

Unit 1 Lesson 1 August 13-August 24 (updated May 2018) Essential Question: How is learning at school different from learning at home?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RL3.3 RL3.7 RL3.10</p> <p><b>Anchor Text:</b> A Fine, Fine School <b>Genre:</b> Humorous Fiction <b>Skill:</b> Story Structure/Analyze Illustrations/Summarize</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RI3.5 RI3.7 RI3.10</p> <p><b>Paired Selection:</b> One Room School Houses <b>Genre:</b> Informational Text <b>Text Focus:</b> Photographs &amp; Captions</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RL3.4 RL3.6 L3.4a</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Context Clues T58</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3 L.3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Short Vowels</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p><b>CCSS:</b> RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read Roberto Clemente <b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage Roberto Clemente <b>Assessment:</b> 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 1 <a href="http://www.sharoncreech.com">http://www.sharoncreech.com</a> <a href="http://www.harrybliss.com">http://www.harrybliss.com</a></p> <p>Performance Assessment - Writing</p> <p><u>Read Aloud Suggestions:</u> Skippy Jon Jones Class Action Around the World: Schools The Name Jar First Day in Grapes Nasreen's Secret School A True Story From Afghanistan</p> <p>DOL Workbook</p>	<p><b>CCSS:</b> L.3.1h-i</p> <p><b>Skill:</b> Simple Sentences</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> W.3.3a-d W.3.8 L.3.3a L.3.5b</p> <p><b>Skill:</b> Narrative writing - Descriptive</p> <p><b>Assessment:</b> Descriptive Paragraph</p>	<p><b>CCSS:</b> SL.3.1a-d</p> <p>Collaborative Conversation on T32</p> <p>Working in groups and referring to the text, have students recall and discuss what makes the school so special. Call on groups to share their responses with the class.</p>	<p>One Room Schoolhouse Now and Then Activity (Compare &amp; Contrast)</p> <p>YouTube Video: One Room School House</p> <p>Timeline of History: Changes in Classrooms Past, Present, &amp; Future</p>
<b>Reflections:</b>					

Unit: 1 Lesson: 2 August 27 - September 7 (updated May 2018) Essential Question: Why are courts an important part of our government?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RL3.1 RL3.10</p> <p><b>Anchor Text:</b> The Trial of Cardigan Jones <b>Genre:</b> Fantasy <b>Skill:</b> Conclusions Infer/Predict Author's Word Choice</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RI.3.5 RI.3.10</p> <p><b>Paired Selection:</b> You Be the Jury <b>Genre:</b> Informational Text <b>Text Focus:</b> Headings</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L.3.2g RL.3.4 RL3.6</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Dictionary/Glossary T150</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3 L.3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> VCe Spellings/Long Vowels</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read The Tiger and The Fox <b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage The Tiger and The Fox <b>Assessment:</b> 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 2</p> <p><a href="http://quizlet.com/6241743/the-trial-of-cardigan-jones-flash-cards/">http://quizlet.com/6241743/the-trial-of-cardigan-jones-flash-cards/</a></p> <p><a href="http://mrnale.com/Journeys_lesson_Activities.htm">http://mrnale.com/Journeys_lesson_Activities.htm</a></p> <p><a href="http://www.timegan.com">http://www.timegan.com</a></p> <p>Performance Assessment - Writing</p> <p>DOL Workbook</p>	<p><b>CCSS:</b> L.3.1i</p> <p><b>Skill:</b> Kinds of Sentences</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> W.3.3b W.3.8 L.3.3a L.3.5b</p> <p><b>Skill:</b> Narrative Writing-Dialogue</p> <p><b>Assessment:</b> Descriptive Paragraph</p>	<p><b>CCSS:</b> 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 place 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>
<b>Reflections:</b>					

Unit: 1 Lesson: 3 September 10-21 (updated May 2018) Essential Question: Why is volunteering good for a community and its people?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RL3.1 RL3.2 RL3.3 RL3.10 L.3.1c</p> <p><b>Anchor Text:</b> Destiny's Gift</p> <p><b>Genre:</b> Realistic Fiction</p> <p><b>Skill:</b> Understanding Characters Story Message Analyze/Evaluate</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RI.3.7 RI.3.10</p> <p><b>Paired Selection:</b> Kids Making a Difference</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Focus:</b> Map</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L3.5 RL.3.4 RL3.6</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocablulary Strategy:</b> Antonyms T246</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3 L.3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Long a and Long e Spellings</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read Our Moon</p> <p><b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage Our Moon</p> <p><b>Assessment:</b> 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 3</p> <p><a href="http://wwwleeandlow.com/images/pdfs/Destiny_s_Gift_TG.pdf">http://wwwleeandlow.com/images/pdfs/Destiny_s_Gift_TG.pdf</a></p> <p><a href="http://quizlet.com/25661674/3rd-grade-lesson-3-destinys-gift-reading-comprehension-flash-cards">http://quizlet.com/25661674/3rd-grade-lesson-3-destinys-gift-reading-comprehension-flash-cards</a></p> <p>Performance Assessment - Writing</p> <p>DOL Workbook</p>	<p><b>CCSS:</b> L.3.1i</p> <p><b>Skill:</b> Compound Sentences</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> W.3.3b W.3.8 L.3.3a L.3.5b</p> <p><b>Skill:</b> Narrative Writing-Personal Paragraph</p> <p><b>Assessment:</b> Descriptive Paragraph</p>	<p><b>CCSS:</b> SL 3.1a-d</p> <p>Collaborative Conversation on T220</p> <p>Working in groups and referring to the text, have students recall and discuss what inspires the community to try to save the bookstore. Tell them to refer to the text to support their responses. Call on groups to share their responses with the class.</p>	<p>Community Involvement/Helpers</p> <p>National CleanUp Day (9/15): Community Project: Clean Parks *Call City Of Portales-Veda Urioste</p> <p>Patriot Day (9/11): Virtual Field Trip to 9/11 Memorial Pools on GoogleEarth</p> <p>Constitution Day (9/17): Preamble, coloring sheets, SchoolHouse Rock</p>
<b>Reflections:</b>					

Unit: 1 Lesson: 5 September 24 - October 5 (updated May 2018) Essential Question: What are the traits of a hero?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RI.3.3 RI.3.8 RI.3.10 RF.3.4a L.3.5a</p> <p><b>Anchor Text:</b> Roberto Clemente</p> <p><b>Genre:</b> Biography</p> <p><b>Skill:</b> Cause and Effect Literal and Non-Literal Meanings Visualize</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RL3.5 RL3.10</p> <p><b>Paired Selection:</b> Baseball Poems</p> <p><b>Genre:</b> Poetry</p> <p><b>Text Focus:</b> Rhyme</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L.3.6 RL3.4 RL3.6 RF3.3a</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Prefix mis-</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3 L.3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Long i</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read Tough Times <b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage Tough Times <b>Assessment:</b> 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 5</p> <p>Performance Assessment - Writing</p> <p>DOL Workbook</p>	<p><b>CCSS:</b> L.3.1a L.3.1b</p> <p><b>Skill:</b> Plural Nouns with -s and -es</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> W.3.3b W.3.8 L.3.3a L.3.5b</p> <p><b>Skill:</b> Narrative Writing-Dialogue</p> <p><b>Assessment:</b> Descriptive Paragraph</p>	<p><b>CCSS:</b> 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>
<b>Reflections:</b>					

Unit: 2 Lesson: 6 October 9-19 (updated May 2018) Essential Question: What makes bats interesting and useful?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RI.3.4 RI3.8 RI3.10</p> <p><b>Anchor Text:</b> Bat Loves the Night <b>Genre:</b> Narrative Non-Fiction <b>Skill:</b> Sequence of Events Domain Specific Vocabulary Question</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RI.3.5 RI.3.10</p> <p><b>Paired Selection:</b> A Bat is Born <b>Genre:</b> Poetry <b>Text Focus:</b> Imagery</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L.3.6 L.3.4b RF3.3a</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Suffixes -able, -ible T56</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3 L.3.1a L.3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Short and Long Vowels</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read Glass All Around <b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage Glass All Around <b>Assessment:</b> 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 6</p> <p>Performance Assessment- Writing</p> <p>DOL Workbook</p> <p>ReadAlouds: Stellaluna</p>	<p><b>CCSS:</b> L.3.1a</p> <p><b>Skill:</b> Verbs</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> W.3.1a-d</p> <p><b>Skill:</b> Opinion Writing</p> <p><b>Assessment:</b> Opinion Writing Paragraph</p>	<p><b>CCSS:</b> SL 3.1a-d</p> <p>Collaborative Conversation on T30 Remind Students that they have been reading about a bat as she hunts for food. Working in groups, have students discuss the types of food Bat eats. 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>Study of Bats/Lifecycle</p> <p>Virtual Field Trip: Carlsbad Caverns National Park</p> <p>Columbus Day (10/8)</p>
<p><b>Reflections:</b></p>					

Unit: 2 Lesson: 7 October 22-November 2 (updated May 2018) Essential Question: How do pictures help to tell a story?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RI.3.3 RI.3.7 RI.3.8 RI.3.10</p> <p><b>Anchor Text:</b> What Do Illustrators Do?</p> <p><b>Genre:</b> Informational Text</p> <p><b>Skill:</b> Text and Graphic Features Sequence of Events Analyze/Evaluate</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RL.3.2 RL.3.10</p> <p><b>Paired Selection:</b> Jack Draws a Beanstalk</p> <p><b>Genre:</b> A Traditional Tale</p> <p><b>Target Focus:</b> Fairy Tale</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L.3.5c RL.3.4</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Synonyms T148</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3c L.3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Three Letter Clusters</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p>Week 1: Cold Read A Gold Rush Story Assessment: Read to Teacher for a grade</p> <p>Week 2: Homework Passage A Gold Rush Story 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 7</p> <p>Performance Assessment- Writing</p> <p>DOL Workbook</p>	<p><b>CCSS:</b> L.3.1d L.3.1e</p> <p><b>Skill:</b> Verb Tenses</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> W.3.1a-d</p> <p><b>Skill:</b> Opinion Writing:</p> <p><b>Assessment:</b> Opinion Writing Paragraph</p>	<p><b>CCSS:</b> 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>
<b>Reflections:</b>					

Unit: 2 Lesson: 10 November 5-16 (updated May 2018) Essential Question: What important traits must an inventor have?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RI3.2 RI3.3 RI3.8 RI3.10 RF.3.4a SL3.2</p> <p><b>Anchor Text:</b> Young Thomas Edison</p> <p><b>Genre:</b> Biography</p> <p><b>Skill:</b> Main Idea and Details Sequence of Events Summarize</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RI3.7 RI3.10</p> <p><b>Paired Selection:</b> Moving Pictures</p> <p><b>Genre:</b> Informational Text</p> <p><b>Target Focus:</b> Text Features (Diagram)</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L.3.6 L.3.5c RL3.4</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Shades of Meaning</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3 L.3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Vowel Sound in Talk (au, aw, al, o)</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read Amelia Earhart <b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage Amelia Earhart <b>Assessment:</b> 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 10</p> <p>Performance Assessment- Writing</p> <p>Student Created Invention</p> <p>DOL Workbook</p>	<p><b>CCSS:</b> L.3.1a L.3.1f</p> <p><b>Skill:</b> Pronoun and Antecedents</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> W.3.1a-d</p> <p><b>Skill:</b> Opinion Writing</p> <p><b>Assessment:</b> Opinion Writing Paragraph</p>	<p><b>CCSS:</b> SL 3.1a-d</p> <p>Collaborative Conversation on T404 Remind Students that they have been reading about Thomas Edison. Working in groups, have students discuss what they think made Thomas Edison a successful inventor. 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><b>Invention Creation:</b> Students create new invention project. Invite parents.</p> <p>How inventions impact our lives/world</p> <p>Static Electricity</p> <p>Veteran's Day (11/11): Guest Speakers &amp; Veteran's luncheon</p> <p>Thanksgiving (11/22)</p>
<b>Reflections:</b>					

Unit: 3 Lesson: 12 November 26 - December 7 (updated May 2018) Essential Question: Why is it important to grow food crops?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RL3.2 RL3.6 RL3.10</p> <p><b>Anchor Text:</b> Tops and Bottoms <b>Genre:</b> Trickster Tale <b>Skill:</b> Theme/Point of View/Visulaize</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RI3.5 RI3.10</p> <p><b>Paired Selection:</b> Goodness Grows in Gardens <b>Genre:</b> Informational Text <b>Text Focus:</b> Headings</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L3.4a-b L3.5a L3.6 RL3.4</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Idioms T148</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3 L3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Homophones</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read Death Valley <b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage Death Valley <b>Assessment:</b> 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 12</p> <p>Performance Assessment - Writing</p> <p>DOL Workbook</p>	<p><b>CCSS:</b> L.3.2c</p> <p><b>Skill:</b> Writing Quotations</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L3.2a W3.2a-d</p> <p><b>Skill:</b> Informative Writing Paragraph</p> <p><b>Assessment:</b> Informative Writing Paragraph</p>	<p><b>CCSS:</b> SL 3.1a-d</p> <p>Collaborative Conversation on T122 Remind Students that they have been reading about how Hare taught Bear a lesson. Working in groups, have students discuss how the ending might be different if Bear had worked with Hare. Tell them to refer to the text to support their responses. Remind studetns to listen carefully and build on others' ideas. Call on groups to share their response with the class.</p>	<p>Plant Life Cycle</p> <p>Veggie Shack/Garden Source community guest speakers</p> <p>How farming crops impact our community</p> <p>Crops of NM</p> <p>Pearl Harbor Day (12/7)</p>
<b>Reflections:</b>					



Unit: 3 Lesson: 13 Dec. 10-21 (updated May 2018) Essential Question: Why are stories from different cultures important?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RL3.2 RL3.3 RL3.10</p> <p><b>Anchor Text:</b> Yonder Mountain A Cherokee Legend <b>Genre:</b> Legend <b>Skill:</b> Compare and Contrast Story Message Analyze/Visualize</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RI3.7 RI3.10</p> <p><b>Paired Selection:</b> The Trail of Tears <b>Genre:</b> Informational Text <b>Text Focus:</b> Map</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L3.4a L.3.6 RL3.4</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Homophones and Homographs T240</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3 L3.1f L3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Contractions</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read Four Men and the Moon <b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage Four Men and the Moon <b>Assessment:</b> 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 13</p> <p>Performance Assessment - Writing</p> <p>DOL Workbook</p>	<p><b>CCSS:</b> L.3.1f</p> <p><b>Skill:</b> Subject-Verb Agreement</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L3.2a W.3.2a-d</p> <p><b>Skill:</b> Informative Writing Paragraph</p> <p><b>Assessment:</b> Informative Writing Paragraph</p>	<p><b>CCSS:</b> SL 3.1a-d</p> <p>Collaborative Conversation on T213 Working in groups, have students discuss how the ending of the legend would be different if Soaring Eagle didn't go to the top of the mountain. 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>Rocks and Minerals</p> <p>Native American Study: Navajo Coyote Stories (Ms. Silago) Native American tradition and culture Native American artifacts Virtual Field Trips of Pueblos Regions of US Native Am Tribes</p> <p>Christmas (12/25)</p>
<b>Reflections:</b>					

Unit: 3 Lesson: 14 January 14-25 (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><b>CCSS:</b> RI.3.1 RI.3.2 RI.3.6 RI.3.10</p> <p><b>Anchor Text:</b> Aero and Officer Mike Police Partners <b>Genre:</b> Informational Text <b>Skill:</b> Author's Purpose Point of View Summarize</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RI.3.5 RI.3.9 RI.3.10</p> <p><b>Paired Selection:</b> Kids and Critters <b>Genre:</b> Informational Text <b>Text Focus:</b> Headings</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L.3.4bRL3.4</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Prefixes in-, im- T332</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3c L3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Words with -ar, or, and ore</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p><b>CCSS:</b> RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read A Special Pet <b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage A Special Pet <b>Assessment:</b> 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><b>CCSS:</b> L.3.1f</p> <p><b>Skill:</b> Pronoun-Verb Agreement</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L3.2a W3.2a-d</p> <p><b>Skill:</b> Informative Writing Paragraph</p> <p><b>Assessment:</b> Informative Writing Paragraph</p>	<p><b>CCSS:</b> 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>
<p><b>Reflections:</b></p>					

Unit: 3 Lesson: 15 Jan. 28- Feb. 8 (updated May 2018) Essential Question: Why are safety rules important?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RL3.3 RL3.10 L3.3</p> <p><b>Anchor Text:</b> The Extra Good Sunday <b>Genre:</b> Humorous Fiction <b>Skill:</b> Understanding Characters Formal/Informal Language Infer/Predict</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RI3.3</p> <p><b>Paired Selection:</b> Imagine a Recipe <b>Genre:</b> Informational Text <b>Text Focus:</b> Steps in a Procedure/Sequence of Events</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L.3.5c</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Prefixes in-, im- T332</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3c L3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Words with er, ir, ur, or</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p><b>CCSS:</b> RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read First Day <b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage First Day <b>Assessment:</b> 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 15</p> <p>Performance Assessment - Writing</p> <p>Have students bring favorite recipe and make a classroom recipe book.</p> <p>Make Puerto Rican Flan</p> <p>DOL Workbook</p>	<p><b>CCSS:</b> L.3.1e</p> <p><b>Skill:</b> Verb Tenses</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> W.3.2a-d L3.2a</p> <p><b>Skill:</b> Informative Writing Paragraph</p> <p><b>Assessment:</b> Informative Writing Paragraph</p>	<p><b>CCSS:</b> SL3.1a-d</p> <p>Collaborative Conversation on T398 Remind Students that they have been reading about two sisters cooking dinner. Working in groups, have students discuss how the story might be different if the events were told from Mr. or Mrs. Quimby's point of view. 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>Nutrition</p> <p>States of Matter</p> <p>Cooking in class</p> <p>Recipe Book making</p> <p>Groundhogs Day (2/2)</p>
<b>Reflections:</b>					

Unit: 4 Lesson: 16 February 12-22 <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><b>CCSS:</b> RL.3.5 RL.3.9 RL.3.10 RF.3.4a RF.3.4b</p> <p><b>Anchor Text:</b> Judy Moody Saves the World <b>Genre:</b> Humorous Fiction <b>Skill:</b> Story Structure Theme Monitor/Clarify</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RL.3.9 RL.3.10 RF.3.4a RF.3.4b SL.3.4</p> <p><b>Paired Selection:</b> "My Smelly Pet" from Judy Moody <b>Genre:</b> Humorous Fiction <b>Text Focus:</b>Series Books</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L.3.4a L3.5a RL3.4</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Context Clues</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3 L3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Vowel plus r (air, ear, and are)</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read Letter Perfect <b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage Letter Perfect <b>Assessment:</b> 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><b>CCSS:</b> L.3.1a</p> <p><b>Skill:</b> Adjectives and Articles</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> W.3.1a W.3.1b W.3.4 W.3.10 L3.2b</p> <p><b>Skill:</b> Opinion Writing Letter</p> <p><b>Assessment:</b> Opinion Writing Letter</p>	<p><b>CCSS:</b> 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>
<b>Reflections:</b>					

Unit: 4 Lesson: 17 Feb. 25- Mar. 8 (updated May 2018) Essential Question: What can fossils tell us about the past?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RI.3.1 RI.3.6 RI.3.10 RF.3.4a RF.3.4b</p> <p><b>Anchor Text:</b> The Albertosaurus Mystery</p> <p><b>Genre:</b> Informational Text</p> <p><b>Skill:</b> Conclusions Point of View Visualize</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RI.3.7 RI.3.9 RI.3.10 RF.3.4a RF.3.4b</p> <p><b>Paired Selection:</b> Finding Fossils for Fun</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Focus:</b> Text Features-Chart</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L.3.4b RF.3.3a RF.3.3b RL3.4</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Suffix -ly</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3 L3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Words With /j/ and /s/</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read Hale and Bopp <b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage Hale and Bopp <b>Assessment:</b> 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 17</p> <p>DOL Workbook</p>	<p><b>CCSS:</b> L.3.1a L.3.1g L.3.2f</p> <p><b>Skill:</b> Adjectives that Compare</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> W.3.1a W.3.1b W.3.4 W.3.5 W.3.10</p> <p><b>Skill:</b> Opinion Writing Paragraph</p> <p><b>Assessment:</b> Opinion Writing Paragraph</p>	<p><b>CCSS:</b> SL 3.1a-d</p> <p><b>Collaborative Conversation</b> Working in groups, have students discuss how important Brown's photograph was to Currie's discovery. 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>Study Dinosaurs/Fossils</p> <p>Geological Time Periods of the Dinosaurs</p> <p>Field Trip to Blackwater Draw Site -Each student bring \$1 for bus expense</p> <p>Read Across America Week</p>
<b>Reflections:</b>					

Unit: 4 Lesson: 18 Mar. 18-29 (updated May 2018) Essential Question: What are some differences among types of trees?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RI.3.5 RI.3.7 RI.3.10 RF.3.4a RF.3.4b</p> <p><b>Anchor Text:</b> A Tree Is Growing</p> <p><b>Genre:</b> Informational Text</p> <p><b>Skill:</b> Text and Graphic Features Domain Specific Vocabulary Question</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RL.3.5 RL.3.10 RF.3.4a RF.3.4b SL.3.5</p> <p><b>Paired Selection:</b> "Stopping by Woods on A Snowy Evening"</p> <p><b>Genre:</b> Poetry</p> <p><b>Text Focus:</b> Stanzas</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RL.3.4 L.3.4c</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Word Roots</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3 L.3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> /k/ and /kw/ sound</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read Changes <b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage Changes <b>Assessment:</b> 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>Grab and Go - Lesson 18</p> <p>Performance Assessment- Writing</p> <p>DOL Workbook</p>	<p><b>CCSS:</b> L.3.1d L.3.1e L.3.1f</p> <p><b>Skill:</b> Verb-be Helping Verbs</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> W.3.1a-d W.3.4 W.3.10</p> <p><b>Skill:</b> Opinion Writing Paragraph</p> <p><b>Assessment:</b> Opinion Writing Paragraph</p>	<p><b>CCSS:</b> SL.3.1a-d SL.3.6</p> <p><b>Collaborative Conversation</b> Remind students that they have been reading about trees. Working in groups, have students discuss why trees rest in the winter. 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>Garden Source guest speaker</p> <p>Study of Trees</p> <p>Ecology/Natural Resources</p> <p>St. Patrick's Day (3/17)</p>
<b>Reflections:</b>					

Unit: 5 Lesson: 22 April 1-12 (updated May 2018) Essential Question: Why do animals migrate to other places?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RI.3.8 RI.3.10</p> <p><b>Anchor Text:</b> The Journey Stories of Migration</p> <p><b>Genre:</b> Informational Text</p> <p><b>Skill:</b> Compare and Contrast Author's Word Choice Visualize</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RL.3.2 RL.3.10</p> <p><b>Paired Selection:</b> The Grasshopper and the Ant</p> <p><b>Genre:</b> Fable</p> <p><b>Text Focus:</b> Story Message/Theme</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L.3.4c L.3.6 RL.3.4</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Words Roots T148</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3 L.3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Changing Final y to i</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p><b>CCSS:</b> RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read What is Money? <b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage What is Money? <b>Assessment:</b> 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>Grab and Go Resources - Lesson 22</p> <p>Performance Assessment - Writing</p>	<p><b>CCSS:</b> L.3.1g</p> <p><b>Skill:</b> Making Comparison</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> W.3.3a-d</p> <p><b>Skill:</b> Narrative Writing: Descriptive Paragraph</p> <p><b>Assessment:</b> Descriptive Paragraph</p>	<p><b>CCSS:</b> SL 3.1a-d</p> <p>Collaborative Conversation on T121</p> <p>Remind the students that they have been reading about the locusts and whales. Working in groups, have students discuss whether they think a locust's or a whale's journey is more difficult. Call on groups to share their responses with the class.</p>	<p>Bug Research</p> <p>Butterfly Life Cycle -Butterfly Kits</p> <p>Migration Study -Study of animal movements in world regions -Natural and human effects on migration</p> <p>Animal Groups</p> <p><b>*NOTE*</b> Easter &amp; Earth Day (4/22)</p>
<b>Reflections:</b>					

Unit: 5 Lesson: 23 April 29- May 10 (updated May 2018) Essential Question: How can people communicate over long distances?				Curriculum Map: Reading and Language Arts	
Anchor Text	Paired Selection	Vocabulary	Spelling	Fluency	Small Groups
<p><b>CCSS:</b> RL3.5 RL3.10</p> <p><b>Anchor Text:</b> The Journey of Oliver K. Woodman</p> <p><b>Genre:</b> Fantasy</p> <p><b>Skill:</b> Sequence of Events Formal and Informal Language Analyze and Evaluate</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> RL3.7 RL3.10</p> <p><b>Paired Selection:</b> Moving the U.S. Mail</p> <p><b>Genre:</b> Informational Text</p> <p><b>Text Focus:</b> Timeline</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> L3.4b L.3.6 RF3.3a RL3.4</p> <p><b>Week 1:</b> Home Letter with Target Vocabulary</p> <p><b>Vocabulary Strategy:</b> Suffixes er, est T242</p> <p><b>Assessment:</b> Weekly Vocabulary Test</p>	<p><b>CCSS:</b> RF.3.3a RF.3.3b RF.3.3c L3.2e</p> <p><b>Week 2:</b> <b>Skill:</b> Suffixes -ful, -y, -ous, -ly,-er</p> <p><b>Assessment:</b> Spelling Test Words 1-18 Dictation Test: 5 sentences</p>	<p>CCSS: RF.3.4a-d</p> <p><b>Week 1:</b> Cold Read The Race Across Alaska</p> <p><b>Assessment:</b> Read to Teacher for a grade</p> <p><b>Week 2:</b> Homework Passage The Race Across Alaska</p> <p><b>Assessment:</b> 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>Grab and Go Resources - Lesson 23</p> <p>Performance Assessment - Writing</p>	<p><b>CCSS:</b> L.3.2d</p> <p><b>Skill:</b> Possessive Nouns and Pronouns</p> <p><b>Assessment:</b> Standards Based Weekly Test Online</p>	<p><b>CCSS:</b> W.3.3a-d</p> <p><b>Skill:</b> Narrative Writing: Descriptive Paragraph</p> <p><b>Assessment:</b> Descriptive Paragraph</p>	<p><b>CCSS:</b> SL 3.1</p> <p>Collaborative Conversation on T216</p> <p>Remind students that they have been reading about Oliver K. Woodman's journey from South Carolina to California. Working in groups, have students discuss which of Oliver's friends they would most like to spend time with and why. Call on groups to share their responses with the class.</p>	<p>Study of Solar System</p> <p>Me on the Map</p> <p>Mother's Day (5/12)</p>
<b>Reflections:</b>					