

3rd Grade ELA
Unit 1 A Observing the World Around Us
Module A (Approximately 20 days)

Enduring Understandings:

- **Readers** understand the actions and motivations of characters in stories. (LAFS.3.RL.1.3)
- **Writers** understand that characters' actions affect the sequence of events of the story. (LAFS.3.W.1.3)
- **Learners** understand that close observation helps identify problems and solutions.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS.3.W.1.3 Write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences.	
			Writing Instruction Focus	Independent Writing
Lesson 1-3 <i>Location, Location, Location</i>	Lesson 1&2: Describe Characters' Actions (RL1.3, RL1.2, RL1.1) Lesson 3: Understand How Characters Affect Events (RL1.3)	Lesson 1: TE 15 P Engagement and Identity S Comprehension Lesson 2: TE 25 P Engagement and Identity S Comprehension Lesson 3: TE 35 P Engagement and Identity S Comprehension	Lesson 1: Describe Story Elements Lesson 2: Understand Realistic Fiction Lesson 3: Provide Closure	Lesson 1: Write a narrative Lesson 2: Write a narrative Lesson 3: Write a narrative
	Foundational Skills Focus		CONVENTIONS	
	Lesson 1-3: Short Vowels and Syllables VC/CV Lesson 2: High Frequency Words		Nouns	
Lesson 4-11 <i>The Case of the Gasping Garbage</i>	Lesson 4: Understand Characters' Traits and Actions. (RL1.3, RL1.2) Lesson 5&9: Understand Characters' Motivations and Actions. (RL1.3, RL1.1) Lesson 6: Explain How Characters' Actions Contribute to the Sequence of Events. (RL1.3, RL1.1) Lesson 7: Understand How Characters' Actions Affect the Sequence of Events. (RL1.3, RL2.5) Lesson 8: Understand How Characters' Actions Contribute to the Sequence of Events (RL1.3) Lesson 10: Distinguish Own Point of View. (RL2.6, RL1.3) Lesson 11: Understand that Characters' Actions Affect the Sequence of Events (RL1.3, RL2.5)	Lesson 4: TE 45 P Engagement and Identity S Comprehension Lesson 5: TE 55 P Engagement and Identity S Critical Thinking Lesson 6: TE 65 P Independence S Voc Knowledge Lesson 7: TE 75 P Independence S Comprehension Lesson 8: TE 85 P Independence S Comprehension Lesson 9: TE 95 P Engagement and Identity S Voc Knowledge	Lesson 4: Introduce a Character, Setting, and Events Lesson 5: Write About Characters Lesson 6: Establish a Situation Lesson 7: Organize Sequence of Events Lesson 8: Use Temporal Words and Phrases Lesson 9: Use Dialogue to Develop Events Lesson 10: Use Dialogue to Show Response Lesson 11: Use Description to Develop Experiences	Lesson 4: Describe Character and Setting Lesson 5: Write a Character Sketch Lesson 6: Write About an Event Lesson 7: Write a Series of Events in Order Lesson 8: Organize an Event Sequence Using Temporal Words and Phrases Lesson 9: Write a Dialogue Lesson 10: Write Dialogue to Reveal Characters' Response Lesson 11: Describe Characters' Experiences

	Foundational Skills Focus Lesson 4-5: Short Vowels and Syllables VC/CV Lesson 6-10: Plurals (s, es, ies) Lesson 7: High Frequency Words Lesson 11: Base Words and Endings	Lesson 10: TE 105 Engagement and Identity Critical Thinking Lesson 11: TE 115 Independence Comprehension	CONVENTIONS Lesson 4-8: Verbs Lesson 8: Form Simple Sentences with Nouns, Verbs, and Temporal Words Lesson 9: Use Quotation Marks in Dialogue Lesson 10: Use Commas in Dialogue Lesson 11: How Nouns Function in Sentences	
Lesson 12 <i>Location, Location, Location</i> and <i>The Case of the Gasping Garbage</i>	Lesson 12: Understanding Characters' Motivations and Actions. (RL1.3)	Lesson 12: TE 125 P Independence S Critical Thinking	Lesson 12: Use Description to Show Response	Lesson 12: Write a Character's Response
	FOUNDATIONAL SKILL FOCUS High Frequency Words and Base Words and Endings		CONVENTIONS Form and Use Irregular Plural Nouns	
Lesson 13-15 <i>Thunder Cake</i>	Lesson 13: Understand How Characters Change. (RL1.3) Lesson 14: Understand How Characters Affect Sequence of Events. (RL1.3, RL1.1) Lesson 15: Understand How Parts of a Story Build on Each Other. (RL1.3, RL2.5)	Lesson 13: TE 135 P Independence S Comprehension Lesson 14: TE 145 P Stamina S Voc Knowledge Lesson 15: TE 155 P Stamina S Critical Thinking	Lesson 13: Provide a Sense of Closure Lesson 14: Plan and Prewrite Lesson 15: Draft	Lesson 13: Write to Provide Closure in a Narrative Lesson 14: Plan and Prewrite a Narrative Lesson 15: Draft a Narrative
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
	Base Words and Endings		Verbs	
Lesson 16 <i>The Case of the Gasping Garbage</i> and <i>Thunder Cake</i>	Lesson 16: Understand How Characters Identify and Solve Problems (RL.1.3, RL1.1)	Lesson 16: TE 165 P Engagement and Identity S Comprehension	Lesson 16: Revise	Lesson 16: Revise to Include Details and Dialogue
	FOUNDATIONAL SKILLS FOCUS Vowel Digraphs (ee, ea, ai, ay, oa, ow)		CONVENTIONS Use irregular Verbs in Sentences	
Lesson 17 <i>Thunder Cake</i> and <i>Location, Location, Location</i>	Lesson 17: Understand Characters' Motivations and Actions (RL.1.3, RL1.1)	Lesson 17: TE 175 P Engagement and Identity S Critical Thinking	Lesson 17: Edit	Lesson 17: Edit a Narrative
	FOUNDATIONAL SKILLS FOCUS High Frequency Words, Vowel Digraphs (ee, ea, ai, ay, oa, ow)		CONVENTIONS Identify Pronouns	

Lesson 18 <i>The Case of the Gaspin Garbage, Thunder Cake and Location, Location, Location</i>	Lesson 18: Understand that Characters' Actions Impact a Story (RL1.3, RL1.1)	Lesson 18: TE 185 P Engagement and Identity S Critical Thinking	Lesson 18: Publish and Present	Lesson 18: Publish and Present a Narrative
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Vowel Digraphs (ee, ea, ai, ay, oa, ow)		Using Pronouns in Sentences	
Benchmark Vocabulary	RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal and nonliteral language. L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. L.3.5b Identify real-life connections between words and their use (describe people who are friendly...) *Refer to teacher edition for lesson vocabulary.			
iReady Lesson Focus	RL1.1 Lesson 5 Ask and Answer Questions RL1.3 Lesson 6 Describing Characters		RL2.4 Lesson 12 Words in Context RI2.4 Lesson 9 Unfamiliar Words	
Required Assessments	i-Ready Standard Mastery Form A: RL1.1, RL1.3 Fluency Assessment (LAFS.3.RF.3.3, LAFS.3.RF.4.4)		i-Ready Standard Mastery Form A: RL2.4, RI2.4	
	September District Writing Prompt Performance-Based Assessment LAFS.3.W.1.3 NARRATIVE TASK: OBSERVE TO WRITE A NARRATIVE Present students with the following scenario. Suppose your school librarian announces that there is a problem: Library books are being found in all the wrong places, and no one knows why. Students will then write a story in which one or more characters use observation to solve the librarian's problem. (ReadyGen Narrative Rubric) TE197			
Optional Assessment	ReadyGen Unit 1 Module A Assessment i-Ready Standard Mastery Form B: RL1.1, RL1.3, RL2.4, RI2.4 i-Ready Standard Mastery Form A & B: L1.1, L1.2 (Conventions) L3.4, L3.5 (Vocabulary)			

Unit 1 A Observing the World Around Us

Essential Questions:

<p>RL1.1 DOK Level 2</p>	<ul style="list-style-type: none"> • What is the main problem in the story? Use text evidence to support your answer. • Do you think the title fits the story? Use text evidence to support your answer. • Why do you think the story ended the way it did? Use evidence from the story to support your answer. • What event do you think is the most important? Explain your thinking using evidence from the story. • After reading ____, demonstrate your understanding of the text by asking who, what, when, where, why and how questions. • Ask and answer questions about the plot of the story. Use evidence from the story to support your answer • How is the problem resolved in the story? Use text evidence to support your answer.
<p>RL1.3 DOK Level 2</p>	<ul style="list-style-type: none"> • What character trait best describes the main character in the story? Use evidence from the text to support your answer. • How do the character's traits, motivations, or feelings contribute to the sequence of events in the story? • What motivated the character(s) to find a solution to his/her problem? Use evidence to support your answer. • How do the characters' actions help move the plot along? • Describe the main character's feelings throughout the story. How do those feelings affect the events in the story? Use evidence from the text to support your answer. • What happens that causes the main character to change from the beginning to the end of the story? Use evidence to support your answer. • Who were the major/minor characters in the story? Support your answer using text evidence.
<p>RL2.4 DOK Level 2</p>	<ul style="list-style-type: none"> • What does the word/phrase ____ mean? What context clues can you find in the story/poem to help you figure out the meaning? • What do you think the author is trying to say when (s)he uses the non-literal (figurative language) phrase ____? What evidence can you find in the text to help you figure out the meaning? • What is the literal meaning of the phrase ____? • Find a non-literal phrase in the story. What is the author trying to say? Use details to explain your answer. • What does the word ____ mean in the sentence "____" ? • What strategies can you use to help you figure out a word or phrase you don't understand? • What context clues did the author provide to help you figure out the meaning of the word ____?
<p>RI2.4 DOK Level 2</p>	<ul style="list-style-type: none"> • What does the word//phrase ____ mean? What context clues can you find in the text to help you figure out the meaning? • What do you think the author is trying to say when (s)he uses the phrase ____? What evidence can you find in the text to help you figure out the meaning? • What tools or strategies can you use to figure out the meaning of the word ____? • What does the word ____ mean in the sentence "____" ? • Where else in the text can you look to help yourself figure out what the word ____ means? • In the word ____, are there any parts of the word that you already know? How can you use that information to help you figure out the meaning of the word? • Are there any clues around the word ____ that can be used to help you figure out its meaning?

3rd Grade ELA
Unit 1 B Observing the World Around Us
Module B (Approximately 20 days)

Enduring Understandings:

- **Readers** understand central messages or main ideas by looking closely at the details used to support them. (LAFS.3.RL1.2, RI1.2) (LAFS.3.RL3.7, RI3.7)
- **Writers** understand how to convey information about main ideas and details through text features and illustrations. (LAFS.3.W.1.2)
- **Learners** understand that observation can give us clues about things in the world that change over time.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS.3.W.1.2 Write informational/explanatory texts to examine a topic and convey ideas and information clearly.	
			Writing Instruction Focus	Independent Writing
Lesson 1-3 <i>The Moon Seems to Change</i>	Lesson 1: Use Details to Understand the Main Idea (RI1.2, RI1.1) Lesson 2: Convey Information Through Text Features (RI3.7, RI2.5, RI1.2) Lesson 3: Use Illustrations to Convey Information (RI3.7, RI2.5, RI1.1)	Lesson 1: TE 215 P Engagement and Identity S Comprehension Lesson 2: TE 225 P Engagement and Identity S Critical Thinking Lesson 3: TE 235 P Engagement and Identity S Comprehension	Lesson 1: Conveying ideas and Information Lesson 2: Identify Types of Genre Lesson 3: Use Illustrations to Convey Information	Lesson 1: Write an Explanatory Paragraph Lesson 2: Write a Paragraph About Genre Lesson 3: Produce an Illustration or Graphic
	Foundational Skills Focus		CONVENTIONS	
	Lesson 1-3: Vowel Digraphs (ee, ea, ai, ay, oa, ow) Lesson 2: High Frequency Words		Lesson 1-2: Nouns Lesson 3: Subject-Verb Agreement: Past Tense	
Lesson 4-9 <i>Treasure in the Trees</i>	Lesson 4: Distinguish Own Point of View (RL2.6) Lesson 5: Use Details to Talk About Text (RL1.2, RL2.5) Lesson 6: Analyze Literary Characters (RL1.3) Lesson 7: Use Illustrations to Talk About Text (RL3.7) Lesson 8: Identify and Explain Key Events (RL1.3, RL1.2) Lesson 9: Determine Central Message of a Text (RL1.2)	Lesson 4: TE 245 P Engagement and Identity S Critical Thinking Lesson 5: TE 255 P Engagement and Identity S Comprehension Lesson 6: TE 265 P Independence S Comprehension Lesson 7: TE 275 P Independence S Critical Thinking Lesson 8: TE 285 P Independence S Comprehension	Lesson 4: Introduce a Topic Lesson 5: Group Related Information Lesson 6: Connect Ideas Lesson 7: Connect Ideas Lesson 8: Develop the Topic Lesson 9: Use Illustrations to Aid Comprehension	Lesson 4: Introduce a Topic Lesson 5: Gather and Group Related Information Lesson 6: Use Linking Words to Connect Ideas Lesson 7: Use Linking Words to Compare and Contrast Ideas Lesson 8: Develop a Topic with Details Lesson 9: Use Illustrations to Communicate Ideas
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	

	<p>Lesson 4-5: Vowel Digraphs (ee, ea, ai, ay, oa, ow) Lesson 6-9: Vowel Diphthongs (ou, ow, oi, oy) Lesson 7: High-Frequency Words</p>	<p>Lesson 9: TE 295 P Engagement and Identity S Critical Thinking</p>	<p>Lesson 4: Subject-Verb Agreement: Past Tense Lesson 5: Produce Simple Sentences Lesson 6-7: Subject-Verb Agreement: Present Tense Lesson 8-9: Subject-Verb Agreement: Future Tense</p>		
<p>Lesson 10-16 <i>About Earth</i></p>	<p>Lesson 10: Use Text Features to Convey Information (RI2.5, RI1.2) Lesson 11: Use Details to Talk About Text (RI1.2) Lesson 12: Use Illustrations to Understand Text (RI3.7, RI1.3) Lesson 13: Locate Key Information in a Text (RI2.5, RI1.2, RI3.7) Lesson 14: Explain Scientific Ideas and Concepts (RI1.3, RI3.8, RI2.5, RI3.7) Lesson 15: Find the Main Idea (RI1.2) Lesson 16: Use Search Tools (RI2.5, RI1.2)</p>	<p>Lesson 10: TE 305 P Engagement and Identity S Comprehension Lesson 11: TE 315 P Independence S Critical Thinking Lesson 12: TE 325 P Independence S Critical Thinking Lesson 13: TE 335 P Independence S Critical Thinking Lesson 14: TE 345 P Stamina S Fluency Lesson 15: TE 355 P Stamina S Voc Knowledge Lesson 16: TE 365 P Engagement and Identity S Voc Knowledge</p>	<p>Lesson 10: Provide a Concluding Statement or Section Lesson 11: Write an Informative/Explanatory Presentation Lesson 12: Prepare to Write an Informational Article Lesson 13: Draft an Article Lesson 14: Revise Drafts Lesson 15: Edit an Article Lesson 16: Publish and Present an Informational Article</p>	<p>Lesson 10: Write a Concluding Statement or Section Lesson 11: Write and Give an Informative/Explanatory Presentation Lesson 12: Write an Informational Article Lesson 13: Write a Draft for an Article Lesson 14: Revise an Article Lesson 15: Edit to Improve an Article Lesson 16: Publish and Present an Article</p>	
	<p>FOUNDATIONAL SKILL FOCUS</p>				<p>CONVENTIONS</p>
	<p>Lesson 10: Vowel Diphthongs (ou, ow, oi, oy) Lesson 11-15: Syllable Patterns V/CV, VC/V Lesson 12: High-Frequency Words Lesson 16: Final Syllable (Consonant+ie)</p>				<p>Lesson 10-13: Adjectives Lesson 14-6: Coordinating Conjunctions</p>
<p>Lesson 17 <i>The Moon Seems to Change, Treasure in the Trees and About Earth</i></p>	<p>Lesson 17: Use Details to Compare Texts (RI1.2, RL1.2, RI2.5, RI3.7, RL3.7)</p>	<p>Lesson 17: TE 375 P Engagement and Identity S Comprehension</p>	<p>Lesson 17: Take Notes and Sort Evidence</p>	<p>Lesson 17: Research and Sort Evidence</p>	
	<p>FOUNDATIONAL SKILL FOCUS</p>				<p>CONVENTIONS</p>
	<p>High-Frequency Words; Final Syllable (Consonant+ie)</p>				<p>Use Coordinating Conjunctions</p>
<p>Lesson 18 <i>The Moon Seems</i></p>	<p>Lesson 18: Use Details to Compare Texts (RI1.2, RL1.2)</p>	<p>Lesson 18: TE 385 P Engagement and</p>	<p>Lesson 18: Gather Information to Build Knowledge</p>	<p>Lesson 18: Record Observations</p>	

<i>to Change, Treasure in the Trees and About Earth</i>	FOUNDATIONAL SKILLS FOCUS	Identity S Critical Thinking	CONVENTIONS	
	Final Syllable (Consonant+ie)		Use Coordinating Conjunctions	
Benchmark Vocabulary	<p>RI2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RL2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>L.3.4a. Use sentence-level context as a clue to the meaning of a words or phrase.</p> <p>L.3.6 Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships.</p> <p>*Refer to teacher edition for lesson vocabulary.</p>			
iReady Lesson Focus	<p>RL3.7 Lesson 21 Connect Words and Pictures</p> <p>RI3.7 Lesson 17 Connect Words and Pictures in Informational Text</p>			
Required Assessments	i-Ready Standard Mastery Form A: RL3.7, RI3.7			
	<p>Performance-Based Assessment LAFS.3.W.1.2</p> <p>INFORMATIVE TASK:: WRITE A MAGAZINE ARTICLE</p> <p>Students will write a magazine article about something in the natural world in which they are interested.</p> <p>FLDOE grade 4-5 Scoring Rubrics: <i>(Informative/Explanatory)</i>: http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf</p>			
Optional Assessment	<p>ReadyGen Unit 1 Module B Assessment</p> <p>i-Ready Standard Mastery Form B: RL3.7, RI3.7</p> <p>i-Ready Standard Mastery Form A & B: L1.1, L1.2 (Conventions) L3.4, L3.6 (Vocabulary)</p>			

Unit 1 B Observing the World Around Us

Essential Questions:

RL3.7 DOK Level 2	<ul style="list-style-type: none">• How are the illustrations important to the story?• Which sentence from the story best describes the illustration on page #___?• What is the purpose of the illustration on page #___?• What does the illustration on page #___ convey to you about the character/mood/setting?• What mood does the illustration on page #___ portray? How does it help you understand the text?• What do the illustrations tell you about what the character is like?• How do the illustrations help you understand what is happening in the story?
RI3.7 DOK Level 2	<ul style="list-style-type: none">• How does the illustration or photograph on page #___ help you understand what the text is about? Use evidence from the text to support your answer.• What information can you determine from the map on page #___?• What does the key/legend of the map convey and why is it important?• How does the illustration on page #___ relate to the text?• What key information can the reader gather from the illustrations that accompany the text?• Did the photographs in the article help you understand the author's meaning? If so, then how? Use details from the text to support your answer.• How do the illustrations, maps, or photographs help the reader understand when or where the event occurred? Use evidence to support your answer.

3rd Grade ELA
Unit 2 Connecting Character, Culture, and Community
Module A (Approximately 20 days)

Enduring Understandings:

- **Readers** understand that asking and answering questions using text-based evidence can help them better comprehend text. (LAFS.3.RL.1.1, RI.1.1)
- **Writers** understand that dialogue and characters' actions help develop the events in a story. (LAFS.3.W.1.3)
- **Learners** understand that relationships within a community are affected by culture and traditions.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS.3.W.1.3	
			Write Narratives to develop real or imagined experience or events, using effective technique, descriptive details, and clear event sequences.	
			Writing Instruction Focus	Independent Writing
Lesson 1-2 <i>The Athabascans: Old Ways and New Ways</i>	Lesson 1: Determine Main Ideas and Details (RI1.2) Lesson 2: Identify Supporting Details and Main Ideas (RI1.2)	Lesson 1: TE 15 P Independence S Comprehension Lesson 2: TE 25 P Independence S Comprehension	Lesson 1: Research and Gather Information Lesson 2: Write Notes for a Story	Lesson 1: Write Details for a Story Lesson 2: Take Notes for a Story
	Foundational Skills Focus		CONVENTIONS	
	Compound Words		Lesson 1: Start Sentences with Capital Letters Lesson 2: Capitals in Titles	
Lesson 3-12 <i>The Year of Miss Agnes</i>	Lesson 3: Analyze How Characters Affect Sequence (RL1.3) Lesson 4: Analyze the Central Message of a Story (RL1.3, RL1.1) Lesson 5: Analyze a Character's Actions (RL1.3) Lesson 6: Convey Central Message Through Key Details (RL1.2) Lesson 7: Analyze How Characters Affect Sequence (RL1.3, RL1.2) Lesson 8: Explain How Illustrations Convey Mood (RL3.7) Lesson 9: Identify Central Message and Key Details (RL1.2, RL1.3) Lesson 10: Describe How Characters Affect Sequence of Events (RL1.3) Lesson 11: Identify Differences Between Spoken and Written Standard English	Lesson 3: TE 35 P Independence S Critical Thinking Lesson 4: TE 45 P Engagement and Identity S Comprehension Lesson 5: TE 55 P Engagement and Identity S Voc Knowledge Lesson 6: TE 65 P Engagement and Identity S Comprehension Lesson 7: TE 75 P Stamina S Comprehension Lesson 8: TE 85 P Stamina S Critical Thinking	Lesson 3: Genre Lesson 4: Establish a Situation Lesson 5: Introduce a Narrator and Characters Lesson 6: Organize an Event Sequence Lesson 7: Use Temporal Words and Phrases to Signal Event Order Lesson 8: Use Dialogue to Develop Experiences Lesson 9: Use Dialogue to Show Character Responses Lesson 10: Use Descriptions to Develop Experiences Lesson 11: Use Descriptions to Show Responses Lesson 12: Provide a Sense of	Lesson 3: Write a Story Idea Lesson 4: Write a Paragraph that Establishes a Situation Lesson 5: Write a Character Sketch Lesson 6: Write a Sequence of Events Lesson 7: Write Events Using Temporal Words and Phrases Lesson 8: Write Dialogue to Develop Experiences Lesson 9: Write Dialogue to Show Character Response Lesson 10: Write Descriptions to Develop Experiences Lesson 11: Write

	(RL1.1) Lesson 12: Explain How Characters Affect Sequence (RL1.3, RL1.2)	Lesson 9: TE 95 P Stamina S Comprehension	Closure	Descriptions to Show Responses Lesson 12: Write an Ending that Provides Closure
	FOUNDATIONAL SKILL FOCUS	Lesson 10: TE 105 P Independence S Critical Thinking	CONVENTIONS	
	Lesson 3-5: Compound Words Lesson 6-10: Consonant Blends Lesson 11-12: Consonant Digraphs	Lesson 11: TE 115 P Independence S Fluency Lesson 12: TE 125 P Independence S Comprehension	Lesson 3: Capitalize Proper Nouns Lesson 4-7: Adverbs Lesson 8: Commas in Dialogue Lesson 9: Quotation Marks in Dialogue Lesson 10: Exclamation Marks in Dialogue Lesson 11: Question Marks in Dialogue Lesson 12: Subject-Verb Agreement	
Lesson 13 <i>The Athabascans: Old Ways and New Ways</i> and <i>The Year of Miss Agnes</i>	Lesson 13: Compare Main Ideas and Central Messages (RL1.2, RI1.2, RL1.1, RI1.1)	Lesson 13: TE 135 P Engagement and Identity S Comprehension	Lesson 13: Review the Elements of Narrative Writing	Lesson 13: Write a Narrative Paragraph
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
	Consonant Digraphs		Subject-Verb Agreement	
Lesson 14-16 <i>The Frog Princess</i>	Lesson 14: Use Illustrations to Understand Text (RL3.7, RL1.3, RL1.2) Lesson 15: Finding a Text's Central Message Through Details (RL1.2, RL1.1) Lesson 16: Describe Characters' Actions, Traits, Motivations, and Feelings (RL1.3)	Lesson 14: TE 145 P Engagement and Identity S Comprehension Lesson 15: TE 155 P Engagement and Identity S Critical Thinking Lesson 16: TE 165 P Stamina S Comprehension	Lesson 14: Plan and Prewrite a Narrative Lesson 15: Draft a Narrative Lesson 16: Revise a Narrative	Lesson 14: Plan and Prewrite a Narrative Lesson 15: Draft a Narrative Lesson 16: Revise a Narrative
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
	Lesson 14-15: Consonant Digraphs Lesson 16: Contractions		Lesson 14: Subject-Verb Agreement Lesson 15: Simple Sentences Lesson 16: Compound Sentences	
Lesson 17 <i>The Frog Princess</i> and <i>The Year of Miss Agnes</i>	Lesson 17: Compare and Contrast Key Details (RL1.2)	Lesson 17: TE 175 P Stamina S Comprehension	Lesson 17: Edit Narrative	Lesson 17: Edit a Narrative
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Contractions		Compound Sentences	
Lesson 18 <i>The Athabascans:</i>	Lesson 18: Compare and Contrast Characters (RL1.3, RL1.1, RI1.1)	Lesson 18: TE 185 P Stamina	Lesson 18: Publish and Present	Lesson 18: Publish and Present a Narrative

<i>Old Ways and New Ways, The Year of Miss Agnes and The Frog Princess</i>	FOUNDATIONAL SKILLS FOCUS	S Critical Thinking	CONVENTIONS	
	Contractions		Compound Sentences	
Benchmark Vocabulary	<p>RI2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RL2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. L2.3a Choose words and phrases for effect. L2.3b Recognize and observe differences between the conventions of spoken and written standard English. L3.4a Use sentence-level context as a clue to the meaning of a word or phrase. L3.5a Distinguish the literal and nonliteral meanings of words and phrases in context *Refer to teacher edition for lesson vocabulary.</p>			
iReady Lesson Focus	<p>RL1.2 Lessons 7 & 8 Recounting Stories & Determine the Central Message RL3.9 Lesson 22 Compare and Contrast Stories</p>	<p>RL2.5 Lesson 13,14 & 15: What are Stories, Plays & Poems Made Of? RI2.5 Lesson 10: Text Features</p>		
Required Assessments	i-Ready Standard Mastery Form A: RL1.2, RL3.9		i-Ready Standard Mastery Form A: RL2.5, RI2.5	
	Performance-Based Assessment: NARRATIVE TASK: CREATE A NARRATIVE Students will use what they have learned about narrative writing to write what might occur after the end of the <i>The Year of Miss Agnes</i> . ReadyGen Narrative Rubric T197			
Optional Assessment	ReadyGen Unit 2 Module A Assessment i-Ready Standard Mastery Form B: RL1.2, RL3.9, RL2.5, RI2.5 i-Ready Standard Mastery Form A & B: L1.1, L1.2 (Conventions) L2.3, L3.4, L3,5 (Vocabulary)			

Unit 2 A Connecting Character, Culture, and Community

Essential Questions:	
<p>RL1.2 DOK Level 2</p>	<ul style="list-style-type: none"> • What is the central message (lesson or moral) of the story? How is it conveyed through the details in the text? • How do you know what the moral of the story is? Use evidence from the text to support your answer. • After reading a fable or folktale, paraphrase the central message, lesson, or moral. • How do you know the text is a myth/folktale/fable/etc.? Use evidence from the story to support your answer. • Retell the story in your own words. Remember to include important events and details from the text. • How do the actions taken by the main character help the reader better understand the lesson learned? • How does the author help the reader better understand the lesson to be learned?
<p>RL3.9 DOK Level 3</p>	<ul style="list-style-type: none"> • How are the stories ___ and ___ the same? How are they different? • How is ___ (character) the same in the stories ___ and ___? How is (s)he different? • How are the themes in the stories ___ and ___ the same? How are they different? • How are the settings in the stories ___ and ___ the same? How are they different? • How are the plots in the stories ___ and ___ the same? How are they different? • What is the theme of this story? How is it different than/similar to the other stories we have read about this character? • What is the setting of this story? How is it different than/similar to the settings of other stories we have read by the same author?
<p>RL2.5 DOK Level 2</p>	<ul style="list-style-type: none"> • In a play, what is the importance of having scenes? • In a book, what is the importance of having chapters? • In a poem, what is the importance of having stanzas? • How does what the author said in an earlier chapter/scene/or stanza help us understand what is happening now? • In a play, how do stage directions help the reader? • How does chapter/scene/stanza #: ___ build on previous chapters/scenes/stanzas? • How is the story ___ and the poem ___ the same? How are they different? Use evidence to support your answer.
<p>RI2.5 DOK Level 2</p>	<ul style="list-style-type: none"> • How can text features help a reader understand an article? • What new information did you learn from the captions? • Why do you think the author used ___ (text features) on page # ___? • How does the author use ___ (text features) to help you gain information about the topic? • Which text feature did you find to be the most helpful and why? Use evidence from the text to support your answer. • Which search tool did you find to be the most helpful and why? • How is the information in the text organized? Use evidence from the text to support your answer. • If you were using the computer to search for ___ topic(s), which word(s) would you use to start your search? • What text features did you find in the passage? Describe how they helped you to better understand the text. Use evidence to support your answer. • What information did you find in a caption, diagram, or other text feature that was NOT found in the text? • Which subheading can be used to find information about ___ (topic)? Support your answer using details.

3rd Grade ELA
Unit 2 Connecting Character, Culture, and Community
Module B (Approximately 20 days)

Enduring Understandings:

- **Readers** understand that photographs, illustrations, and details help them make sense of what they read. (LAFS.3.RI.3.7)
- **Writers** understand that information and ideas can be compared and contrasted. (LAFS.3.W.1.2)
- **Learners** understand that there are similarities and differences in communities around the world.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
			Writing Instruction Focus	Independent Writing
Lesson 1-3 <i>City Homes</i>	Lesson 1: Determine Main Ideas and Supporting Details (RI1.2, RI1.1) Lesson 2: Distinguish Literal and Nonliteral Meanings (RI1.1) Lesson 3: Analyze Information from Photos and Captions (RI3.7, RI1.1)	Lesson 1: TE 215 P Independence S Comprehension Lesson 2: TE 225 P Independence S Voc Knowledge Lesson 3: TE 235 P Independence S Critical Thinking	Lesson 1: Convey Ideas and Information Lesson 2: Understand Different Genres Lesson 3: Write a Description of Graphics	Lesson 1: Write an Informative/Explanatory Paragraph Lesson 2: Compare Different Genres Lesson 3: Describe and Analyze an Illustration
	Foundational Skills Focus		CONVENTIONS	
	Prefixes (un-, re-, mis-, dis-, and non-)		Adverbs	
Lesson 4-11 <i>Deep Down and Other Extreme Places to Live</i>	Lesson 4: Determine the Main Idea of a Text (RI1.2, RI1.1) Lesson 5: Understand Key Vocabulary (RI2.4) Lesson 6: Ask and Answer Questions about a Text (RI1.1, RI2.5) Lesson 7: Determine Main Idea and Key Details (RI1.2, RI3.7) Lesson 8: Use Illustrations to Understand Text (RI3.7) Lesson 9: Use Text Features (RI2.5, RI1.2) Lesson 10: Distinguish Author's Point of View (RI2.6, RI3.9) Lesson 11: Use Text Features to Determine Word Meaning (RI2.5)	Lesson 4: TE 245 P Engagement and Identity S Comprehension Lesson 5: TE 255 P Engagement and Identity S Voc Knowledge Lesson 6: TE 265 P Engagement and Identity S Critical Thinking Lesson 7: TE 275 P Stamina S Comprehension Lesson 8: TE 285 P Stamina S Critical Thinking Lesson 9: TE 295 P Stamina S Critical Thinking Lesson 10: TE 305 P Independence	Lesson 4: Introduce a Topic Lesson 5: Develop a Topic Lesson 6: Use Illustrations to Aid Comprehension Lesson 7: Group Related Information Lesson 8: Use Linking Words to Connect Ideas Lesson 9: Use Linking Words to Connect Ideas Lesson 10: Provide a Concluding Statement or Section Lesson 11: Take Brief Notes on Sources	Lesson 4: Write an Introduction Lesson 5: Add Details to an Informative Paragraph Lesson 6: Add Illustrations for a Topic Lesson 7: Group Related Ideas and Information Lesson 8: Use Linking Words and Phrases Lesson 9: Write a Comparison-Contrast Paragraph Lesson 10: Write a Concluding Statement or Section Lesson 11: Take Brief Notes from Several Sources
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	

	<p>Lesson 4-5: Prefixes (un-, re-, mis-, dis-, and non-) Lesson 6-10: Spellings of (/j/, /s/, /k/) Lesson 11: Suffixes (-ly, -ful, -ness, -less, -able, -ible)</p>	<p>S Critical Thinking Lesson 11: TE 315 P Independence S Critical Thinking</p>	<p>Lesson 4: Coordinating Conjunctions Lesson 5-6: Subordinating Conjunctions Lesson 7-11: Verbs</p>	
Lesson 12 <i>City Homes</i> and <i>Deep Down</i>	Lesson 12: Compare and Contrast Texts on a Topic (RI3.9, RI1.2)	Lesson 12: TE 325 P Independence S Comprehension	Lesson 12: Gather Information	Lesson 12: Gather Information to Write a Paragraph
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
	Suffixes (-ly, -ful, -ness, -less, -able, -ible)		Verbs	
Lesson 13-15 <i>The Song of Sky and Sand</i>	Lesson 13: Determine the Central Message (RL1.2) Lesson 14: Ask and Answer Questions to Understand a Text (RL1.1, RL3.7) Lesson 15: Determine Word Meaning (RL1.2, RL3.7)	Lesson 13: TE 335 P Engagement And Identity S Critical Thinking Lesson 14: TE 345 P Engagement And Identity S Fluency Lesson 15: TE 355 P Engagement And Identity S Voc Knowledge	Lesson 13: Sort Evidence Lesson 14: Plan and Prewrite Lesson 15: Draft an Essay	Lesson 13: Sort Evidence for an Essay Lesson 14: Write an Outline Lesson 15: Write a First Draft
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
	Suffixes (-ly, -ful, -ness, -less, -able, -ible)		Verbs	
Lesson 16 <i>Deep Down</i> and <i>The Song of the Sky and Sand</i>	Lesson 16: Compare and Contrast Texts on a Similar Topic (RI3.9, RI3.7, RL3.7, RI1.1, RL1.1, RI2.5)	Lesson 16: TE 365 P Stamina S Critical Thinking	Lesson 16: Revise an Essay	Lesson 16: Revise a First Draft
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Consonant Patterns (wr, kn, gn, st, mb)		Spelling	
Lesson 17 <i>City Homes</i> and <i>The Song of the Sky and Sand</i>	Lesson 17: Compare Texts and Illustrations (RI3.9, RI3.7, RL3.7, RI1.2, RL1.2)	Lesson 17: TE 375 P Stamina S Critical Thinking	Lesson 17: Edit an Essay	Lesson 17: Edit a Compare-Contrast Essay
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Consonant Patterns (wr, kn, gn, st, mb)		Spelling	
Lesson 18 <i>City Homes, Deep Down,</i> and <i>The Song of the Sky and Sand</i>	Lesson 18: Compare Topics in Different Texts (RI3.9, RI1.2, RL1.2)	Lesson 18: TE 385 P Stamina S Critical Thinking	Lesson 18: Publish and Present Your Writing	Lesson 18: Publish and Present a Compare-and-Contrast Essay
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Consonant Patterns (wr, kn, gn, st, mb)		Spelling	
Benchmark	RI2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.			

Vocabulary	<p>RL2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>L3.5a Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>L3.6 Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships.</p> <p>*Refer to teacher edition for lesson vocabulary.</p>	
iReady Lesson Focus	<p>RI1.1 Lesson 1 Ask and Answer Questions about Key Ideas</p> <p>RI1.2 Lesson 2 Main Idea and Key Details</p>	<p>RI1.3 Lesson 3 & 4 Time Sequence & Cause and Effect</p>
Required Assessments	<p>i-Ready Standard Mastery Form A: RI1.1, RI1.2</p>	<p>i-Ready Standard Mastery Form A: RI1.3</p>
	<p>Performance-Based Assessment LAFS.3.W.1.2</p> <p>INFORMATIVE/EXPLANATORY TASK: COMPARE AND CONTRAST COMMUNITIES</p> <p>Students will use what they have learned from the selections to compare and contrast two communities.</p> <p>FLDOE grade 4-5 Scoring Rubrics:</p> <p>(Informative/Explanatory): http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf</p>	
Optional Assessment	<p>ReadyGen Unit 2 Module B Assessment</p> <p>i-Ready Standard Mastery Form B: RI1.1, RI1.2, RI1.3</p> <p>i-Ready Standard Mastery Form A & B: L1.1, L1.2 (Conventions) L3.5, L3.6 (Vocabulary)</p>	

Unit 2 B Connecting Character, Culture, and Community

Essential Questions:

RI1.1 DOK Level 2	<ul style="list-style-type: none">• What do you think is the most important fact you read? Explain your thinking using evidence from the story.• What facts did you learn from reading the text? Refer to the text in your answer.• Who or what is the text about? Support your answer with text evidence.• After reading ____, demonstrate your understanding of the text by asking who, what, when, where, why and how questions.• Where in the text does the author say that ____? Can you point to the evidence that supports your answer?• Write three questions that have answers that can be found in the text.• What conclusion(s) can you make from the text? Use evidence to support your answer.
RI1.2 DOK Level 2	<ul style="list-style-type: none">• What is the main idea of the text? How is it conveyed through the details in the text? Use evidence to support your answer.• Explain how the main idea ____ is supported by key details in the text. Use evidence to support your answer.• Which details from the article are most important?• What is the main idea of ____?• Why do you think the article has the title ____? Use evidence from the text to support your answer.• Which sentence from the article tells the author's main message?• Which accomplishment/ideas is the most valuable? Use evidence from the text to support your answer.
RI1.3 DOK Level 3	<ul style="list-style-type: none">• How are ____ and ____ related? Use evidence from the text to support your answer.• Name a couple of historical events from the text. How are they connected? Use sequence, time, or cause and effect words to describe their relationship.• Name the steps in a procedure from the text. How are they connected? Use sequence, time, or cause and effect words to describe their relationship.• Create a timeline of the important historical events mentioned in the text.• Why is this historical event important to history? Support your answer using specific details.• Why is the scientific idea/concept important? Support your answer using specific details.

3rd Grade ELA
Unit 3 A Seeking Explanations
Module A (Approximately 20 days)

Enduring Understandings:

- **Readers** understand that stories have important central messages, lessons, or morals (LAFS.3.RL.1.2) (LAFS.3.RL2.6,RI2.6)
- **Writers** understand that an opinion writing supports a point of view with reasons. (LAFS.3.W.1.1)
- **Learners** understand oral histories have transmitted experiences, explanations, and wisdom for generations.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS.3.W.1.1	
			Writing Instruction Focus	Independent Writing
Lesson 1-4 <i>Knots on a Counting Rope</i>	Lesson 1: Describe How Characters Share Knowledge (RL1.3) Lesson 2: Explain Key Details of a Story's Central Message (RL1.2) Lesson 3: Distinguish Different Points of View (RL2.6) Lesson 4: Analyze How Characters' Actions Transmit Experience (RL1.3)	Lesson 1: TE 15 P Independence S Comprehension Lesson 2: TE 25 P Independence S Critical Thinking Lesson 3: TE 35 P Independence S Critical Thinking Lesson 4: TE 45 P Engagement and Identity S Critical Thinking	Lesson 1: State an Opinion Lesson 2: Write About Reading Lesson 3: Write About the Unit Topic Lesson 4: Introduce a Topic	Lesson 1: Write an Opinion Lesson 2: Write a Short Opinion Essay Lesson 3: Write an Opinion Lesson 4: Write an Introduction About a Topic
	Foundational Skills Focus		CONVENTIONS	
	Irregular Plurals		Lesson 1-2: Nouns Lesson 3-4: Pronouns	
Lesson 5-9 <i>Storm in the Night</i>	Lesson 5: Distinguish Different Points of View (RL2.6) Lesson 6: Analyze Details in Illustrations (RL3.7, RL1.3) Lesson 7: Analyze Key Details to Determine the Central Message (RL1.2) Lesson 8: Explain How Characters' Actions Transmit Experiences (RL1.3) Lesson 9: Analyze How Key Details Convey The Central Message (RL1.2)	Lesson 5: TE 55 P Engagement and Identity S Comprehension Lesson 6: TE 65 P Engagement and Identity S Comprehension Lesson 7: TE 75 P Stamina S Comprehension Lesson 8: TE 85 P Stamina S Critical Thinking Lesson 9: TE 95 P Stamina	Lesson 5: State an Opinion Lesson 6: Reasons to Support an Opinion Lesson 7: Support an Opinion with Reasons Lesson 8: Create an Organizational Structure Lesson 9: Use Linking Words and Phrases to Connect Ideas	Lesson 5: Write Opinion Statement Lesson 6: Write Reasons to Support Opinions Lesson 7: Write Reasons that Support Opinions Lesson 8: Write Reasons and Details for an Opinion Lesson 9: Connect Ideas with Linking Words and Phrases
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
	Lesson 5: Irregular Plurals Lesson 6-9: R-Controlled Vowels		Lesson 5: Pronouns Lesson 6-9: Adjectives	

		S Comprehension		
Lesson 10 <i>Knots on a Counting Rope</i> and <i>Storm in the Night</i>	Lesson 10: Describe How Characters Transmit Experiences (RL1.3)	Lesson 10: TE.105 P Independence S Comprehension	Lesson 10: Provide a Concluding Statement	Lesson 10: Write a Concluding Statement
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
	R-Controlled Vowels		Irregular Comparatives and Superlatives	
Lesson 11-15 <i>Paul Bunyan</i>	Lesson 11: Understand and Distinguish Points of View (RL2.6) Lesson 12: Determine a Story’s Central Message (RL1.2, RL3.7) Lesson 13: Convey a Central Message Through Key Details (RL1.2) Lesson 14: Explain How Key Details Support the Central Message (RL1.2) Lesson 15: Distinguish Different Points of View (RL2.6, RL3.7)	Lesson 11: TE 115 P Independence S Critical Thinking Lesson 12: TE 125 P Independence S Comprehension Lesson 13: TE 135 P Engagement and Identity S Voc Knowledge Lesson 14: TE 145 P Engagement and Identity S Critical Thinking Lesson 15: TE 155 P Engagement and Identity S Critical Thinking	Lesson 11: Provide a Concluding Section Lesson 12: Gather Information from Print and Digital Sources Lesson 13: Take Brief Notes on Sources Lesson 14: Plan and Prewrite Lesson 15: Draft an Opinion Essay	Lesson 11: Write a Concluding Section Lesson 12: Gather Information to Support an Opinion Lesson 13: Take Notes for an Opinion Essay Lesson 14: Take Notes and Write an Outline Lesson 15: Write an Opinion Draft
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Prefixes (pre, mid, over, bi, out, de)		Lesson 11: Use Comparative and Superlative Adjectives Lesson 12-13: Possessives Lesson 14: Suffixes Lesson 15: Endings	
Lesson 16 <i>Storm in the Night</i> and <i>Paul Bunyan</i>	Lesson 16: Describe How Characters Transmit Experiences (RL1.3)	Lesson 16: TE 165 P Stamina S Critical Thinking	Lesson 16: Revise a Draft	Lesson 16: Revise a Draft of an Opinion Essay
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Suffixes (er, or, ess, ist)		Spelling High-Frequency Words	
Lesson 17 <i>The Myth of Icarus</i> and <i>“Anansi’s Long, Thin Legs</i>	Lesson 17: Determine Key Details that Convey a Central Message (RL1.2)	Lesson 17: TE 175 P Stamina S Comprehension	Lesson 17: Edit an Essay	Lesson 17: Edit an Opinion Essay
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Suffixes (er, or, ess, ist)		Spelling	
Lesson 18 <i>Storm in the Night, Knots</i>	Lesson 18: Determine the Central Message (RL1.2)	Lesson 18: TE 185 P Stamina S Critical Thinking	Lesson 18: Publish and Present	Lesson 18: Publish and Present an Opinion Essay

<i>on a Counting Rope</i> and <i>Paul Bunyan</i>	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Suffixes (er, or, ess, ist)		Capitalize Words in Titles	
Benchmark Vocabulary	RL.2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal and nonliteral language. L3.4a Use Sentence-level context as a clue to the meaning of a word or phrase. L3.5a Distinguish the literal and nonliteral meaning of words and phrases in context. *Refer to teacher edition for lesson vocabulary.			
iReady Lesson Focus	RL2.6 Lesson 16: Point of View RI2.6 Lesson 11: Author’s Point of View			
Required Assessments	i-Ready Standard Mastery Form A: RL2.6, RI2.6			
	January District Writing Prompt Performance-Based Assessment LAFS.3.W.1.1 OPINION TASK:: WRITE ABOUT THE POWER OF STORIES Students will state and support their opinion about which text, <i>Storm in the Night</i> or <i>Knots on a Counting Rope</i> , has a more powerful central message. FLDOE grade 4-5 Scoring Rubrics: (Opinion): http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf			
Optional Assessment	ReadyGen Unit 3 Module A Assessment i-Ready Standard Mastery Form B: RL2.6, RI2.6 i-Ready Standard Mastery Form A & B: L1.1, L1.2 (Conventions) L3.4, L3.5 (Vocabulary)			

Unit 3 A Seeking Explanations

Essential Questions:	
RL.2.6 DOK Level 3	<ul style="list-style-type: none">• Who is telling the story? Who is the narrator?• Is the story written in first person? How do you know? What word(s) give you clues?• Is the story written in third person? How do you know? What word(s) give you clues?• What is your point of view on the events that happened in the story? How is it similar or different from the narrator's/character's point of view?• Do you agree with the author's message? Explain your thinking?• How would you feel if you were the main character? Would you feel the same or differently as him/her?• How would the story be different if it were told by another character? Use details from the story to support your answer.
RI.2.6 DOK Level 2	<ul style="list-style-type: none">• Who is providing the information in the article?• What is the author's point of view? Use the evidence from the text to support your answer.• Is the author presenting facts/information or is (s)he trying to convince you of an idea? Use evidence from the text to support your answer.• Do you agree or disagree with what the author has said so far? Explain your thinking.• When comparing two articles on the same topic, why do you think the authors describe the events or experiences so differently?• Explain your thoughts or point of view about what you read.• How does the author of the passage feel about the topic (s)he has written about? Use text evidence to support your answer.

3rd Grade ELA
Unit 3 B Seeking Explanations
Module B (Approximately 20 days)

Enduring Understandings:

- **Readers** understand that informational texts have various structures and features that aid the reader’s comprehension. (LAFS.3.RI.1.2, RI3.7)
- **Writers** understand that related information goes together when presenting a topic with facts, definitions, and details. (LAFS.3.W.1.2)
- **Learners** understand scientific reasons for how and why things occur in nature. (LAFS.3.RI.1.3)

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS.3.W.1.2	
			Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
			Writing Instruction Focus	Independent Writing
Lesson 1-7 <i>Weather</i>	Lesson 1: Determine Main Idea and Details (RI1.2, RI1.1) Lesson 2: Understand Related Scientific Ideas (RI1.3, RI1.1) Lesson 3: Ask and Answer Questions About a Text (RI1.1, RI1.2) Lesson 4: Use Illustrations and Words to Understand a Text (RI3.7) Lesson 5: Describe Scientific Relationships (RI1.3) Lesson 6: Use Details and Related Ideas to Understand Text (RI1.2) Lesson 7: Use Key Details to Support Main Ideas (RI1.2)	Lesson 1: TE 215 P Independence S Comprehension Lesson 2: TE 225 P Independence S Critical Thinking Lesson 3: TE 235 P Independence S Voc Knowledge Lesson 4: TE 245 P Engagement and Identity S Comprehension Lesson 5: TE 255 P Engagement and Identity S Voc Knowledge Lesson 6: TE 265 P Engagement and Identity S Comprehension Lesson 7: TE 275 P Stamina S Comprehension	Lesson 1: Convey Ideas and information Lesson 2: Understand and Identify Genre Lesson 3: Choose Details Lesson 4: Introduce the Topic Lesson 5: Develop a Topic Lesson 6: Group Related Information Lesson 7: Use Illustrations	Lesson 1: Gather Information to Write Lesson 2: Choose a Genre to Explain or Inform Lesson 3: Choose Details to Explain a Topic Lesson 4: Write an Introduction Lesson 5: Develop a Topic Lesson 6: Group Related Information Lesson 7: Create an Illustration
	Foundational Skills Focus		CONVENTIONS	
	Lesson 1-5: Syllable Pattern VCCCV Lesson 6-7: Syllable Pattern CVVC		Lesson 1-6: Adverbs Lesson 7: Abstract Nouns	
Lesson 8-9 <i>On the Same Day in March</i>	Lesson 8: Use Details and Related Information to Support Main Ideas (RI1.2) Lesson 9: Relate Scientific Ideas and Concepts in a Text (RI1.3)	Lesson 8: TE 285 P Stamina S Comprehension Lesson 9: TE 295 P Stamina S Critical Thinking	Lesson 8: Connect Ideas Within Categories Lesson 9: Provide a Concluding Statement	Lesson 8: Use Linking Words and Phrases to Connect Ideas Lesson 9: Write a Concluding Statement
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
	Syllable Pattern CVVC		Lesson 8: Abstract Nouns Lesson 9: Verbs	

Lesson 10 <i>Weather and On the Same Day in March</i>	Lesson 10: Identify a Main Idea and its Supporting Details (RI1.2)	Lesson 10: TE 305 P Stamina S Critical Thinking	Lesson 10: Provide a Concluding Section	Lesson 10: Write a Concluding Section
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
	Syllable Pattern CVVC		Verbs	
Lesson 11-15 <i>Living Through a Natural Disaster</i>	Lesson 11: Identify Key Details and Main Ideas (RI1.2) Lesson 12: Use Illustrations to Answer Questions (RI3.7) Lesson 13: Describe Relationships Between Scientific Reasons (RI1.3) Lesson 14: Explain How Key Details Support the Main Idea (RI1.2) Lesson 15: Describe Scientific Relationships (RI1.3)	Lesson 11: TE 315 P Independence S Voc Knowledge Lesson 12: TE 325 P Independence S Comprehension Lesson 13: TE 335 P Engagement and Identity S Critical Thinking Lesson 14: TE 345 P Engagement and Identity S Voc. Knowledge Lesson 15: TE 355 P Engagement and Identity S Critical Thinking	Lesson 11: Recall information from Experiences Lesson 12: Take Brief Notes and Quote from a Text Lesson 13: Sort Evidence from Notes Lesson 14: Plan and Prewrite Lesson 15: Draft an Informational Essay	Lesson 11: Write Notes Using a Graphic Organizer Lesson 12: Write a Paragraph from Notes Lesson 13: Write Notes in Categories Lesson 14: Write an Outline Lesson 15: Write a First Draft
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
	Homophones		Verbs	
Lesson 16 <i>Living Through a Natural Disaster and Weather</i>	Lesson 16: Use Illustrations and Words as Evidence (RI3.7, RI1.1)	Lesson 16: TE 365 P Stamina S Comprehension	Lesson 16: Revise an Informational Essay	Lesson 16: Write a Revised Draft
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Vowel Patterns (a, au, aw, al, augh, ough)		Form Simple Sentences	
Lesson 17 <i>On the Same Day in March and Living Through a Natural Disaster</i>	Lesson 17: Identify Details of Main Idea (RI1.2)	Lesson 17: TE 375 P Stamina S Critical Thinking	Lesson 17: Edit a Piece of Writing	Lesson 17: Edit an Informational Essay
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Vowel Patterns (a, au, aw, al, augh, ough)		Form Compound Sentences	
Lesson 18 <i>Weather, On the Same Day in March and Living Through a Natural Disaster</i>	Lesson 18: Describe Related Scientific Ideas or Concepts in Texts (RI1.3)	Lesson 18: TE 385 P Stamina S Critical Thinking	Lesson 18: Publish and Present	Lesson 18: Publish and Present an Informational Essay
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Vowel Patterns (a, au, aw, al, augh, ough)		Form Complex Sentences	

Benchmark Vocabulary	RI2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase. *Refer to teacher edition for lesson vocabulary.
iReady Lesson Focus	RI3.8 Lesson 18 & 19 Connections Between Sentences and Paragraphs & Describing Comparisons RI3.9 Lesson 20 Comparing and Contrasting Two Texts
Required Assessments	i-Ready Standard Mastery Form A: RI3.8, RI3.9 Performance-Based Assessment LAFS.3.W.1.2 INFORMATIVE/EXPLANATORY TASK:: WRITE A NEWS REPORT Students will use information from <i>Weather</i> and <i>Living Through a Natural Disaster</i> to create an engaging news report that explains how weather affects people. FLDOE grade 4-5 Scoring Rubrics: (Informative/Explanatory): http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf
Optional Assessment	ReadyGen Unit 3 Module B Assessment i-Ready Standard Mastery Form B: RI3.8, RI3.9 i-Ready Standard Mastery Form A & B: L1.1, L1.2 (Conventions) L3.4 (Vocabulary)

Unit 3 B Seeking Explanations

Essential Questions:	
RI3.8 DOK Level 3	<ul style="list-style-type: none">• What does the author claim and what details or facts support the author's claim(s)?• How did the author organize the text? (compare/contrast, cause/effect, or sequential order)• How does the author connect the ideas in each of the paragraphs to the topic of the text?• How does the sentence “___” connect with ___ or what we read earlier?• How does the sentence “___” connect to the sentence before/after it?• Do you agree or disagree with the author's message? Explain your answer.• Do you think the author has provided enough support or facts to back up his/her claim(s)? Explain your answer.
RI3.9 DOK Level 2	<ul style="list-style-type: none">• What are the key details in this text?• What is the text about and what details does the author use to support his/her point(s)?• Was there any information in ___ (text) that was not included in ___ (text)? Use details to support your answer.• How are the ideas in both texts the same?• What key details and points are the same/different in the texts ___ and ___ ?• What point is the author trying to make by writing the texts ___ and ___ ?• Why do you think the details in both passages are different even though the topic is the same? Support your answer using details.

3rd Grade ELA
Unit 4 A Becoming an Active Citizen
Module A (Approximately 20 days)

Enduring Understandings:

- **Readers** understand that literary and informational texts can be used to explore similar topics and ideas (RL3.9, RI3.9)
- **Writers** understand that opinions are supported with reasons and evidence. (LAFS.3.W.1.1)
- **Learners** understand that active citizens can change the world when they stand up for what they believe in.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS.3.W.1.1	
			Write opinion pieces on topics or texts, supporting a point of view with reasons.	
			Writing Instruction Focus	Independent Writing
Lesson 1-3 <i>Back of the Bus</i>	Lesson 1: Explain How Characters' Actions Affect Sequence (RL1.3, RL1.1) Lesson 2: Explain How Characters Affect Plot and Theme (RL1.3, RL1.2, RL1.1) Lesson 3: Identify Real-Life Connections Between Words (RL2.5, RL1.3)	Lesson 1: TE 15 P Independence S Critical Thinking Lesson 2: TE 25 P Independence S Comprehension Lesson 3: TE 35 P Independence S Comprehension	Lesson 1: Write About Genre: Historical Fiction Lesson 2: Write About Theme Lesson 3: Author's Purpose and Forming Questions	Lesson 1: Write an Opinion About a Story Lesson 2: Write an Opinion About the Central Message of a Story Lesson 3: Write Questions
	Foundational Skills Focus			
	Vowel Patterns (ei, eigh)			
Lesson 4 <i>Back of the Bus</i> and <i>Rosa Parks: Hero of Our Time</i>	Lesson 4: Compare and Contrast Historical Events (RI1.3, RI1.2, RL1.2, RI1.1, RL1.1)	Lesson 4: TE 45 P Engagement and Identity S Critical Thinking	Lesson 4: State an Opinion	Lesson 4: Write an Opinion Statement
	FOUNDATIONAL SKILL FOCUS			
	Vowel Patterns (ei, eigh)			
Lesson 5-9 <i>Brave Girl</i>	Lesson 5: Understand Words and Illustrations in a Text (RI3.7, RI1.1) Lesson 6: Describe Cause and Effect Relationships (RI1.3, RI1.1, RI1.2) Lesson 7: Distinguish Between Points of View (RI2.6, RI1.1) Lesson 8: Determine Main Idea and Key Details (RI1.2, RI1.1) Lesson 9: Identify Real-Life Connections Between Words (RI1.1, RI1.2)	Lesson 5: TE 55 P Engagement and Identity S Comprehension Lesson 6: TE 65 P Stamina S Critical Thinking Lesson 7: TE 75 P Stamina S Comprehension	Lesson 5: Introduce the Topic Lesson 6: Provide Reasons to Support an Opinion Lesson 7: Create an Organizational Structure Lesson 8: Use Linking Words and Phrases Lesson 9: Provide Concluding Statement and Develop Concluding Section	Lesson 5: Write an Introduction Lesson 6: Write Reasons to Support Opinions Lesson 7: Organize Ideas to Write an Opinion Lesson 8: Use Linking Words and Phrases in an Opinion Piece Lesson 9: Write a Concluding Statement and Develop a Concluding Section

	FOUNDATIONAL SKILL FOCUS	Lesson 8: TE 85 P Stamina S Comprehension	CONVENTIONS			
	Lesson 5: Vowel Patterns (ei, eigh) Lesson 6-9: Suffixes (y, ish, hood, ment)	Lesson 9: TE 95 P Stamina S Comprehension	Lesson 5: Suffixes & Base Words Lesson 6: Prefixes & Base Words Lesson 7-8: Abstract Nouns Lesson 9: Pronouns			
Lesson 10 <i>Back of the Bus</i> and <i>Brave Girl</i>	Lesson 10: Compare and Contrast Text (RI3.9, RL1.1, RI1.1, RL1.2, RI1.2)	Lesson 10: TE 105 P Independence S Critical Thinking	Lesson 10: Provide a Concluding Section	Lesson 10: Write a Concluding Section		
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS			
	<i>Suffixes (y, ish, hood, ment)</i>		Pronouns			
Lesson 11 <i>The Little Black-Eyed Rebel</i>	Lesson 11: Distinguish Shades of Meaning (RL1.3)	Lesson 11: TE 115 P Independence S Voc Knowledge	Lesson 11: Research: Gather Information	Lesson 11: Write a List of Sources		
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS			
	Vowel Digraphs (oo, ew, ue, ui)		Pronouns			
Lesson 12 <i>Brother Against Brother, Dare</i> and <i>Where?</i>	Lesson 12: Determine the Central Message (RL1.2)	Lesson 12: TE 125 P Independence S Critical Thinking	Lesson 12: Research: Take Notes	Lesson 12: Write Notes About a Topic		
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS			
	Vowel Digraphs (oo, ew, ue, ui)		Pronouns			
Lesson 13-15 <i>Below Deck: A Titanic Story</i>	Lesson 13: Explain How Characters' Actions Affect Events (RL1.3)	Lesson 13: TE 135 P Engagement and Identity S Voc Knowledge	Lesson 13: Sort Evidence into Categories	Lesson 13: Write Notes in Categories		
	Lesson 14: Describe How Events Build in a Story (RL2.5, RL1.3)		Lesson 14: TE 145 P Engagement and Identity		Lesson 14: Plan and Prewrite an Opinion Essay	Lesson 14: Write an Outline
	Lesson 15: Determine the Central Message in a Story (RL1.2, RL2.5, RL1.3)		Lesson 15: TE 155 P Stamina S Critical Thinking		Lesson 15: Draft an Opinion Essay	
FOUNDATIONAL SKILLS FOCUS	S Comprehension	CONVENTIONS				
Vowel Digraphs (oo, ew, ue, ui)		Lesson 13: Pronouns Lesson 14-15: Possessives				
Lesson 16 <i>Brave Girl</i> and <i>Below</i>	Lesson 16: Compare and Contrast Two Texts (RI3.9, RL1.1, RI1.1, RL1.2, RI1.2)	Lesson 16: TE 165 P Stamina S Critical Thinking	Lesson 16: Revise a Draft	Lesson 16: Revise a Draft of an Opinion Essay		

Deck: A Titanic Story	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Schwa		Commas in Dialogue	
Lesson 17: Back of the Bus, Brave Girl and Below Deck: A Titanic Story	Lesson 17: Compare and Contrast Key Details(RI3.9, RL1.3, RI1.3, RL1.1, RI1.1)	Lesson 17: TE 175 P Stamina S Critical Thinking	Lesson 17; Edit an Opinion Piece	Lesson 17: Edit an Opinion Essay
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Schwa		Quotation Marks in Dialogue	
Lesson 18: Rescue the Pufflings!	Lesson 18: Determine Key Details that Support a Central Message (RL1.2, RL2.5, RL1.3)	Lesson 18: TE 185 P Stamina S Comprehension	Lesson 18: Publish and Present Opinion Essays	Lesson 18: Publish and Present Opinion Essays
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Schwa		Commas in Addresses	
Benchmark Vocabulary	<p>RL2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal and nonliteral language.</p> <p>RI2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.3.5b. Identify real-life connections between words and their use</p> <p>L.3.5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p> <p>*Refer to teacher edition for lesson vocabulary.</p>			
iReady Lesson Focus				
Required Assessments	ReadyGen Unit 4 Module A Assessment: Unit 4A Test Assessment			
	Performance-Based Assessment LAFS.3.W.1.1 OPINION TASK:: WRITE ABOUT PEOPLE OR CHARACTERS Students will choose one of the people or characters they read about. They will state and support an opinion about which person or character they think had the greatest effect on the events in the selection. FLDOE grade 4-5 Scoring Rubrics: (<i>Opinion</i>): http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf			
Optional Assessment	i-Ready Standard Mastery Form A & B: L1.1, L1.2 (Conventions) L3.4, L3.5 (Vocabulary)			

Essential Questions:	
	<ul style="list-style-type: none">•

3rd Grade ELA
Unit 4 B Becoming an Active Citizen
Module B (Approximately 20 days)

Enduring Understandings:

- Readers understand that texts contain main ideas and details that support them. (LAFS.3.RI.1.2)
- Writers understand that reasons, linking words and phrases, and a conclusion strengthen their opinion. (LAFS.3.W.1.1)
- Learners understand that different types of governments around the world have varied structures and processes.

LESSON TEXT	READING INSTRUCTIONAL FOCUS	INDEPENDENT READING FOCUS	WRITING LAFS.3.W.1.1	
			Write opinion pieces on topics or texts, supporting a point of view with reasons.	
			Writing Instruction Focus	Independent Writing
Lesson 1-6 <i>What is a Government?</i>	Lesson 1: Determine Main Idea and Supporting Details (RI1.2) Lesson 2&5: Use Illustrations and Words to Understand a Text (RI3.7,RI2.5) Lesson 3&6: Understand a Series of Historical Events in a Text (RI1.3) Lesson 4: Explain How Key Details Support Main Ideas (RI1.2)	Lesson 1: TE 215 P Independence S Comprehension Lesson 2: TE 225 P Independence S Critical Thinking Lesson 3: TE 235 P Independence S Critical Thinking Lesson 4: TE 245 P Engagement and Identity S Voc Knowledge Lesson 5: TE 255 P Engagement and Identity S Voc Knowledge Lesson 6: TE 265 P Stamina S Critical Thinking	Lesson 1: Express a Point of View Lesson 2: Understand Genres Lesson 3: Write About Reading Lesson 4: Introduce the Topic Lesson 5: State an Opinion Lesson 6: Support an Opinion with Reasons	Lesson 1: Write Different Points of View Lesson 2: Write an Opinion About an Opinion Genre Lesson 3: Write About Reading Lesson 4: Write an Introduction Lesson 5: State an Opinion Lesson 6: Support an Opinion with Reasons
	Foundational Skills Focus		CONVENTIONS	
	Lesson 1-5: Schwa Lesson 6: Final Syllables		Subject-Verb Agreement	
Lesson 7-10 <i>Who Really Created Democracy?</i>	Lesson 7: Use Illustrations and Words to Understand a Text (RI3.7) Lesson 8: Describe the Relationship of Historical Events (RI1.3) Lesson 9: Understand How Key Details Support the Main Idea (RI1.2)	Lesson 7: TE 275 P Stamina S Voc Knowledge Lesson 8: TE 285 P Stamina S Voc Knowledge	Lesson 7: Create an Organizational Structure Lesson 8: Use Linking Words to Connect ideas Lesson 9: Provide a Concluding Statement	Lesson 7: Use an Organizational Structure to Write an Opinion Lesson 8: Add Linking Words to Connect Ideas Lesson 9: Write a Concluding

	Lesson 10: Determine a Text’s Main Ideas (RI1.2, RI2.6, RI3.7)	Lesson 9: TE 295 P Stamina S Voc Knowledge	Lesson 10: Provide a Concluding Section	Statement Lesson 10: Write a Concluding Section
	FOUNDATIONAL SKILL FOCUS	Lesson 10: TE 305 P Independence S Critical Thinking	CONVENTIONS	
	Final Syllables		Lesson 7-8: Pronouns Lesson 9: Simple Sentences Lesson 10: Compound Sentences	
Lesson 11 <i>What is a Government?</i> and <i>Who Really Created Democracy?</i>	Lesson 11: Describe the Relationship of Historical Events (RI1.3, RI3.9)	Lesson 11: TE 315 P Independence S Comprehension	Lesson 11: Gather Information to Build Knowledge	Lesson 11: Gather Information to Write an Opinion
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
	Prefixes (im, in)		Complex Sentences	
Lesson 12-15 A <i>More Perfect Union: The Story of Our Constitution</i>	Lesson 12: Determine Main Ideas and Details (RI1.2, RL2.5) Lesson 13: Understand How Details Support Main Ideas (RI1.2) Lesson 14: Understand How Illustrations Support the Text (RI3.7) Lesson 15: Describe Relationships Between Historical Events (RI1.3)	Lesson 12: TE 325 P Independence S Comprehension Lesson 13: TE 335 P Engagement and Identity S Comprehension Lesson 14: TE 345 P Engagement and Identity S Comprehension Lesson 15: TE 355 P Stamina S Comprehension	Lesson 12: Take Brief Notes on Sources Lesson 13: Sort Evidence Lesson 14: Plan and Prewrite Lesson 15: Draft	Lesson 12: Take Notes on Key Facts and Details Lesson 13: Rewrite and Sort Notes into Categories Lesson 14: Write an Outline Lesson 15: Write a Draft of an Opinion Essay
	FOUNDATIONAL SKILL FOCUS		CONVENTIONS	
	Prefixes (im, in)		Lesson 12: Simple, Compound & Complex Sentences Lesson 13: Capitalize Words in Titles Lesson 14-15: Adverbs	
Lesson 16 <i>What is a Government?</i> and <i>A More Perfect Union: The Story of Our Constitution</i>	Lesson 16: Compare and Contrast Text (RI1.2)	Lesson 16: TE 365 P Stamina S Comprehension	Lesson 16: Revise	Lesson 16: Revise a Draft
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Related Words		Adverbs	
Lesson 17	Lesson 17: Compare and Contrast Text	Lesson 17: TE 375	Lesson 17: Editing	Lesson 17: Edit an Opinion

A More Perfect Union: and Who Really Created Democracy?	(RI3.9)	P Stamina S Comprehension		Essay
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Related Words		Adverbs	
Lesson 18 What is a Government?, Who Really Created Democracy? and A More Perfect Union:	Lesson 18: Describe the Relationship of Historical Events (RI1.3, RI3.9)	Lesson 18: TE 385 P Stamina S Critical Thinking	Lesson 18: Publish and Present	Lesson 18: Publish and Present an Opinion
	FOUNDATIONAL SKILLS FOCUS		CONVENTIONS	
	Related Words		Adverbs	
Benchmark Vocabulary	RI2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase. *Refer to teacher edition for lesson vocabulary.			
iReady Lesson Focus				
Required Assessments	ReadyGen Unit 4 Module B Assessment: Unit 4B Assessment			
	Performance-Based Assessment LAFS.3.W.1.1 OPINION TASK:: WRITE ABOUT OUR GOVERNMENT Students will research the various ways that governments help their people. They will combine what they learned on pp.4-5 of <i>What Is a Government?</i> with their research to state and support their opinion on which aspect of government they think is most important. FLDOE grade 4-5 Scoring Rubrics: (Opinion): http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf			
Optional Assessment	i-Ready Mastery Standard Form A & B: L1.1, L1.2 (Conventions) L3.4 (Vocabulary)			

Essential Questions:	
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