension and Collaboration					
3.SL.CC.1	Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.				
3.SL.CC.2	Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.				
3.SL.CC.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.				
Presentation of Knowledge and Ideas					
3.SL.PKI.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.				
3.SL.PKI.5	Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.				
3.SL.PKI.6	Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.				
Writing Standards					
Text Types and Protocol					
3.W.TTP.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.				
3.W.TTP.1a	Introduce a topic or text.				
3.W.TTP.1b	Develop an opinion with reasons that support the opinion.				
3.W.TTP.1c	Create an organizational structure that lists supporting reasons.				
3.W.TTP.1d	Provide a concluding statement or section.				
3.W.TTP.1e	Use linking words and phrases to connect opinion and reasons.				
3.W.TTP.1f	Apply language standards addressed in the Foundational Literacy standards.				
3.W.TP.2	Write informative/explanatory texts to examine a topic and convey ideas and information.				
3.W.TP.2a	Introduce a topic.				

Standard		Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
3.W.TP.2b	Group related information together, including illustrations when needed, to provide clarity to the reader.				
3.W.TP.2c	Develop the topic with facts, definitions, and details.				
3.W.TP.2d	Provide a conclusion.				
3.W.TP.2e	Use linking words and phrases to connect ideas within categories of information.				
3.W.TP.2f	Use precise language to inform about or explain the topic.				
3.W.TP.2g	Apply language standards addressed in the Foundational Literacy standards.				
3.W.TTP.3	Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.				
3.W.TTP.3a	Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.				
3.W.TTP.3b	Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.				
3.W.TTP.3c	Use temporal words and phrases to signal event order.				
3.W.TTP.3d	Provide a sense of closure.				
3.W.TTP.3e	Apply language standards addressed in the Foundational Literacy standards.				
Production and Distribution of Writing					
3.W.PDW.4	With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				
3.W.PDW.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 Foundational Literacy standard 6 up to and including grade 3.)				
3.W.PDW.6	With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1–3.				
Research to Build and Present Knowledge					
3.W.RBPK.7	Conduct short research projects that build general knowledge about a topic.				
3.W.RBPK.8	Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.				
3.W.RBPK.9	Include evidence from literary or informational texts, applying grade 3 standards for reading.				
Range of Writing					
3.W.RW.10	Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.				

2020

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8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
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September		October					November					December								
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