

Unit: 1 Lesson: 2 August 20 - August 24 (updated October, 2018)				Curriculum Map: Spanish Reading and Language Arts	
Essential Question: ¿Por que los tribunales son una parte importante de nuestro gobierno?					
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p>CCSS: RL3.1 RL3.10</p> <p>Anchor Text: El Juicio de Cardigan Jones</p> <p>Genre: Fantasy</p> <p>Skill: Conclusiones Infer/Predict Author's Word Choice</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: RI3.5 RI3.10</p> <p>Paired Selection: Tu eres el jurado</p> <p>Genre: Informational Text</p> <p>Text Focus: Headings</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: L.3.2g RL.3.4 RL3.6</p> <p>Vocablulary Strategy: Dictionary/Glossary T150</p> <p>Assessment: Weekly Vocabulary Test</p>	<p>CCSS: RF.3.3 L.3.2e</p> <p>Skill: Words with Closed Syllables</p> <p>Assessment: Spelling Test Words 1-20 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p>Cold Read: The Tiger and The Fox</p> <p>DON'T DO...no time with a story a week</p>	<p>Leveled Readers</p> <p>El Secuestro de Botas, Nina Nutria el caso del cesped perdido</p>
Materials	Reading Resources	Grammar	Writing	Speaking and Listening	Science/Social Studies
<p>Senderos Textbook #1</p> <p>Story Structure Graphic Organizer</p> <p>Smart Board</p> <p>Chrome Books</p>	<p>Vocabulary 4 square</p> <p>Grab and Go Resources (Recursos a la mano)- Lesson 2</p> <p>http://quizlet.com/6241743/the-trial-of-cardigan-jones-flash-cards/</p> <p>http://mrnale.com/Journeys_lesson_Activities.htm</p> <p>http://www.timegan.com</p> <p>Performance Assessment - Writing</p> <p>DOL Workbook</p>	<p>CCSS: L.3.1i</p> <p>Skill: Kinds of Sentences</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: W.3.3b W.3.8 L.3.3a L.3.5b</p> <p>Skill: Narrative Writing-Dialogue</p> <p>Assessment: Descriptive Paragraph</p>	<p>CCSS: SL 3.1a-d</p> <p>Collaborative Conversation on T124</p> <p>Working in groups and referring to the text, have students recall and discuss what takes pace during the trial. Tell them to refer to the text to support their responses. Call on groups to share their responses with the class.</p>	<p>Classroom Mock Trial</p> <p>Court Systems</p> <p>Field Trip to Roosevelt County Courthouse</p> <p>Three Branches of Government</p>
Reflections:					

Unit: 1 Lesson: 5 September 24 - October 5 (updated Oct. 2018) Essential Question: ¿Que características tiene un heroe?				Curriculum Map: Spanish Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p>CCSS: RI.3.3 RI.3.8 RI.3.10 RF.3.4a L3.5a</p> <p>Anchor Text: Roberto Clemente, orgullo de los Piratas de Pittsburgh Genre: Biography Skill: Cause and Effect Literal and Non-Literal Meanings Visualize</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: RL3.5 RL3.10</p> <p>Paired Selection: Baseball Poems Genre: Poetry Text Focus: Rhyme</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: L.3.6 RL3.4 RL3.6 RF3.3a</p> <p>Target Vocabulary</p> <p>Vocablary Strategy: Prefix mal-</p> <p>Assessment: Weekly Vocabulary Test</p>	<p>CCSS: RF.3.3 L.3.2e</p> <p>Skill: Words with Ga, Gue, gui, go gu</p> <p>Assessment: Spelling Test Words 1-20 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p>DON'T DO...no time with a story a week.</p>	<p>Leveled Readers</p>
Materials	Reading Resources	Grammar	Writing	Speaking and Listening	Science/Social Studies
<p>Senderos Textbook #1</p> <p>Story Structure Graphic Organizer</p> <p>Smart Board</p> <p>Chrome Books</p>	<p>Vocabulary 4 square</p> <p>Grab and Go Resources - Lesson 5</p> <p>Performance Assessment - Writing</p> <p>DOL Workbook</p>	<p>CCSS: L.3.1a L.3.1b</p> <p>Skill: Plural Nouns with -s and -es DOUBLE CHECK</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: W.3.3b W.3.8 L.3.3a L.3.5b</p> <p>Skill: Narrative Writing-Dialogue</p> <p>Assessment: Descriptive Paragraph</p>	<p>CCSS: SL 3.1a-d</p> <p>Collaborative Conversation on T408</p> <p>Working in groups and referring to the text, have students recall and discuss what how the reporter could have made Roberto feel welcome and supported. Tell them to refer to the text to support their responses. Call on groups to share their responses with the class.</p>	<p>Movie: Roberto Clemente</p> <p>Studies of Puerto Rico</p> <p>ENMU/Rams Baseball Players: Sportsmanship, Expectations, Rules</p> <p>Wax Museum</p> <p>Sports Team Hat/Jersey Buyouts both Fridays for Blackwater Draw field trip bus expenses</p>
Reflections:					

Unit: 2 Lesson: 7 October 22-November 2 (updated Nov 2018) Essential Question: Como ayudan las ilustraciones a contar un cuento?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p>CCSS: RI.3.3 RI.3.7 RI.3.8 RI.3.10</p> <p>Anchor Text: Que hacen los ilustradores?</p> <p>Genre: Informational Text</p> <p>Skill: Text and Graphic Features Sequence of Events Analyze/Evaluate</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: RL.3.2 RL.3.10</p> <p>Paired Selection: el nino inventor</p> <p>Genre: A Traditional Tale</p> <p>Target Focus: Fairy Tale</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: L.3.5c RL.3.4</p> <p>Home Letter with Target Vocabulary</p> <p>Vocabulary Strategy: Synonyms T148</p> <p>Assessment: Weekly Vocabulary Test</p>	<p>CCSS: RF.3.3c L.3.2e</p> <p>Skill: Words with c, k, q</p> <p>Assessment: Spelling Test Words 1-20 Dictation Test: 3 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p>DON'T DO...no time with a story a wee</p>	<p>Leveled Readers</p>
Materials	Reading Resources	Grammar	Writing	Speaking and Listening	Science/Social Studies
<p>Journeys Textbook #1</p> <p>Story Structure Graphic Organizer</p> <p>Smart Board</p> <p>Chrome Books</p>	<p>Vocabulary 4 square</p> <p>Grab and Go Resources - Lesson 7</p> <p>Performance Assessment- Writing</p> <p>DOL Workbook</p>	<p>CCSS: L.3.1d L.3.1e</p> <p>Skill: Verb Tenses</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: W.3.1a-d</p> <p>Skill: Opinion Writing:</p> <p>Assessment: Opinion Writing Paragraph</p>	<p>CCSS: SL 3.1a-d</p> <p>Collaborative Conversation on T122 R</p> <p>Remind Students that they have been reading about illustrations. Working in groups, have students discuss what they have learned about the process of illustrating a book. Tell them to refer to the text to support their responses. Remind students to listen carefully and build on others' ideas. Call on groups to share their response with the class.</p>	<p>Mr. Birdsong guest artist</p> <p>Studies of NM artists</p> <p>Student illustrations in various art mediums</p> <p>Halloween (10/31)</p>
Reflections:					

Unit: 2 Lesson: 9 El hombre de Kamishibai Essential Question: ¿En qué se diferencia una presentación en vivo de otros tipos de entretenimiento?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
CCSS: Anchor Text: El hombre de Kamishibai Genre: Realistic Fiction Skill: Cause & Effect Analyzing Illustrations Assessment: Standards Based Weekly Test Online	CCSS: Paired Selection: The True Story of Kamishibai Genre: Informational Text Text Focus: Comparing Texts Assessment: Standards Based Weekly Test Online	CCSS: Vocabulary Strategy: Dictionary/Glossary Assessment: Weekly Vocabulary Test	CCSS: Skill: Consonant Blends with R Assessment: Spelling Test Words 1-18 Dictation Test: 5 sentences	CCSS: DON" T DO...no time with a story a week	Leveled Readers
Materials	Reading Resources	Grammar	Writing	Speaking and Listening	Science/Social Studies
Journeys Textbook #1 Cause & Effect Graphic Organizer Smart Board Chrome Books	Vocabulary 4 square Performance Assessment - Writing DOL Workbook	CCSS: Skill: Abstract Nouns Assessment: Standards Based Weekly Test Online	CCSS: Skill: Opinion Writing Assessment: Prewrite Response to Literature	CCSS:	Pumpkin/Harvest Studies Halloween (10/31) Dia de los Muertos
Reflections:					

Unit: 3 Lesson: 11 (updated May 2018) Essential Question: How do inventions help athletes?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
CCSS: Anchor Text: Technology Wins the Game Genre: Informational Text Skill: Sequence of Events Text & Graphic Features Inquiry Assessment: Standards Based Weekly Test Online	CCSS: Paired Selection: Science for Sports Fans Genre: Informational Text Text Focus: Sequence of Events Assessment: Standards Based Weekly Test Online	CCSS: Home Letter with Target Vocabulary Vocabulary Strategy: Suffixes -less, -ful, -ous Assessment: Weekly Vocabulary Test	CCSS: Skill: Vowel Diphthongs oi, oy Assessment: Spelling Test Words 1-18 Dictation Test: 5 sentences	CCSS: Cold Read Death Valley Assessment: Read to Teacher for a grade	Leveled Readers
Materials	Reading Resources	Grammar	Writing	Speaking and Listening	Science/Social Studies
Journeys Textbook #1 Story Structure Graphic Organizer Smart Board Chrome Books	Vocabulary 4 square Grab and Go Resources - Lesson 11 Performance Assessment- Writing DOL Workbook ReadAlouds:	CCSS: Skill: Plural Nouns Assessment: Standards Based Weekly Test Online	CCSS: Skill: Cause & Effect Assessment: Cause & Effect Paragraph	CCSS: Text Structure Explain that biographies are organized into sections and/or parts based on a persons life. Tell students to listen to when these sections transition from one to another. Point out that the author may use transition words.	Sports Medicine Famous Inventors
Reflections:					

Unit: 3 Lesson: 14 (updated May 2018) Essential Question: What are some benefits of dogs interacting with people?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p>CCSS: RI3.1 RI3.2 RI3.6 RI3.10</p> <p>Anchor Text: Aero and Officer Mike Police Partners Genre: Informational Text Skill: Author's Purpose Point of View Summarize</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: RI3.5 RI3.9 RI3.10</p> <p>Paired Selection: Kids and Critters Genre: Informational Text Text Focus: Headings</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: L.3.4bRL3.4</p> <p>Week 1: Home Letter with Target Vocabulary</p> <p>Vocabulary Strategy: Prefixes in-, im- T332</p> <p>Assessment: Weekly Vocabulary Test</p>	<p>CCSS: RF.3.3c L3.2e</p> <p>Week 2: Skill: Words with -ar, or, and ore</p> <p>Assessment: Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p>Week 1: Cold Read A Special Pet Assessment: Read to Teacher for a grade</p> <p>Week 2: Homework Passage A Special Pet Assessment: Read to Teacher for a grade</p>	<p>Leveled Readers</p>
Materials	Reading Resources	Grammar	Writing	Speaking and Listening	Science/Social Studies
<p>Journeys Textbook #1</p> <p>Story Structure Graphic Organizer</p> <p>Smart Board</p> <p>Chrome Books</p>	<p>Vocabulary 4 square</p> <p>Grab and Go Resources - Lesson 14</p> <p>Performance Assessment - Writing</p> <p>Invite K-9 officer for 3rd grade assembly</p> <p>DOL Workbook</p>	<p>CCSS: L.3.1f</p> <p>Skill: Pronoun-Verb Agreement</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: L3.2a W3.2a-d</p> <p>Skill: Informative Writing Paragraph</p> <p>Assessment: Informative Writing Paragraph</p>	<p>CCSS: SL 3.1a-d</p> <p>Collaborative Conversation on T305 Remind Students that they have been reading about a police officer and his police dog. Working in groups, have students discuss what might happen if Officer Mike gave the wrong signal. Tell them to refer to the text to support their responses. Remind students to listen carefully and build on others' ideas. Call on groups to share their response with the class.</p>	<p>K-9 Dog Presentation *contact school resource officer</p> <p>Working Dogs in the community</p> <p>New Years Day (1/1)</p> <p>Martin Luther King Day (1/21) -'I have a dream...' activities</p>
Reflections:					

Unit: 4 Lesson: 16 Jan.14-18 <small>(updated May 2018)</small> Essential Question: Why is it important to take care of our environment?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p>CCSS: RL.3.5 RL.3.9 RL.3.10 RF.3.4a RF.3.4b</p> <p>Anchor Text: Judy Moody Saves the World Genre: Humorous Fiction Skill: Story Structure Theme Monitor/Clarify</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: RL.3.9 RL.3.10 RF.3.4a RF.3.4b SL.3.4</p> <p>Paired Selection: "My Smelly Pet" from Judy Moody Genre: Humorous Fiction Text Focus:Series Books</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: L.3.4a L3.5a RL3.4</p> <p>Week 1: Home Letter with Target Vocabulary</p> <p>Vocabulary Strategy: Context Clues</p> <p>Assessment: Weekly Vocabulary Test</p>	<p>CCSS: RF.3.3 L3.2e</p> <p>Week 2: Skill: Vowel plus r (air, ear, and are)</p> <p>Assessment: Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p>Week 1: Cold Read Letter Perfect Assessment: Read to Teacher for a grade</p> <p>Week 2: Homework Passage Letter Perfect Assessment: Read to Teacher for a grade</p>	<p>Leveled Readers</p>
Materials	Reading Resources	Grammar	Writing	Speaking and Listening	Science/Social Studies
<p>Journeys Textbook #2</p> <p>Story Structure Graphic Organizer</p> <p>Smart Board</p> <p>Chrome Books</p>	<p>Vocabulary 4 square</p> <p>Performance Assessment- Writing</p> <p>Grab and Go- Lesson 16</p> <p>DOL Workbook</p>	<p>CCSS: L.3.1a</p> <p>Skill: Adjectives and Articles</p> <p>Assessment: Standards Based Weekly Test Online</p>	<p>CCSS: W.3.1a W.3.1b W.3.4 W.3.10 L3.2b</p> <p>Skill: Opinion Writing Letter</p> <p>Assessment: Opinion Writing Letter</p>	<p>CCSS: SL 3.1a-d</p> <p>Collaborative Conversation Remind students that they have been reading about a girl trying to save the earth. Working in groups, have students discuss whether they think Judy will be successful in trying to save the world. Tell them to refer to the text to support their responses. Remind students listen carefully, take turns speaking, ask questions to clarify others' ideas, and add their own thoughts that build on those ideas. Call on groups to share their responses with the class.</p>	<p>5210 Challenge</p> <p>Recycling: Making something new out of something old</p> <p>Rainforest Study</p> <p>Valentine's Day (2/14)</p> <p>President's Day (2/18): -President Lapbook -President Research -Virtual Field Trip to Presidential Monuments and White House</p>
Reflections:					