

Subject and Grade:	3rd Grade ELA	School Year:	2024-2025
Unit 1 Title:	Classic Tales: The Wind in the Willows	Author/s:	Jenn Davis, Kendra Collier, Laurie Gamba

NYS Next Gen Learning Standards	Essential Question/Big Ideas
<p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>RL.3.9 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).</p> <p>RL.3.2 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.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>How can literature teach us about ourselves and others? How can a reader use their imagination to better understand a story? What do characters' actions say about them? Do stories need to be exactly like real life?</p>

Brief Unit Summary	Content Vocabulary
<p>This unit introduces students to several classic tales. During the Read-Aloud portion of the lessons, students will be listening to and discussing <i>The Wind in the Willows</i>, a classic tale written by Kenneth Grahame. The Reader for this unit contains several other classic tales. This unit will expose students to classic children’s stories that use rich language and introduce students to a variety of vocabulary words. Students will be enchanted by descriptive paragraphs and memorable characters as they explore interesting themes and discuss character traits. As they go on adventures with these characters, instruction will reinforce understanding of the elements of fictional narratives, including dialogue, narration, characters, plot, and setting. Students will also discuss the literary tools of personification, perspective, and point-of-view, as well as the themes of friendship, loyalty, hospitality, responsibility, and irresponsibility.</p>	<p>Backwater, bolted, contemplated, hesitating, interferes, meandered Arranged, dejected, escorted, seized, stability Call-on, common, mended, possessed, state Domestic, evasively, feeble, heartily, postpone Atmosphere, conduct, retired, summoned, thoroughly Precious, glittering, treasure, magician, merchant, nephew, tailor, unerring, subtle, reproach, recollection, advanced Blues, capital, dismally, forage, perceive, slumber Conceited, gross, hour, impertinence, improvised, sensible, whisk, genie, monstrous, glimpse, sultan, astounding, radiant, servant, palace, celebrate Disguise, distress, dungeon, particularly, pursued, lurk, peddler, obey, storm, deed, thunder, celebration, pleasure, justly Deprive, fate, occupant, revenge, solitary, unrestrained, adventurous, remarkable, peculiar, pop, cupboard, ma’am, spotted Ecstasies, gaining on, keenly, proposal, recklessly, spirit Imprisoned, sentries, startled, surveyed, warily, odd, curious, currant, enthusiastically, patter, splendid, muttering, duchess, cross, scurry, caterpillar, sternly, confusing, irritated, temper Deafening, expedition, modest, sentinels, mad, vanished, remained, dormouse, indignantly, civil, concluded Courtier, crochet, chaos, furrow, hedgehog, mallet, witness, sentence, jury, verdict.</p>

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> ● Determine main idea and supporting details ● Identify themes ● Demonstrate understanding of key vocabulary ● Analyze characters, perspective, and point of view ● Examples of personification ● Identify settings ● Demonstrate understanding of plot and sequence ● <i>Review short and long vowel sounds,</i> 	<ul style="list-style-type: none"> ● <i>Beginning-of-the-Year Assessment (Days 6-10)</i> ● Character analysis- venn diagram ● Questions about the text using text evidence (multiple lessons) ● Write a short paragraph explaining how a character is demonstrating a theme from the story. 	<p>September - October 15 Sessions - (120 min. Average each)</p>

<p><i>r-controlled vowels, alternate spellings, and syllables with 'le'</i></p> <ul style="list-style-type: none"> • Produce alternative endings • Write an opinion paragraph • Beginning-of-the-Year Assessment (Days 6-10) 		
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Differentiation/Enrichment	Materials	Resources
	<p>Classic Tales:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Wind and the Willows <input type="checkbox"/> Alice and Wonderland <input type="checkbox"/> Aladdin and the Magic Lamp <input type="checkbox"/> Student Workbook <input type="checkbox"/> Student Reader <input type="checkbox"/> Digital resources online CKLA Unit 1 <input type="checkbox"/> Flip book <input type="checkbox"/> Sound cards 	<p>CKLA online digital Teacher guides Student workbooks Student readers</p>

Subject and Grade:	3rd Grade ELA	School Year:	2024-2025
Unit 2 Title:	Unit 2- Animal Classification	Author/s:	Jenn Davis, Kendra Collier, Laurie Gamba

NYS Next Gen Learning Standards	Essential Question/Big Ideas
<p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7 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).</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>RI.3.3 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.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital</p>	<p>Why is it important to classify animals? Which groups of animals can be classified by their backbones? How do animals change as they grow? What can we learn from observing animals?</p> <ul style="list-style-type: none"> • Classification is important for organizing, analyzing, and understanding data. • Observation and identification of key details and characteristics. • Engagement in structured inquiry to make reasonable inferences from text evidence. • Provides a foundation for future learning about classification, life cycles, oceans, marine life, and evolution.

<p>sources; take brief notes on sources and sort evidence into provided categories.</p> <p>RI.3.4</p> <p>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>	
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Brief Unit Summary	Content Vocabulary
<p>This unit introduces students to the science of classification. Students will learn about five groups of vertebrates, why scientists classify animals into groups, and the characteristics by which they make these determinations. The ability to classify information is an essential skill of organizing, analyzing, and understanding data. Students will develop scientific skills as they observe and practice identifying important characteristics of organisms and objects. The Reader for Unit 2 is entitled <i>Rattenborough's Guide to Animals</i>. Although it is a nonfiction reader, Rattenborough, a fictional character, is the narrator that guides students through the factual information to make the text more accessible to students. This Reader consists of selections that explain how scientists classify animals. Students will learn about the characteristics of living things and how scientists classify living things using these characteristics. The content students learn in this unit will serve as the basis for more in-depth study in the later grades of how living things are classified, the life cycles and reproduction of animals, oceans and marine life, and evolution.</p>	<p>Carnivore, habitat, omnivore, herbivore Kingdom, life cycle, adapt, characteristics, classify, vertebrates, invertebrates Spine, column, exoskeleton, nerves Cold Blooded, constant, huddle, internal, warm-blooded, mammal, reptile, scale, temperature Oxygen, gill, fin, school, migrate, aquatic, scale Amphibian, shed, hibernate, transform, survive, tadpole Suction cup, nocturnal, climate, orchestra, secrete Calcified, sensitive, venomous. Reptile Poisonous, inject, venom, molt Cavity, glide, insulation, nest Flock, plumage, nectar, attract Diagram, mammary gland, stately, communicate, language, sonar, predator Primate, primatologist, behavior, intelligence, activist Zoologist, observe, delta, reproduction</p>

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary ● Record observations and reflections based on informational reading ● Determine main idea and supporting details ● Determine author's point of view ● Important aspects of vertebrates, invertebrates, fish, amphibians, reptiles, birds ● Sequence of events ● Developing sentence structure and parts of speech 	<ul style="list-style-type: none"> ● Record animal observations and characteristics. ● Identify text features in the Reader. ● Field Journal - multiple lessons on writing for a purpose ● Compare 2 texts ● Webs and note taking graphic organizers ● Identify the main idea and details ● Animal research project/ writing informational paragraph\ ● Unit assessment 	<p>There are 15 lessons that will take a total of 3 weeks to complete. Each lesson is on average 120 min.</p>

<ul style="list-style-type: none"> ● Define and identify text features ● <i>Identify nouns, verbs, adjectives function</i> ● <i>Identifying and applying prefixes, suffixes and root words</i> ● <i>Alphabetization to the 2nd and 3rd letter</i> ● Writing an informational paragraph 		
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Differentiation/Enrichment	Materials	Resources
	Reader: <i>Rattenborough's Guide to Animals</i> Student Workbook Teacher Guide Digital resources Flip book Sound Cards	Digital access to materials on CKLA

Subject and Grade:	3rd Grade ELA	School Year:	2024-2025
Unit 3 Title:	Unit 3- The Human Body	Author/s:	Jenn Davis, Kendra Collier, Laurie Gamba

NYS Next Gen Learning Standards	Essential Question/Big Ideas
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.3 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.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>W.3.2b Develop the topic with facts, definitions, and details.</p> <p>W.3.2d Provide a concluding statement or section.</p> <p>L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>How do parts of the body work together to keep you alive?</p> <p>What parts of the body work to help bones?</p> <p>How do parts of the body communicate?</p> <p>What are some ways blind and deaf individuals communicate?</p>

Brief Unit Summary	Content Vocabulary
<p>In this unit, students will focus in greater detail on the skeletal, muscular, and nervous systems and the fact that they are closely interconnected with all the human body systems. Furthermore, students will learn details about the senses of sight and hearing and how the eyes and ears work. Students will also learn the idiom “a clean bill of health” and will discover ways they can keep their bodies active</p>	<p>Cells, tissues, organs, circulate, functions Axial bones, cartilage, cranium, expand, fibula, organs, pelvis, scapula, shoulder, skeletal system, skull, spinal column, sternum, structure, tibia, vertebrae</p>

and healthy. The nonfiction Reader for Unit 3, entitled “How Does Your Body Work?,” consists of selections that will further students’ scientific understanding of the skeletal, muscular, and nervous systems of the human body. The role of various body parts and organs associated with each system, such as bones, joints, muscles, nerves, the spinal cord, and the brain, will be described. Students will also take an in-depth look at the senses of sight and hearing and the various body parts that enable these senses to function properly. The later chapters of the Reader will provide insight into difficulties that may occur when vision and/or hearing are impaired and how people cope with these challenges.

Appendicular bones, femur, ligaments, appendages, joint, calcium, cast, cell, dairy, marrow, tissue, x-ray
 Cardiac muscle, muscles, nerves, voluntary muscles, contract, involuntary muscles, realistic
 Cartilage, ligament, tendon, Achilles, vulnerable, Trojan, joint, cushion, flexible, model, warrior, invulnerable
 Consciously, receptors, reflex, command, coordinate, cell body, dendrite, flinch
 Brain stem, hemisphere, cerebrum, cerebellum, accurate, paralyzed, hollow, concussion, medulla, cerebral cortex
 Pupil, lens, retina, wondrous, vision, iris, cornea, optic nerve, rods and cones
 Cochlea, ear drum, inner/middle/outer ear, membrane, vibrate, gland, sensitive, auditory nerve
 Wiring, delicate, miraculous, posture, disability, deaf, blindness, overcoming, gesture, challenge, determined, breakthrough, tribute, courage

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> ● Use a K-W-L chart to organize information ● Demonstrate understanding of key vocabulary ● Develop and order topic, detail, and concluding sentences in a paragraph with a title. ● The human body as an interconnected system (skeletal, muscular, nervous), hearing, vision ● <i>Demonstrate ability to pluralize regular and irregular nouns</i> ● <i>Create sentences with subject-verb agreement</i> ● <i>Identify and use pronouns and prefixes dis- and mis-</i> ● <i>Spelling patterns, rules, and generalizations</i> 	<ul style="list-style-type: none"> ● Identify different components of a paragraph. ● Correctly rearrange sentences in a paragraph, paying attention to topic, body, and concluding sentences. ● Exit Ticket Students respond in writing- multiple lessons ● Answer comprehension questions about...- multiple lessons ● Recall key details from the reading- multiple lessons ● Unit assessment 	<p>There are 14 lessons in this unit. Each lesson takes about 120 min. On average to complete.</p>

Differentiation/Enrichment	Materials	Resources
	<i>How Does Your Body Work?</i> - Reader Student Workbook Teacher Guide Digital resources Flip book Sound Cards	Digital access to materials on CKLA

Subject and Grade:	3rd Grade ELA	School Year:	2024-2025
Unit 4 Title:	Unit 4- The Ancient Roman Civilization	Author/s:	Jenn Davis, Kendra Collier, Laurie Gamba

NYS Next Gen Learning Standards	Essential Question/Big Ideas
<p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.9 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).</p> <p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI.3.7 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).</p>	<p>How did Rome expand into an empire? What were the characteristics of the gods and goddesses? Why was Caesar one of Rome's most influential leaders? What led to the collapse of the Roman Empire?</p>

Brief Unit Summary	Content Vocabulary
<p>This unit will introduce your students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will be introduced to the culture of ancient Rome, including religion, food, education, legends, social class structure, and entertainment. They will learn about Roman geography and history, government, major leaders, monumental battles, and the rise and decline of the Roman Empire. Students will also learn about ancient Rome's influence and contributions to our society today. The content students learn in this grade will serve as the basis for more in-depth study in the later grades of the Roman Republic, the Punic Wars, Julius Caesar, Augustus Caesar, and the decline and fall of the Roman Empire.</p>	<p>Architectural, artifact, culture, ruins, BCE/CE, civilization, conquer, Mediterranean Empire, historian, legendary, taunt, alternative, defy, fortress, tender, immortal, messenger, mission, rough, wisdom, boisterous, bountiful, inhabitant, ritual, worship Attribute, consuls, elite, lowly, rivalry, surplus Conflict, discipline, exotic, harass, peak, confront, counter-attack, invade, rival, victorious Aqueduct, favor, import, ingenious, saunter, aid, ambrosia, eager, jealousy Brutal, chaos, gladiator, riot, shortage, advisor, banquet, conduct, downfall, envy Barbarian, Latin, ransom, revolt, talent, alliance, compromise, crude, feud, negotiate Conquer, dictator, resolve, siege, uncivilized, civil war, conspirator, defeat, traitor, unusual Illustrious, influence, parched, predecessor, vast Chariot, magnificent, reform, reign, tradition, decline, horde, invasion, mercenary, witness Complex, dominant, persecute, vision, collapse, illegal, Justian's code, mosaic, pillar Arena, befriend, crouch, emperor, victorious</p>

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> ● Identify the point of view of a text ● Demonstrate understanding of main idea and key vocabulary ● Using graphic organizers ● Compare/contrast two stories ● Define civilization and types of government ● Myths, legends, gods, goddesses ● Influence of Julius Caesar - rise and fall of the Empire ● <i>Suffixes -y, -al, -ist, and -ian</i> ● <i>Review r-controlled vowels and learn spelling patterns for the /ee/ sound</i> ● <i>Continue developing subject-verb agreement and correct verb tense usage; change verbs to represent past, present, future</i> 	<ul style="list-style-type: none"> ● Take notes on images before and after the Read-Aloud. ● Answer questions about the reading- multiple lessons ● Write key ideas about- multiple lessons ● Write a short-answer opinion response- end of unit ● Summarize...the lives of... ● Sequence the lives of Julius and Augustus Caesar ● Describe the characters and events- Androcles ● Unit assessment 	<p>There are 15 lessons in this unit that take 120 min. On average to complete. About 3 weeks.</p>

<ul style="list-style-type: none"> • <i>Word meaning after suffixes</i> • Write an opinion essay 		
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Differentiation/Enrichment	Materials	Resources
	<i>Stories of Ancient Rome</i> - Reader Student Workbook Teacher Guide Digital resources Flip book Sound Cards	Digital access to materials on CKLA

Subject and Grade:	3rd Grade ELA	School Year:	2024-2025
Unit 5 Title:	Unit 5 - Light and Sound	Author/s:	Jenn Davis, Kendra Collier, Laurie Gamba

NYS Next Gen Learning Standards	Essential Question/Big Ideas
<p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.</p>	<p>What are the properties of light and sound? Why is the sun's light important for life on Earth? What is the relationship between color and light? How do humans produce sound?</p>

Brief Unit Summary	Content Vocabulary
<p>Through reading and listening to read-alouds, Students will learn about the properties of light and sound, how light and sound travel in waves, and how light and sound can be manipulated by various instruments, such as magnifying glasses, microscopes, and telescopes. The content students learn in this grade will serve as the basis in later grades for more in-depth study of</p>	<p>Source, energy, wavelength, vacuum, speed, wave, white light, electricity Illuminates, energy, light waves, particles, rays, shadow Transparent, sky light, opaque, absorb, project</p>

the human body and the properties of light and sound. Students will be introduced to this content through a narrative story about two old friends, Samuel and Jack, who are losing their senses of sight and hearing, and their adventures with Samuel's grandchildren, Amy and Ethan. The nonfiction Reader for Unit 5, *Adventures in Light and Sound*, consists of selections describing the science behind light and sound. Students will read about light sources, shadows, mirrors, reflection, refraction, lenses, and color. They will also study the characteristics of sound, as well as the human voice. Later chapters include information about light and photography as well as biographies of two famous inventors who worked with light and sound: Alexander Graham Bell and Thomas Edison.

Mirror, reflect, plane, distort, kaleidoscope, angle, transmitted, concave, convex
 Refract, dense, magnify, security, instruments, lens, refraction, translucent
 Prism, spectrum, indigo, ultra violet, infra red, optometrist, x-ray
 Cacophony, medium, sound, sound waves, vibration
 Vocal chords, medium
 Pitch, volume, intense, damage, audiologist, composing, frequency, intensity
 Trachea, larynx, automatically, diaphragm, variations, voice box
 Hearing trumpet, visible speech, symbol, inspiration, telegraph, morse code
 Scarlet fever, patent, phonograph, incandescent, kinetoscope

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> ● Identify characteristics of biography genre, that biographies are nonfiction accounts of peoples' lives ● Demonstrate understanding of key vocabulary ● Acquire dictionary skills, particularly guide words ● Determine main idea and supporting details ● Compare/contrast characters and stories ● Understand cause /effect ● Sequence of events ● Define and identify text features ● Write an article ● <i>Review previous spellings for /ee/ and /ae/ and learn new spellings for the /ae/ sound</i> ● <i>Demonstrate understanding of adverbs indicating when and where and conjunctions</i> ● <i>Review previously learned suffixes and identify meaning and usage of -ous and -ly</i> ● Using a glossary ● Participate in experiment ● Concepts of light, reflection, refraction, sound, energy ● Bell & Edison 	<ul style="list-style-type: none"> ● Find the main idea and details from the reading. ● Answer questions after reading the text ● Comparing and Contrasting Organizer ● Briefly research color and light and write a summary ● Sequence ● Find connections between vocabulary words. ● Create a plan for a research article. ● Write a research paragraph ● Unit assessment 	<p>There are 14 lessons in this unit that take 120 min. On average to complete. About 3 weeks.</p>

Differentiation/Enrichment	Materials	Resources
	<i>Adventures of Light and Sound</i> - Reader Student Workbook Teacher Guide Digital resources Flip book Sound Cards	Digital access to materials on CKLA

Subject and Grade:	3rd Grade ELA	School Year:	2024-2025
Unit 6 Title:	Unit 6 - The Viking Age	Author/s:	Jenn Davis, Kendra Collier, Laurie Gamba

NYS Next Gen Learning Standards	Essential Question/Big Ideas
<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.2 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.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>What lessons about people and humanity can we learn from stories about the Norse gods?</p> <p>What personalities did the Norse gods have? How did the people of the Viking Age imagine what the universe looked like?</p>

Brief Unit Summary	Content Vocabulary
Students will be introduced to the people of the Viking Age: the men, women, and children who spoke the Old Norse language and lived in an area of northern Europe called Scandinavia, the countries we now call Norway, Sweden, and Denmark. Students will learn about the culture, region, and	Mead, veil, scoundrel, hideous, dwarf, awry, assembly, summon Creature, surly, craftsman, flatter, anvil, forge, master, guardian Boomerang, journey, villainy, beast, wisdom

<p>everyday life of the Norse people, who made a living through farming, fishing, and trading. Students will also learn about the Viking explorers who traveled across the ocean to settle in new lands, including Greenland, Iceland, and Newfoundland. The Reader of Unit 6 is <i>Gods, Giants, and Dwarves</i>. The content of this Reader focuses on Norse mythology. These Norse myths, which have been passed down through many generations.</p>	<p>Rogue, massive, barrel chested, corset, dainty, conceal, adventure Belch, fast Disguise, rumor, swear, mistletoe Despair, steed, mourn Patience, vow, serpent, writhe, prophecy, triumph, fate</p>
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Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> • Make predictions about a text • Identify characters, setting, plot • Describe, compare and assign actions to characters • Characters change over time • Demonstrate understanding of key vocabulary • Determine main idea and supporting details • Cause / Effect <i>Apply suffixes -ive and -ly to root words</i> • <i>Identify conjunction "because" as the signal of an answer to a "why" question</i> • <i>Review spelling patterns for /k/ and /s/</i> • Write informational piece on character description • Create illustrations 	<p>Mid year assessment Journal entries- multiple lessons Answer questions about the text referring explicitly to the text.- multiple lessons Complete a Venn diagram comparing and contrasting characters. Draft a paragraph to describe a character.</p>	<p>There are 11 lessons in this unit that take 120 min. On average to complete. About 2 and a half weeks.</p>

Differentiation/Enrichment	Materials	Resources
	<p>-<i>Gods, Giants, and Dwarves</i> -Reader Student Workbook Teacher Guide Digital resources Flip book Sound Cards</p>	<p>Digital access to materials on CKLA</p>

Subject and Grade:	3rd Grade ELA	School Year:	2024-2025
Unit 7 Title:	Unit 7- Astronomy	Author/s:	Jenn Davis, Kendra Collier, Laurie Gamba

NYS Next Gen Learning Standards	Essential Question/Big Ideas
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>.RI.3.3 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.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>What celestial objects make up our solar system? What are the features of the eight planets in our solar system? Where are certain constellations visible in the night sky? How do we know that the planets orbit the sun? What is an ordinary day like on the International Space Station?</p>

Brief Unit Summary	Content Vocabulary
<p>Through reading and listening to Read-Alouds, students will learn more about our solar system, our galaxy, other galaxies, and the universe. Students will be introduced to the concept of gravity and its effects on Earth and in other places in space. A foundation of knowledge will be laid for more in-depth study in later grades of topics such as matter, light-years, and black holes. Students will</p>	<p>Atmosphere, axis, hemisphere, universe, eclipse, planet, orbit, solar system, rotate, tilted Eclipse, celestial bodies, core, debris, meteoroids, satellites, terrain Naked eye, probe, frigid, greenhouse, NASA, polar</p>

<p>learn about the difference between a hypothesis and a theory, and dive into the Big Bang theory of how the universe may have originated. Students will also hear about key people and events involved in the study and exploration of outer space. Students will be introduced to this content through an informational text that takes the students on a journey through the universe, beginning with our own planet, Earth. The journey continues to the sun, the inner and outer planets, and then to other objects that exist in our solar system. From there, the trip takes us to our galaxy, other galaxies, and billions and billions of stars in the universe. They'll find out why the planets stay in orbit and why we don't go flying off the earth into space!</p>	<p>Gas giant, hydrogen Asteroids, comets, meteor, asteroid belt, Halley's comet, meteorite Galaxy, astronomer, billion, Milky Way Galaxy, Andromeda Galaxy Astronomical, atoms, cluster, fuse, irregular, light years, spiral Constellation, Ursa Major, Ursa Minor, Polaris, ladle, magnetic, navigate, orient, orienteering Module, probes, reusable, spacecraft, triumph Observatory, launch, hubble telescope, astronaut, manned, Apollo 11, gravity, attraction Black hole, force, gravitational pull, gravity, matter, tides Calculations, diurnal, geocentric, heliocentric, hypothesis, logical, opposed Space shuttle, shuttle, booster rocket, especially, unmanned Aeronautics, applications, pursue, refugees, tragedy, African American studies, chemical engineering, Peace Corps, health care, endeavor International Data, expanding, phenomenon, compressed, theory, Big Bang Theory, astrophysicist, matter, sphere,</p>
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Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
<ul style="list-style-type: none"> • Compare and contrast two people, things or ideas • Determine main idea and supporting details • Identify cause and effect in a text • Demonstrate understanding of key vocabulary • Identify objects in our solar system: sun, moon, planets, asteroids, comets, meteors, galaxy, stars, (astronauts) • Sequence steps of eclipses • <i>Use conjunctions as the signal for cause / effect ("sp")</i> • <i>Spelling patterns for /j/ and /n/</i> • <i>Suffix /ful/ and /less/ to change words</i> • <i>Demonstrate understanding of singular and plural possessive nouns</i> • Demonstrate proficiency in dictionary / glossary skills 	<ul style="list-style-type: none"> • Sequence the events • Answer questions using evidence in the text.- multiple lessons • Students will write a summary statement connecting paragraphs in a text. • Students will complete a graphic organizer comparing two texts about galaxies. • Students will make before and after responses to text read aloud about space exploration. • Students will find connections between vocabulary words. • Students will write a summary about what is most similar about two texts. • Unit assessment 	<p>There are 20 lessons in this unit that take 120 min. On average to complete. About 4 weeks.</p>

<ul style="list-style-type: none"> • Construct summary statements • Write an informative piece about the life of an astronaut 		
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Differentiation/Enrichment	Materials	Resources
	<i>What's in Our Universe</i> -Reader Student Workbook Teacher Guide Digital resources Flip book Sound Cards	Digital access to materials on CKLA

Subject and Grade:	3rd Grade ELA	School Year:	2024-2025
Unit 8 Title:	Unit 7- Native Americans	Author/s:	Jenn Davis, Kendra Collier, Laurie Gamba

NYS Next Gen Learning Standards	Essential Question/Big Ideas
<p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>RI.3.3 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.</p> <p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RI.3.7 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).</p> <p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. Identify the key details</p>	<p>What was unique about each of the various Native American tribes?</p> <p>How did Native Americans find food in their various climates?</p> <p>How did Native Americans end up settling in what is now the U.S.?</p> <p>How did Native Americans in colder climates survive?</p>

<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	
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Brief Unit Summary	Content Vocabulary
<p>Students will learn more in-depth information about how some Native Americans first migrated from Asia to North America, how many scientists think they spread throughout the continents of North America and South America, and how their ways of obtaining food changed over the years. Furthermore, students will learn details about how people adapted to the environment of the region in which they settled and how that adaptation shaped their cultural identity. The Reader for Unit 7, <i>Native American Stories</i>, consists of selections describing the historical events and culture of Native Americans. These selections are realistic fictional accounts with the purpose of conveying nonfiction information about several Native American cultures. Students will read how Native Americans spread through the continents, changing their ways of life as they did so. They will read about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic.</p>	<p>Nomadic, prey, regions, stampede, woolly mammoths Generation, lush Ceremonial, construct, Shaman effigy , ritual, evident, teeming Adobe, arid, generation, mesas, pueblo Ancestor, kachinas, maintain, spirit Wigwam Compelled Channel, germinate, horizon, scuttle, store Arctic, craft, enabled, lead, litter, wits Hind, pemmican, urge, weary</p>

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
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<ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Determine main idea and supporting details • Cause / Effect relationships • Describe characters and sequence of events • Identify continents on a map • Connect illustrations to words • Compare / Contrast climate • Compare / Contrast native American Groups • <i>Understanding of prefixes -pro, -anti</i> • <i>Understanding of suffixes -ish, -ness, -able, -ible, -er, -est</i> • <i>Review various spelling patterns for mastery: /oo/ and /f/</i> • <i>Identify plural and possessive nouns</i> • Identify steps in a procedure • Strengthen dictionary skills by determining key words, the function of entry words, and the meaning of different homographs • Write reflective responses 	<ul style="list-style-type: none"> • Identify the cause and effect events. • Explain connections between the illustration and the text • Identify the key details • Describe the cause-and-effect relationships • Summarize the story. • Make inferences based on the reading. • Identify internal and external traits. • Compare and contrast Hopi and ancestral tribes. • Identify information from illustrations and the connection between the reading. • Identify the main idea and supporting details. • Unit assessment 	<p>There are 13 lessons in this unit that take 120 min. On average to complete. About 2 and a half weeks.</p>
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Differentiation/Enrichment	Materials	Resources
	<p><i>Native American Stories</i>-Reader Student Workbook Teacher Guide Digital resources Flip book Sound Cards</p>	<p>Digital access to materials on CKLA</p>

Subject and Grade:	3rd Grade ELA	School Year:	2024-2025
Unit 11 Title:	Ecology	Author/s:	Jenn Davis, Kendra Collier, Laurie Gamba

NYS Next Gen Learning Standards	Essential Question/Big Ideas
<p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.</p> <p>W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>	<p>What is the natural order of nature, and how is it disrupted? How does nature stay balanced? How have humans impacted the environment?</p>

Brief Unit Summary	Content Vocabulary
<p>This unit will build upon what students have learned in earlier grades about animal habitats and taking care of the earth. Students will learn about food chains, the balance of nature, changes to the environment, and protecting the environment. The nonfiction Reader for Unit 11, entitled <i>Introduction to Ecology</i>, consists of selections that will further students' understanding of habitats and ecosystems, the environment, and food chains. Aspects of ecosystems and the balance of nature are explained as well as producers, consumers, and decomposers in food chains. In addition, how the environment changes both naturally and as a result of human actions is described. Later chapters focus on protecting and preserving the environment and important natural resources.</p>	<p>Survival, survive, skitter, environment, sprout, depend on Sapling, wander, microscopic, apex, mighty, nutrient, protect, predator, defense, prey Soil, safety, bacteria, abundant, vitamen, producer, consumer, mineral Balance, wildlife, reserve, herd, upset, rely on Fragile, countless, species, common, force, flood, landscape, decay, petrified Primarily, pasture, technology, resource, generate Disaster, oil spill, polluted, variety, pump, anchored, pump, effect, source Natural resource, unnecessary, seal, recover, recycle, alternative Treasure, wilderness</p>

Content Skills or Learning Targets	Assessments (Pre-Assessments, Formative, and Summative)	Timeframe
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<ul style="list-style-type: none"> ● Demonstrate understanding of key vocabulary ● Determine main idea and supporting details ● Introduce topic, group related information together ● Develop topic with facts, definitions, details ● Introduce situation, narrator, sequence of event ● Living things and their habitats ● Natural / Human changes to the environment ● Protecting the environment / John Muir ● Apply dictionary skills / Consult reference materials ● <i>Demonstrate understanding of subject and object pronouns and their antecedents</i> ● <i>Spell words with /aw/, /oi/, /ou/, and /aw/</i> ● <i>Review the prefixes uni-, bi-, tri-, multi-, over-, mid-, and under-</i> ● <i>Use commas and quotation marks</i> ● Annotate a Journal to summarize and apply unit learning ● Present on a topic ● *End-of-the-Year Assessment 	<p><u>EOY Assessment</u></p> <ul style="list-style-type: none"> ● Predicting and comprehension ● Reading Comprehension ● Make predictions and find information in the text. ● Cause and Effect. ● Find important information in the reading 	<p>There are 12 lessons in this unit that take 120 min. On average to complete. About 2 and a half weeks.</p>
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Differentiation/Enrichment	Materials	Resources
	Introduction to Ecology-Reader Student Workbook Teacher Guide Digital resources Flip book Sound Cards	Digital access to materials on CKLA