

Grade 3 ELA Curriculum Map



2018 - 2019

3rd Grade Standard Mastery Assessments

DATE	% PROFICIENT	STANDARD
MidQuarter 1		LAFS.3.RL1.3 Describing Characters
		LAFS.3.RL2.5 What are Stories, Plays and Poems Made Of?
End of Quarter 1		LAFS.3.RL3.7 Connecting Words and Pictures
		LAFS.3.RI3.7 Connecting Words and Pictures in Informational Text
		LAFS.3.RI2.5 Text Features
MidQuarter 2		LAFS.3.RI1.1 Ask and Answer Questions About Key Ideas
		LAFS.3.RL1.1 Asking and Answering Questions About Stories
		LAFS.3.RL2.4 Words in Context
		LAFS.3.RI2.4 Unfamiliar Words
End of Quarter 2		LAFS.3.RI1.2 Finding Main Ideas and Key Details
		LAFS.3.RI3.9 Comparing and Contrasting Two Texts
MidQuarter 3		LAFS.3.RL1.2 Recounting Stories, Determine the Central Message
		LAFS.3.RL3.9 Comparing and Contrasting Stories
		LAFS.3.RL2.6 Point of View
		LAFS.3.RI2.6 Author's Point of View
End of Quarter 3		LAFS.3.RI1.3 Reading About Time and Sequence, Describing Cause and Effect
		LAFS.3.RI3.8 Describing Connections Between Sentences and Paragraphs, Describing Comparisons

3rd Grade ReadyGen Standards Alignment - by module

Unit-Module/Standard	1A	1B	2A	2B	3A	3B	4A	4B
RL.1.1	XXXXXXXX		XXXXXX	XX				
RL.1.2	XXX	XXXXX	XXXX	XXXX	XXXXXXXX			
RL.1.3	XXXXXXXX XXXXXXXX	XX	XXXXXXXX		XXXXXX			
RL.2.4								
RL.2.5	XXX	X						
RL.2.6	X	X			XXXX			
RL.3.7		XX	XX	XXX	XXX			
RL.3.9								
RI.1.1		XX	XX	XXXXXX		XXXX		
RI.1.2		XXXXXXXX	XXX	XXXXX		XXXXXXXXXX		
RI.1.3		XX				XXXXXX		
RI.2.4				XX				
RI.2.5		XXXXXXXX		XXXX				
RI.2.6				X				
RI.3.7		XXXXXX		XXXXXX		XXX		
RI.3.8								
RI.3.9				XXXXX				
W.1 (opinion)					X		X	X
W.2 (informative)		X		X		X		
W.3 (narrative)	X		X					

3rd Grade ELA Curriculum Map at a Glance

Quarter 1	
MidQuarter 1 August - September	
LAFS Standards	ReadyGen Unit 1 Module A
<p>iReady Diagnostic #1 in August</p> <p>Required Assessments:</p> <p>ELA MidQuarter 1 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by MidQuarter. Record as a Test Grade-Weight 4 in Reading.</i></p> <p>LAFS.3.RL1.3 Describing Characters LAFS.3.RL2.5 What are Stories, Plays and Poems Made Of?</p>	<p>Required Assessments:</p>
<p>Optional Assessments: If used, should not be recorded as Test Grades. Can be used as quiz or classwork grades at the teacher discretion.</p> <p>Standards Mastery Assessments, Form B: RL1.3, RL2.5 Form A&B: L1.1, L1.2, L2.3, L3.4, L3.5, L3.6</p>	
Ready Florida LAFS Lessons	ReadyGen Stories
<p><u>Lesson 6:</u> LAFS.3.RL1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Level 2</p> <p><u>Lessons 13 & 14 & 15:</u> LAFS.3.RL2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Level 2</p>	<p>Location, Location, Location (Lit)(Lessons 1-3) The Case of the Gasping Garbage (Lit)(Lessons 4-11) Location, Location, Location and The Case of the Gasping Garbage (Lit)(Lesson 12) Thunder Cake (Lit)(Lessons 13-15) The Case of the Gasping Garbage and Thunder Cake (Lit)(Lesson 16) Thunder Cake and Location, Location, Location (Lit)(Lesson 17) The Case of the Gasping Garbage, Thunder Cake and Location, Location, Location (Lit)(Lesson 18)</p>

End of Quarter 1 Sept - Oct

LAFS Standards	ReadyGen Unit 1 Module B
<p>Required Assessments: ELA End of Quarter 1 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by the End of Quarter. Record as a Test Grade- Weight 4 in Reading.</i> LAFS.3.RL3.7 Connecting Words and Pictures LAFS.3.RI3.7 Connecting Words and Pictures in Informational Text LAFS.3.RI2.5 Text Features</p>	<p>Required Assessments: Writing Quarter 1 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> District Writing Prompt: Quarter 1 Informative Writing Link http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf (TE392) Performance-Based Assessment: Informative LAFS.3.W.1.2 Students will write an article about something in the natural world in which they read about in Unit 1 Module B.</p>
<p>Optional Assessments: If used, should <u>not</u> be recorded as Test Grades. Can be used as quiz or classwork grades at the teacher discretion. Standards Mastery Assessments, Form B: RL3.7, RI3.7, RI2.5 Form A&B: L1.1, L1.2, L2.3, L3.4, L3.5, L3.6</p>	
Ready Florida LAFS Lessons	ReadyGen Stories
<p><u>Lesson 21:</u> LAFS.3.RL3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., creates mood, emphasize aspects of a character or setting) Level 2</p> <p><u>Lesson 17:</u> LAFS.3.RI3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Level 2</p> <p><u>Lesson 10:</u> LAFS.3.RI2.5 Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. Level 2</p>	<p>The Moon Seems to Change (Info)(Lessons 1-3) Treasure in the Trees (Lit)(Lessons 4-9) About Earth (Info) (Lessons 10-16) The Moon Seems to Change. Treasure in the Trees, About Earth (Info/Lit) (Lessons 17-18)</p>

3rd Grade ELA Curriculum Map at a Glance

Quarter 2	
Mid Quarter 2 Oct. - Nov.	
LAFS Standards	ReadyGen Unit 2 Module A
Required Assessments: ELA Mid Quarter 2 Test Grade: <i>Combine the Standard Mastery, Form A, Assessments given for Mid Quarter Test Grade. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.3.RI 1.1 Ask and Answer Questions About Key Ideas LAFS.3.RL1.1 Asking and Answering Questions About Stories LAFS.3.RL2.4 Words in Context LAFS.3.RI2.4 Unfamiliar Words	Required Assessments:
Optional Assessments: If used, should <u>not</u> be recorded as Test Grades. Can be used as quiz or classwork grades at the teacher discretion. Standards Mastery Assessments, Form B: RI1.1, RL1.1, RL2.4, RI2.4 ReadyGen: Selection Quiz Form A&B: L1.1, L1.2, L2.3, L3.4, L3.5, L3.6	
Ready Florida LAFS Lessons	ReadyGen Stories
<p><u>Lesson 1:</u> LAFS.3.RI1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Level 2</p> <p><u>Lesson 5:</u> LAFS.3.RL1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Level 2</p> <p><u>Lesson 12:</u> LAFS.3.RL2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Level 2</p> <p><u>Lesson 9:</u> LAFS.3.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. Level 2</p>	<p>The Athabascans: Old Ways and New Ways (Info)(Lessons 1-2)</p> <p>The Year of Miss Agnes (Lit)(Lessons 3-12)</p> <p>The Athabascans, The Year of Miss Agnes (Info/Lit)(Lesson 13)</p> <p>The Frog Princess (Lit)(Lessons 14-16)</p> <p>The Frog Princess, The Year of Miss Agnes (Lit)(Lesson 17)</p> <p>The Athabascans, The Frog Princess, The Year of Miss Agnes (Info/Lit) (Lesson 18)</p>

[End of Quarter 2](#) Nov. - Dec.

LAFS Standards	ReadyGen Unit 2 Module B
<p style="text-align: center;">i Ready Diagnostic #2 in December</p> <p>Required Assessments: ELA End of Quarter 2 Test Grade: <i>Combine the Standard Mastery, Form A, Assessments given for End of Quarter Test Grade. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.3.RI1.2 Finding Main Ideas and key Details LAFS.3.RI3.9 Comparing and Contrasting Two Texts</p>	<p>Required Assessments: Writing Quarter 2 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> District Writing Prompt Link http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf (TE392) Performance-Based Assessment: Informative LAFS.3.W.1.2 Students will use what they have learned from the selections to compare and contrast two communities.</p>
<p>Optional Assessments: If used, should <u>not</u> be recorded as Test Grades. Can be used as quiz or classwork grades at the teacher discretion. Standards Mastery Assessments, Form B: RI1.2, RI3.9 Form A&B: L1.1, L1.2, L2.3, L3.4, L3.5, L3.6 ReadyGen: Selection Quiz, End-of-Unit 2 Assessment</p>	
Ready Florida LAFS Lessons	ReadyGen Stories
<p><u>Lesson 2:</u> LAFS.3.RI1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. Level 2</p> <p><u>Lessons 20:</u> LAFS.3.RI3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. Level 2</p>	<p>City Homes (Info)(Lessons 1-3) Deep Down and Other Extreme Places to Live (Info)(Lessons 4-11) City Homes, Deep Down (Info)(Lesson 12) The Song of Sky and Sand (Lit)(Lessons 13-15) Deep Down, The Song of Sky and Sand (Info/Lit)(Lesson 16) City Homes, The Song of Sky and Sand (Info/Lit) (Lesson 17) City Homes, Deep Down, The Song of Sky and Sand (Info/Lit)(Lesson 18)</p>

3rd Grade ELA Curriculum Map at a Glance

Quarter 3	
MidQuarter 3 Jan. - Feb.	
LAFS Standards	ReadyGen Unit 3 Module A
<p>Required Assessments: ELA MidQuarter 3 Test Grade: <i>Combine the Standard Mastery, Form A, Assessments given for MidQuarter Test Grade. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.3.RL1.2 Recounting Stories, Determine the Central Message LAFS.3.RL3.9 Comparing and Contrasting Stories LAFS.3.RL2.6 Point of View LAFS.3.RI2.6 Author's Point of View</p>	<p>Required Assessments: Writing Quarter 3 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> District Writing Prompt: Opinion Writing Link http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf (TE192) Performance-Based Assessment: Opinion LAFS.3.W.1.1 Students will state and support their opinion about which text, Storm in the Night or Knots on a Counting Rope, has a more powerful central message.</p>
<p>Optional Assessments: If used, should not be recorded as Test Grades. Can be used as quiz or classwork grades at the teacher discretion. Standards Mastery Assessments, Form B: RL1.2, RL3.9, RL2.6, RI2.6 Form A&B: L1.1, L1.2, L2.3, L3.4, L3.5, L3.6</p>	
Ready Florida LAFS Lessons	ReadyGen Stories
<p>Lesson 7 & 8: LAFS.3.RL1.2 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. Level 2</p> <p>Lesson 22: LAFS.3.RL3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) Level 3</p> <p>Lesson 16: LAFS.3.RL2.6 Distinguish their own point of view from that of the narrator or those of the characters. Level 3</p> <p>Lesson 11: LAFS.3.RI2.6 Distinguish their own point of view from that of the author of a text. Level 2</p>	<p>Knots on a Counting Rope (Lit)(Lessons 1-4) Storm in the night (Lit)(Lessons 5-9) Knots on a Counting Rope and Storm in the Night (Lit) (Lesson 10) Paul Bunyan (Lit)(lessons 11-15) Storm in the Night and Paul Bunyan (Lit)(Lesson 16) "The Myth of Icarus" and "Anansi's Long, Thin Legs" (Lesson 17) Storm in the Night, Knots on a Counting Rope and Paul Bunyan (Lit) (Lesson 18)</p>

End of Quarter 3 Feb. - March

LAFS Standards	ReadyGen Unit 3 Module B
<p>Required Assessments: ELA End of Quarter 3 Test Grade: <i>Combine the Standard Mastery, Form A, Assessments given for End of Quarter Test Grade. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.3.RI1.3 Reading About Time and Sequence, Describing Cause and Effect LAFS.3.RI3.8 Describing Connections Between Sentences and Paragraphs, Describing Comparisons</p>	<p>Required Assessments:</p>
<p>Optional Assessments: If used, should not be recorded as Test Grades. Can be used as quiz or classwork grades at the teacher discretion. Standards Mastery Assessments, Form B: RI1.3. RI3.8 Form A&B: L1.1, L1.2, L2.3, L3.4, L3.5, L3.6 ReadyGen: Selection Quiz, End-of-Unit 3 Assessment</p>	
Ready Florida LAFS Lessons	ReadyGen Stories
<p><u>Lessons 3 & 4:</u> LAFS.3.RI1.3 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. Level 3</p> <p><u>Lesson s 18 & 19:</u> LAFS.3.RI3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Level 3</p>	<p>Weather (info)(Lessons 1-7) On the Same Day in March (info)(Lessons 8-9) Weather and On the Same Day in March (info)(Lessons 10) Living Through a Natural Disaster (info)(Lessons 11-15) Living Through a Natural Disaster and Weather (info)(Lesson 16) On the Same Day in March and Living Through a Natural Disaster (info) (Lesson 17) Weather, On the Same Day in March and Living Through a Natural Disaster (info)(Lesson 18)</p>

3rd Grade ELA Curriculum Map at a Glance

Quarter 4	
Mid Quarter 4 March - April	
LAFS Standards	ReadyGen Unit 4 Module A
<p style="text-align: center;">FSA in May iReady Diagnostic #3 in April/May</p> <p>Required Assessments: ELA MidQuarter 4 Grades:</p> <p><i>Record as Quiz Grades-Weight 3 in Reading.</i> Quiz - iReady Interim pgs. 70-75 The Strange Power of Volcanoes Quiz - iReady Interim pgs. 192-197 The Praying Mantis</p> <p><i>Record as a Test Grade-Weight 4 in Reading.</i> Test - iReady Interim pgs. 340-349 Signs in the Sky/Mapping Sunshine and Rain</p>	<p>Required Assessments: Writing Quarter 4 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> District Writing Prompt Link http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf</p> <p>(TE192) Performance-Based Assessment: Opinion LAFS.3.W.1.1 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.</p> <p>Optional Assessments: ReadyGen: Selection Quiz</p>
Ready Florida LAFS Lessons	ReadyGen Stories
iReady Interim pgs. 66-69 Race to the Rescue iReady Interim pgs. 134-143 The Lost Camel / The Bicycle Parade iReady Interim pgs. 188-191 Big Bugs iReady Interim pgs. 270-279 Squirrel / Campfire Songs iReady Interim pgs. 382-383 Anansi Tries to Steal All the Wisdom in the World / Anansi and the Lion	Back of the Bus (Lit)(Lessons 1-3) Back of the Bus and Rosa Parks: Hero of Our Times(Lit/Info)(Lesson 4) Brave Girl (info)(Lessons 5-9) Back of the Bus (Lit) and Brave girl (Info)(Lesson 10) "The Little Black Eyed Rebel" (Lit)(Lesson 11) "Brother Against Brother," "Dare," and "Where?" (Lit)(Lesson 12) Below Deck: A Titanic Story (Lit)(Lessons 13-15) Brave Girl (info) and Below Deck (Lit)(Lesson 16) Back of the Bus(Lit), Brave Girl(Info), and Below Deck(Lit)(Lesson 17) Rescue the Pufflings (Lit)(Lesson 18)

[End of Quarter 4](#) April - May

LAFS Standards	ReadyGen Unit 4 Module B
Assessments:	Assessments: ELA End of Quarter 4 Test Grade: <i>Record as a Test Grade-Weight 4 in Reading</i> ReadyGen Unit 4 Module B Assessment: Unit 4B Assessment Optional Assessments ReadyGen: Selection Quiz, End-of-Unit 4 Assessment
Ready Florida LAFS Lessons	ReadyGen Stories
	What is Government? (info)(Lessons 1-6) Who Really Created Democracy? (info)(Lessons 7-10) What is Government? and Who Really Created Democracy? (Info) (Lesson 11) A More Perfect Union: The Story of Our Constitution (Info) (Lessons12-15) What is a Government? and A More Perfect Union: The Story of Our Constitution (Info)(Lesson 16) A More Perfect Union: The Story of Our Constitution and Who Really Created Democracy? (Info)(Lesson 17) What Is a Government?, Who Really Created Democracy? and A More Perfect Union: The Story of Our Constitution (Info)(Lesson 18)

3rd Grade ELA
Unit 1 Observing the World Around Us
Module A (Approximately 20 days)
MidQuarter 1 (Aug. - Sept.)

<p>Required Assessments</p>	<p style="text-align: center;">iReady Diagnostic #1 in August</p> <p>Assessments: ELA MidQuarter 1 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by MidQuarter.</i> <i>Record as a Test Grade-Weight 4 in Reading.</i> LAFS.3.RL1.3 Describing Characters LAFS.3.RL2.5 What are Stories, Plays and Poems Made Of?</p>
<p>iReady Florida LAFS Lesson</p>	<p><u>Lesson 6:</u> LAFS.3.RL1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Level 2 <u>Lessons 13-14-15:</u> LAFS.3.RL2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Level 2</p>

Unit 1 Module A

iReady Florida LAFS Lesson	ReadyGen LESSON TEXT	READING INSTRUCTIONAL 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
LAFS.3.RL1.3 Describe Characters Lesson 6	Whole Group ReadyGen 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: 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: 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
LAFS.3.RL2.5 Connecting Pictures and Words Lessons 13-14-15		Foundational Skills Focus	CONVENTIONS	
		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 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: Use Description to Show Response	Lesson 12: Write a Character's Response
		FOUNDATIONAL SKILL FOCUS	CONVENTIONS	
		High Frequency Words and Base Words and Endings	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: 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 Pre Write 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: Revise	Lesson 16: Revise to Include Details and Dialogue
		FOUNDATIONAL SKILLS FOCUS	CONVENTIONS	
		Vowel Digraphs (ee, ea, ai, ay, oa, ow)	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: Edit	Lesson 17: Edit a Narrative
		FOUNDATIONAL SKILLS FOCUS	CONVENTIONS	
		High Frequency Words, Vowel Digraphs (ee, ea, ai, ay, oa, ow)	Identify Pronouns	
	Lesson 18 <i>The Case of the Gasping Garbage, Thunder Cake</i> and <i>Location,</i>	Lesson 18: Understand that Characters' Actions Impact a Story (RL1.3, RL1.1)	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	

	Location, Loc			
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Essential Questions:	
RL1.3 DOK Level 2	<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.
RL2.5 DOK Level 2	<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.

3rd Grade ELA
Unit 1 Observing the World Around Us
Module B (Approximately 20 days)
End of Quarter 1 (Sept. - Oct.)

Required Assessments	<p>Assessments: ELA End of Quarter 1 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.3.RL3.7, Form A: Connecting Words and Pictures LAFS.3.RI3.7, Form A: Connecting Words and Pictures in Informational Text LAFS.3.RI2.5, Form A: Text Features</p> <p>Writing Quarter 1 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> District Writing Prompt: Informative Writing Link http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf (ReadyGen TE392, Unit 1 Module B) Performance-Based Assessment: Informative LAFS.3.W.1.2 Students will write an article about something in the natural world in which they read about in Unit 1 Module B.</p>
iReady LAFS Lessons	<p>Lesson 21: LAFS.3.RL3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., creates mood, emphasize aspects of a character or setting). Level 2 Lesson 17: LAFS.3.RI3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Level 2 Lesson 10: LAFS.3.RI2.5 Use text features and search tools to locate information relevant to a given topic efficiently. Level 2</p>

Unit 1 Module B

iReady Focus Lesson	LESSON TEXT	READING INSTRUCTIONAL 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
LAFS.3.RI.3.7 Connecting Words and Pictures Lesson 17	Lesson 1-3 <i>The Moon Seems to Change</i>	Lesson 1: Use Details to Understand the Main Idea (RI.1.2, 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: 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	
LAFS.3.RL.3.7 Connecting Words and Pictures Lesson 21	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: 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	
		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	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	

LAFS.3.RI.2.5 Text Features Lesson 10	Lesson 10-16 About Earth	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)	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	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
		FOUNDATIONAL SKILL FOCUS	CONVENTIONS	
		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)	Lesson 10-13: Adjectives Lesson 14-6: Coordinating Conjunctions	
	Lesson 17 The Moon Seems to Change, Treasure in the Trees and About Earth	Lesson 17: Use Details to Compare Texts (RI1.2, RL1.2, RI2.5, RI3.7, RL3.7)	Lesson 17: Take Notes and Sort Evidence	Lesson 17: Research and Sort Evidence
		FOUNDATIONAL SKILL FOCUS	CONVENTIONS	
		High-Frequency Words; Final Syllable (Consonant+ie)	Use Coordinating Conjunctions	
	Lesson 18 The Moon Seems to Change, Treasure in the Trees and About Earth	Lesson 18: Use Details to Compare Texts (RI1.2, RL1.2)	Lesson 18: Gather Information to Build Knowledge	Lesson 18: Record Observations
		FOUNDATIONAL SKILLS FOCUS	CONVENTIONS	
		Final Syllable (Consonant+ie)	Use Coordinating Conjunctions	

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.
RI2.5 DOK Level 2	<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 A (Approximately 20 days)
MidQuarter 2 (Oct. - Nov.)

Required Assessments	<p>Assessments: ELA MidQuarter 2 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.3.RI1.1, Form A: Ask and Answer Questions About Key Ideas LAFS.3.RL1.1, Form A: Asking and Answering Questions About Stories LAFS.3.RL2.4, Form A: Words in Context LAFS.3.RI2.4, Form A: Unfamiliar Words</p>
iReady LAFS Lessons	<p><u>Lesson 1:</u> LAFS.3.RI1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Level 2 <u>Lesson 5:</u> LAFS.3.RL1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Level 2 <u>Lesson 12:</u> LAFS.3.RL2.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Level 2 <u>Lesson 9:</u> LAFS.3.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>

Unit 2 Module A

iReady Focus Lesson	LESSON TEXT	READING INSTRUCTIONAL 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
LAFS.3.RI1.1 Ask and Answer Questions Lesson 1	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)		Replace ReadyGen Narrative Lessons with TopScore Informative Lessons
		Foundational Skills Focus	CONVENTIONS	
		Compound Words	Lesson 1: Start Sentences with Capital Letters Lesson 2: Capitals in Titles	
LAFS.3.RL1.1 Ask and Answer Questions Lesson 5	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 (RL1.1) Lesson 12: Explain How Characters Affect Sequence (RL1.3, RL1.2)		
FOUNDATIONAL SKILL FOCUS		CONVENTIONS		
LAFS.3.RL2.4 Words in Context Lesson 12		Lesson 3-5: Compound Words Lesson 6-10: Consonant Blends Lesson 11-12: Consonant Digraphs	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	

LAFS.3.RI.2.4 Text Features Lesson 9			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)		
		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)		
		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)		
		FOUNDATIONAL SKILLS FOCUS	CONVENTIONS	
		Contractions	Compound Sentences	
	Lesson 18 <i>The Athabascans: Old Ways and New Ways, The Year of Miss Agnes</i> and <i>The Frog Princess</i>	Lesson 18: Compare and Contrast Characters (RL1.3, RL1.1, RI1.1)		
		FOUNDATIONAL SKILLS FOCUS	CONVENTIONS	
		Contractions	Compound Sentences	

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.
RL1.1 DOK Level 2	<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.
RL2.4 DOK Level 2	<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 ____?
RI2.4 DOK Level 2	<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 2 Connecting Character, Culture, and Community
Module B (Approximately 20 days)
End of Quarter 2 (Nov. - Dec.)

<p>Required Assessments</p>	<p style="text-align: center;">iReady Diagnostic #2 in December</p> <p>Assessments: ELA End of Quarter 2 Test Grades: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.3.RI1.2, Form A: Finding Main Ideas and Key Details LAFS.3.RI3.9, Form A: Comparing and Contrasting Two Texts</p> <p>Writing Quarter 2 Test Grade: <i>Record as a Test Grade-Weight 4 in Writing.</i> District Writing Prompt Link http://fsassessments.org/wp-content/uploads/2014/07/InformationalRubric4-5_Final1.pdf (ReadyGen TE392, Unit 2 Module B) Performance Based Assessment: Informative LAFS.3.W.1.2 Students will use what they have learned from the selections to compare and contrast two communities.</p>
<p>iReady LAFS Lessons</p>	<p><u>Lesson 2:</u> LAFS.3.RI1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. Level 2 <u>Lesson 20:</u> LAFS.3.RI3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. Level 2</p>

Unit 2 Module B

iReady Focus Lesson	LESSON TEXT	READING INSTRUCTIONAL 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
LAFS.3.RI.1.2 Main Ideas and Key Details Lesson 2	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: 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: 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	
		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)	Lesson 4: Coordinating Conjunctions Lesson 5-6: Subordinating Conjunctions Lesson 7-11: Verbs	
LAFS.3.RI.3.9 Comparing and Contrasting Two Texts Lesson 20	Lesson 12 <i>City Homes and Deep Down</i>	Lesson 12: Compare and Contrast Texts on a Topic (RI3.9, RI1.2)	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</i>	Lesson 13: Determine the Central Message (RL1.2) Lesson 14: Ask and Answer Questions to Understand a Text (RL1.1, RL3.7)	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

	and Sand	Lesson 15: Determine Word Meaning (RL1.2, RL3.7)		Lesson 15: Write a First Draft
		FOUNDATIONAL SKILL FOCUS	CONVENTIONS	
		Suffixes (-ly, -ful, -ness, -less, -able, -ible)	Verbs	
	Lesson 16 Deep Down and The Song of the Sky and Sand	Lesson 16: Compare and Contrast Texts on a Similar Topic (RI3.9, RI3.7, RL3.7, RI1.1, RL1.1, RI2.5)	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 City Homes and The Song of the Sky and Sand	Lesson 17: Compare Texts and Illustrations (RI3.9, RI3.7, RL3.7, RI1.2, RL1.2)	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 City Homes, Deep Down, and The Song of the Sky and Sand	Lesson 18: Compare Topics in Different Texts (RI3.9, RI1.2, RL1.2)	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	

Essential Questions:**RI1.2
DOK Level 2**

- 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.

**RI3.9
DOK Level 2**

- 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 3 Seeking Explanations
Module A (Approximately 20 days)
Mid Quarter 3 (Jan. - Feb.)

Required Assessments	<p>Assessments: ELA MidQuarter 3 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by MidQuarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.3.RL1.2, Form A: Recounting Stories, Determine the Central Message LAFS.3.RL3.9, Form A: Comparing and Contrasting Stories LAFS.3.RL2.6, Form A: Point of View LAFS.3.RI2.6, Form A: Author's Point of View</p> <p>Writing Quarter 3 Test Grade: <i>Record as Quiz Grades-Weight 4 in Writing.</i> District Writing Prompt: Opinion writing Link http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf (ReadyGen TE192, Unit 3 Module A) Performance-Based Assessment: Opinion LAFS.3.W.1.1 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.</p>
iReady LAFS Lessons	<p>Lessons 7 & 8: LAFS.3.RL1.2 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. Level 2 Lesson 22: LAFS.3.RL3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) Level 3 Lesson 16: LAFS.3.RL2.6 Distinguish their own point of view from that of the narrator or those of the characters. Level 3 Lesson 11: LAFS.3.RI2.6 Distinguish their own point of view from that of the author of a text. Level 2</p>

Unit 3 Module A

iReady Focus Lesson	LESSON TEXT	READING INSTRUCTIONAL 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
LAFS.3.RL1.2 Recount Stories and Central Message Lessons 7-8	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: 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: 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	
LAFS.3.RL3.9 Compare and Contrast Stories Lesson 22	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: Provide a Concluding Statement	Lesson 10: Write a Concluding Statement
		FOUNDATIONAL SKILL FOCUS	CONVENTIONS	
		R-Controlled Vowels	Irregular Comparatives and Superlatives	

LAFS.3.RL.2.6 Point of View Lesson 16 LAFS.3.RI.2.6 Point of View Lesson 11	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: 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: Revise 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 "Anansi's Long, Thin Legs"	Lesson 17: Determine Key Details that Convey a Central Message (RL1.2)	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 on a Counting Rope</i> and <i>Paul Bunyan</i>	Lesson 18: Determine the Central Message (RL1.2)	Lesson 18: Publish and Present	Lesson 18: Publish and Present an Opinion Essay
		FOUNDATIONAL SKILLS FOCUS	CONVENTIONS	
		Suffixes (er, or, ess, ist)	Capitalize Words in Titles	

Essential Questions:	
RL.1.2 DOK Level 2	<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?
RL.3.9 DOK Level 3	<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?
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 Seeking Explanations
Module B (Approximately 20 days)
End of Quarter 3 (Feb. - March)

Required Assessments	<p>Assessments: ELA End of Quarter 3 Test Grade: <i>Combine all the Standard Mastery, Form A, Assessments given by End of Quarter. Record as a Test Grade-Weight 4 in Reading.</i> LAFS.3.RI1.3, Form A: Reading About Time and Sequence, Describing Cause and Effect LAFS.3.RI3.8, Form A: Describing Connections Between Sentences and Paragraphs, Describing Comparisons</p>
iReady LAFS Lessons	<p><u>Lessons 3 & 4:</u> LAFS.3.RI1.3 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. Level 3 <u>Lesson s 18 & 19:</u> LAFS.3.RI3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Level 3</p>

Unit 3 Module B

iReady Focus Lesson	LESSON TEXT	READING INSTRUCTIONAL 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	
LAFS.3.RI1.3 Time and Sequence Cause/Effect Lessons 3-4	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: 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 CV/VC	Lesson 1-6: Adverbs Lesson 7: Abstract Nouns		
	LAFS.3.RI3.8 Connections Between Sentences/ Paragraphs Comparisons Lessons 18-19	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: 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 CV/VC	Lesson 8: Abstract Nouns Lesson 9: Verbs	
	Lesson 10 <i>Weather</i> and <i>On the Same Day in March</i>	Lesson 10: Identify a Main Idea and its Supporting Details (RI1.2)	Lesson 10: Provide a Concluding Section	Lesson 10: Write a Concluding Section	
		FOUNDATIONAL SKILL FOCUS	CONVENTIONS		
		Syllable Pattern CV/VC	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 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 11: Write Notes Using a Graphic Organizer Lesson 12: Write a Paragraph from Notes Lesson 13: Write Notes in Categories	

		Lesson 15: Describe Scientific Relationships (RI1.3)	Lesson 15: Draft an Informational Essay	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</i> and <i>Weather</i>	Lesson 16: Use Illustrations and Words as Evidence (RI3.7, RI1.1)	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</i> and <i>Living Through a Natural Disaster</i>	Lesson 17: Identify Details of Main Idea (RI1.2)	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</i> and <i>Living Through a Natural Disaster</i>	Lesson 18: Describe Related Scientific Ideas or Concepts in Texts (RI1.3)	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	

Essential Questions:**RI1.3
DOK
Level 3**

- 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.

**RI3.8
DOK
Level
3**

- 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.

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

Required Assessments	<p>Assessments: ELA MidQuarter 4 Grades: <i>Record as Quiz Grades-Weight 3 in Reading.</i> Quiz- iReady Interim pgs. 70-75 The Strange Power of Volcanoes Quiz- iReady Interim pgs. 192-197 The Praying Mantis</p> <p><i>Record as a Test Grade-Weight 4 in Reading.</i> Test- iReady Interim pgs. 340-349 Signs in the Sky/Mapping Sunshine and Rain</p> <p>Writing Quarter 4 Test Grade <i>Record as a Test Grade-Weight 4 in Writing.</i> District Writing Prompt Link http://fsassessments.org/wp-content/uploads/2014/07/OpinionIRubric4-5_Final1.pdf (ReadyGen TE 192, Unit 4 Module A) Performance-Based Assessment: Opinion LAFS.3.W.1.1 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.</p>
iReady LAFS Lessons	<p>iReady Interim pgs. 66-69 Race to the Rescue iReady Interim pgs. 134-143 The Lost Camel / The Bicycle Parade iReady Interim pgs. 188-191 Big Bugs iReady Interim pgs. 270-279 Squirrel / Campfire Song iReady Interim pgs. 382-383 Anansi Tries to Steal All the Wisdom in the World / Anansi and the Lion</p>

Unit 4 Module A

iReady Focus Lesson	LESSON TEXT	READING INSTRUCTIONAL 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
Multi standard review using iReady Interim assessments listed above	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: 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	CONVENTIONS	
		Vowel Patterns (ei, eigh)	Nouns	
	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: State an Opinion	Lesson 4: Write an Opinion Statement
		FOUNDATIONAL SKILL FOCUS	CONVENTIONS	
		Vowel Patterns (ei, eigh)	Nouns	
	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: 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	CONVENTIONS	
		Lesson 5: Vowel Patterns (ei, eigh) Lesson 6-9: Suffixes (y, ish, hood, ment)	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: Provide a Concluding Section	Lesson 10: Write a Concluding Section
		FOUNDATIONAL SKILL FOCUS	CONVENTIONS	
		Suffixes (y, ish, hood, ment)	Pronouns	
	Lesson 11 <i>The Little Black-Eyed Rebel</i>	Lesson 11: Distinguish Shades of Meaning (RL1.3)	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: 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 14: Describe How Events Build in a Story (RL2.5, RL1.3) Lesson 15: Determine the Central Message in a Story (RL1.2, RL2.5, RL1.3)	Lesson 13: Sort Evidence into Categories Lesson 14: Plan and Pre Write an Opinion Essay Lesson 15: Draft an Opinion Essay	Lesson 13: Write Notes in Categories Lesson 14: Write an Outline Lesson 15: Write a First Draft
		FOUNDATIONAL SKILLS FOCUS	CONVENTIONS	
		Vowel Digraphs (oo, ew, ue, ui)	Lesson 13: Pronouns Lesson 14-15: Possessives	
	Lesson 16 <i>Brave Girl</i> and <i>Below Deck: A Titanic Story</i>	Lesson 16: Compare and Contrast Two Texts (RI3.9, RL1.1, RI1.1, RL1.2, RI1.2)	Lesson 16: Revise a Draft	Lesson 16: Revise a Draft of an Opinion Essay
		FOUNDATIONAL SKILLS FOCUS	CONVENTIONS	
		Schwa	Commas in Dialogue	
	Lesson 17: <i>Back of the Bus, Brave Girl</i> and <i>Below Deck: A Titanic Story</i>	Lesson 17: Compare and Contrast Key Details (RI3.9, RL1.3, RI1.3, RL1.1, RI1.1)	Lesson 17: Edit an Opinion Piece	Lesson 17: Edit an Opinion Essay
		FOUNDATIONAL SKILLS FOCUS	CONVENTIONS	
		Schwa	Quotation Marks in Dialogue	

	Lesson 18: <i>Rescue the Pufflings!</i>	Lesson 18: Determine Key Details that Support a Central Message (RL1.2, RL2.5, RL1.3)	Lesson 18: Publish and Present Opinion Essays	Lesson 18: Publish and Present Opinion Essays
		FOUNDATIONAL SKILLS FOCUS	CONVENTIONS	
		Schwa	Commas in Addresses	

3rd Grade ELA
Unit 4 Becoming an Active Citizen
Module B (Approximately 20 days)
End of Quarter 4 (April - May)

Required Assessments	<p style="text-align: right;">FSA in May iReady Diagnostic #3 in April/May</p> <p>Assessments: ELA End of Quarter 4 Test Grade: <i>Record as a Test Grade-Weight 4 in Reading.</i> ReadyGen Unit 4 Module B Assessment</p>
iReady LAFS Lessons	

Unit 4 Module B

iReady Focus Lesson	LESSON TEXT	READING INSTRUCTIONAL 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
Multi standard review	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: 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 10: Determine a Text's Main Ideas (RI1.2, RI2.6, RI3.7)	Lesson 7: Create an Organizational Structure Lesson 8: Use Linking Words to Connect ideas Lesson 9: Provide a Concluding Statement Lesson 10: Provide a Concluding Section	Lesson 7: Use an Organizational Structure to Write an Opinion Lesson 8: Add Linking Words to Connect Ideas Lesson 9: Write a Concluding Statement Lesson 10: Write a Concluding Section
		FOUNDATIONAL SKILL FOCUS	CONVENTIONS	
		Final Syllables	Lesson 7-8: Pronouns Lesson 9: Simple Sentences Lesson 10: Compound Sentences	
	Lesson 11 <i>What is a Government?</i> and	Lesson 11: Describe the Relationship of Historical Events (RI1.3, RI3.9)	Lesson 11: Gather Information to Build Knowledge	Lesson 11: Gather Information to Write an Opinion

	Who Really Created Democracy?	FOUNDATIONAL SKILL FOCUS	CONVENTIONS	
		Prefixes (im, in)	Complex Sentences	
	Lesson 12-15 A More Perfect Union: The Story of Our Constitution	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: 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 What is a Government? and A More Perfect Union: The Story of Our Constitution	Lesson 16: Compare and Contrast Text (RI1.2)	Lesson 16: Revise	Lesson 16: Revise a Draft
		FOUNDATIONAL SKILLS FOCUS	CONVENTIONS	
		Related Words	Adverbs	
	Lesson 17 A More Perfect Union: and Who Really Created Democracy?	Lesson 17: Compare and Contrast Text (RI3.9)	Lesson 17: Editing	Lesson 17: Edit an Opinion 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: Publish and Present	Lesson 18: Publish and Present an Opinion
		FOUNDATIONAL SKILLS FOCUS	CONVENTIONS	
		Related Words	Adverbs	

