| Course Code: 5010044                                    | Course Title: Language Arts Grade 3 |  |
|---|-------------------------------------|--|
| Unit Title: Unit 1                                      |                                     | Grade: Third                               |
|   |                                     | <b>Days:</b> 25                            |
| Unit Essential Question(s):                             |                                     |  |
| How is learning at school differen                      | _                                   |  |
| Why are courts an important part                        | _                                   |  |
| Why is volunteering good for a co                       |                                     |  |
| Why is everyone's role on a proje                       | ct different?                       |  |
| What are the traits of a hero?                          | 1. 2                                |  |
| Lesson: 1   | Lesson:2 Domain: Civics             | Lesson:3                                   |
| <b>Domain:</b> Community <b>Lesson topic:</b> Education | Lesson topic: The Court System      | Domain: Community Lesson topic: Volunteers |
| Standard(s):  | Standard(s):                        | Standard(s):                               |
| Reading Literature                                      | Reading Literature                  | Reading Literature                         |
| • LAFS.3.RL.1.1   | • LAFS.3.RL.1.1                     | • LACC.3.RL.1.1                            |
| <ul><li>LAFS.3.RL.1.1</li><li>LAFS.3.RL.1.2</li></ul>   | • LAFS.3.RL.1.1 • LAFS.3.RL.1.2     | • LACC.3.RL.1.1 • LACC.3.RL.1.2            |
| <ul><li>LAFS.3.RL.1.2</li><li>LAFS.3.RL.1.3</li></ul>   | • LAFS.3.RL.1.2<br>• LAFS.3.RL.1.3  | • LACC.3.RL.1.2<br>• LACC.3.RL.1.3         |
| <ul><li>LAFS.3.RL.1.3</li><li>LAFS.3.RL.3.7</li></ul>   | • LAFS.3.RL.1.3<br>• LAFS.3.RL.3.7  | • LACC.3.RL.1.3 • LACC.3.RL.3.7            |
| <ul><li>LAFS.3.RL.3.7</li><li>LAFS.3.RL.4.10</li></ul>  | • LAFS.3.RL.3.7<br>• LAFS.3.RL.4.10 | • LACC.3.RL.3.7 • LACC.3.RL.4.10           |
| LAF5.3.RL.4.10  Reading Informational Text              | Reading Informational Text          | Reading Informational Text                 |
| LAFS.3.RI.1.1   | LAFS.3.RI.1.1                       | LACC.3.RI.1.1                              |
| • LAFS.3.RI.3.7   | • LAFS.3.RI.3.9                     | • LACC.3.RI.3.7                            |
| • LAFS.3.RI.3.9   | • LAFS.3.RI.4.10                    | • LACC.3.RI.3.9                            |
| <ul><li>LAFS.3.RI.3.9</li><li>LAFS.3.RI.4.10</li></ul>  | Foundational Skills                 | • LACC.3.RI.4.10                           |
| Foundational Skills                                     | • LAFS.3.RF.3.3.c                   | Foundational Skills                        |
| • LAFS.3.RF.3.3.c                                       | • LAFS.3.RF.4.4.a                   | • LACC.3.RF.3.3.c                          |
| <ul><li>LAFS.3.RF.4.4.a</li></ul>                       | Writing                             | • LACC.3.RF.4.4.a                          |
| <ul><li>LAFS.3.RF.4.4.b</li></ul>                       | • LAFS.3.W.1.1.a                    | • LACC.3.RF.4.4.b                          |
| • LAFS.3.RF.4.4.c                                       | • LAFS.3.W.1.1.b                    | Writing                                    |
| Writing   | • LAFS.3.W.1.1.d                    | • LACC.3.W.1.1.a                           |
| • LAFS.3.W.1.1.a  | • LAFS.3.W.1.3.a                    | • LACC.3.W.1.1.b                           |
| • LACFS.3.W.1.1.b                                       | • LAFS.3.W.1.3.b                    | • LACC.3.W.1.1.d                           |
| • LAFS.3.W.1.1.d  | • LAFS.3.W.1.3.c                    | • LACC.3.W.1.3.a                           |
| • LAFS.3.W.1.3.a  | • LAFS.3.W.1.3.d                    | • LACC.3.W.1.3.b                           |
| • LAFS.3.W.1.3.b  | • LAFS.3.W.2.4                      | • LACC.3.W.1.3.c                           |
| • LAFS.3.W.1.3.d  | • LAFS.3.W.2.5                      | • LACC.3.W.1.3.d                           |
| • LAFS.3.W.2.4  | • LAFS.3.W.4.10                     | • LACC.3.W.2.4                             |
| • LAFS.3.W.2.5  | Speaking and Listening              | • LACC.3.W.2.5                             |
| • LAFS.3.W.3.7  | • LAFS.3.SL.1.1.a                   | • LACC.3.W.3.8                             |
| • LAFS.3.W.3.8  | • LAFS.3.SL.1.1.b                   | • LACC.3.W.4.10                            |
| • LAFS.3.W.4.10   | • LAFS.3.SL.1.1.c                   | Speaking and Listening                     |
| Speaking and Listening                                  | • LAFS.3.SL.1.1.d                   | • LACC.3.SL.1.1.a                          |
| • LAFS.3.SL.1.1.a                                       | • LAFS.3.SL.1.2                     | • LACC.3.SL.1.1.b                          |
| • LAFS.3.SL.1.1.b                                       | • LAFS.3.SL.1.3                     | • LACC.3.SL.1.1.c                          |
| • LAFS.3.SL.1.1.c                                       | • LAFS.3.SL.2.6                     | • LACC.3.SL.1.1.d                          |
| • LAFS.3.SL.1.1.d                                       | Language                            | • LACC.3.SL.1.2                            |
| • LAFS.3.SL.1.2   | • LAFS.3.L.1.1.j                    | • LACC.3.SL.1.3                            |
| • LAFS.3.SL.1.3   | • LAFS.3.L.1.2.c                    | • LACC.3.SL.2.4                            |
| • LAFS.3.SL.2.4   | • LAFS.3.L.1.2.e                    | • LACC.3.SL.2.6                            |
| • LAFS.3.SL.2.6   | • LAFS.3.L.1.2.f                    | Language                                   |
| Language  | • LAFS.3.L.1.2.g                    | • LACC.3.L.1.1.i                           |
| • LAFS.3.L.1.1.b  | • LAFS.3.L2.3.a                     | • LACC.3.L.1.1.j                           |
| • LAFS.3.L.1.1.j  | • LAFS.3.L2.3.b                     | • LACC.3.L.1.2.e                           |
| • LAFS.3.L.1.2.e  | • LAFS.3.L.3.4.d                    | • LACC.3.L.1.2.f                           |
| • LAES 2 L 1 2 f  | 1 AFC 2 L 2 F b                     | 1 LACC 3 L 1 3 G                           |

LAFS.3.L.3.5.b

LAFS.3.L.3.6

LACC.3.L.1.2.g

• LACC.3.L.2.3.a

LAFS.3.L.1.2.f

LAFS.3.L.1.2.g

| • LAFS.3.L.2.3.a  | Civics  | • LACC.3.L.3.4.d   |
|---|---|--|
| • LAFS.3.L.3.4.a  | • SS.3.C.1.2  | • LACC.3.L.3.5.b   |
| • LAFS.3.L.3.4.c  | • SS.3.C.2.1  | • LACC.3.L.3.6   |
| • LAFS.3.L.3.4.d  | • SS.3.G.4.4  | Civics   |
| • LAFS.3.L.3.5.b  |   | • SS.3.C.2.1   |
| • LAFS.3.L.3.5.c  |   | • SS.3.G.1.1   |
| • LAFS.3.L.3.6  |   | • SS.3.G.1.2   |
| Civics  |   | • SS.3.G.1.4   |
| • SS.3.C.2.1  |   |  |
|   |   |  |
|   |   |  |
| Lesson Essential Question(s):   | Lesson Essential Question(s):   | Lesson Essential Question(s):  |
| How is learning at school different   | Why are courts an important part of   | Why is volunteering good for a   |
| from learning at home?  | our government?   | community and its people?  |
|   |   |  |
| Target Vocabulary:  | Target Vocabulary:  | Target Vocabulary:   |
| principal, soared, strolled, worried, proud,  | convince, trial, jury, honest, murmur,  | afford, customers, contacted, raise, earn,   |
| announced fine, certainly   | stand, guilty, pointed  | figure, block, spreading   |
|   |   |  |
| Anchor Text: A Fine, Fine School  | Anchor Text: The Trial of Cardigan Jones  | Anchor Text: Destiny's Gift (Realistic   |
| (Humorous Fiction)  | (Fantasy)   | Fiction)   |
| Read Along: One-Room School House   | Read Along: You be the Jury   | Read Along: Kids Making a Difference   |
| (Informational Text)  | (Informational Text)  | (Informational Text)   |
|   |   |  |
| Integrated Writing:   | Integrated Writing:   | Integrated Writing:  |
| Narrative Writing: Descriptive Paragraph  | Narrative Writing: Dialogue   | Narrative Writing: Personal Paragraph  |
| Focus Trait: Word Choice  | Focus Trait: Ideas  | Focus Trait: Voice   |
| Writing Prompt:   | Writing Prompt:   | Writing Prompt:  |
|   | Write a dialogue in which two characters  | Write a personal narrative paragraph   |
| Describe one of your favorite places to   | Write a dialogue in which two characters  |  |
| Describe one of your favorite places to someone who has never been there.   | tell how they spent their summer.   | about a time you helped someone  |
| 1   |   |  |
| 1   |   | about a time you helped someone  |
| someone who has never been there.   | tell how they spent their summer.   | about a time you helped someone important to you.  |
| someone who has never been there.  Resources:   | tell how they spent their summer.  Resources:   | about a time you helped someone important to you.  Resources:  |
| Resources:  Accelerated Reader  I-ready and Ready   | Resources:  Accelerated Reader  I-ready and Ready   | about a time you helped someone important to you.  Resources:  Accelerated Reader  I-ready and Ready   |
| someone who has never been there.  Resources:  • Accelerated Reader   | tell how they spent their summer.  Resources:  • Accelerated Reader   | about a time you helped someone important to you.  Resources:  • Accelerated Reader  |
| Resources:  Accelerated Reader  I-ready and Ready   | Resources:  Accelerated Reader  I-ready and Ready   | about a time you helped someone important to you.  Resources:  Accelerated Reader  I-ready and Ready   |
| someone who has never been there.  Resources:  Accelerated Reader I-ready and Ready  Journey and Think Central:   | tell how they spent their summer.  Resources:   | about a time you helped someone important to you.  Resources:  • Accelerated Reader • I-ready and Ready  Journey and Think Central:  |
| someone who has never been there.  Resources:  Accelerated Reader  I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil   | tell how they spent their summer.  Resources:   | about a time you helped someone important to you.  Resources:  |
| someone who has never been there.  Resources:  Accelerated Reader  I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall,   | tell how they spent their summer.  Resources:   | about a time you helped someone important to you.  Resources:  |
| Resources:  Accelerated Reader I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway,   | Resources:  Accelerated Reader I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall,   | about a time you helped someone important to you.  Resources:  • Accelerated Reader • I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall,   |
| Resources:  Accelerated Reader I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers,  | Resources:  Accelerated Reader I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub,  | about a time you helped someone important to you.  Resources:  • Accelerated Reader • I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub,  |
| Resources:  Accelerated Reader I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy  | Resources:  Accelerated Reader I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in   | about a time you helped someone important to you.  Resources:  • Accelerated Reader • I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in   |
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| Resources:  Accelerated Reader I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention   | Resources:  • Accelerated Reader • I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade  | about a time you helped someone important to you.  Resources:  |
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| Resources:  Accelerated Reader I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary  | Resources:  • Accelerated Reader • I-ready and Ready  Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion  | about a time you helped someone important to you.  Resources:  |
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| Lagran A  | Laccount  |          |
|---|---|----------|
| Lesson: 4  Domain: Physical Science                     | Lesson:5 Domain: Recreation and Travel                    |          |
| Lesson topic: Engineering                               | Lesson topic: Sports                                      |          |
| Standard(s):  | Standard(s):  |          |
| Reading Literature                                      | Reading Literature  |          |
| • LAFS.3.RL.1.1   | • LACC.3.RL.2.5   |          |
| • LAFS.3.RL.1.2   | • LACC.3.RL.3.7   |          |
| • LAFS.3.RL.1.3   | • LACC.3.RL.4.10  |          |
| • LAFS.3.RL.2.5   | Reading Informational Text                                |          |
| • LAFS.3.RL.3.7   | • LACC.3.RI.1.1   |          |
| • LAFS.3.RL.4.10  | • LACC.3.RI.1.2   |          |
| Reading Informational Text                              | • LACC.3.RI.1.3   |          |
| • LAFS.3.RI.1.1   | • LACC.3.RI.2.4   |          |
| • LAFS.3.RI.3.7   | • LACC.3.RI.3.7   |          |
| • LAFS.3.RI.3.9   | • LACC.3.RI.3.8   |          |
| • LAFS.3.RI.4.10  | • LACC.3.RI.3.9   |          |
| Foundational Skills                                     | • LACC.3.RI.4.10  |          |
| • LAFS.3.RF.3.3.c                                       | Foundational Skills                                       |          |
| • LAFS.3.RF.4.4.a                                       | • LACC.3.RF.3.3.a   |          |
| • LAFS.3.RF.4.4.b                                       | • LACC.3.RF.3.3.c   |          |
| <ul><li>Writing</li><li>LAFS.3.W.1.1.a</li></ul>        | <ul><li>LACC.3.RF.3.3.d</li><li>LACC.3.RF.4.4.a</li></ul> |          |
| • LAFS.3.W.1.1.b  | <ul><li>LACC.3.RF.4.4.a</li><li>Writing</li></ul>         |          |
| • LAFS.3.W.1.1.d  | • LACC.3.W.1.3.a  |          |
| • LAFS.3.W.1.3.a  | • LACC.3.W.1.3.c  |          |
| • LAFS.3.W.1.3.b  | • LACC.3.W.2.4  |          |
| • LAFS.3.W.2.5  | • LACC.3.W.2.5  |          |
| • LAFS.3.W.3.7  | • LACC.3.W.2.6  |          |
| • LAFS.3.W.3.8  | • LACC.3.W.3.8  |          |
| • LAFS.3.W.4.10   | • LACC.3.W.4.10   |          |
| Speaking and Listening                                  | Speaking and Listening                                    |          |
| • LAFS.3.SL.1.1.a                                       | • LACC.3.SL.1.1.a   |          |
| <ul> <li>LAFS.3.SL.1.1.b</li> </ul>                     | • LACC.3.SL.1.1.b   |          |
| • LAFS.3.SL.1.1.c                                       | • LACC.3.SL.1.1.c   |          |
| <ul> <li>LAFS.3.SL.1.1.d</li> </ul>                     | • LACC.3.SL.1.1.d   |          |
| • LAFS.3.SL.1.3   | • LACC.3.SL.2.6   |          |
| Language  | Language  |          |
| • LAFS.3.L.1.1.b  | • LACC.3.L.1.1.c  |          |
| • LAFS.3.L.1.1.i  | • LACC.3.L.1.2.b  |          |
| • LAFS.3.L.1.1.j  | • LACC.3.L.1.2.e  |          |
| • LAFS.3.L.1.2.a  | • LACC.3.L.1.2.f  |          |
| • LAFS.3.L.1.2.e  | • LACC.3.L.1.2.g  |          |
| • LAFS.3.L.1.2.f  | • LACC.3.L.3.4.a  |          |
| • LAFS.3.L.1.2.g  | • LACC.3.L.3.4.b  |          |
| • LAFS.3.L.3.4.b  | • LACC.3.L.3.4.c  |          |
| <ul><li>LAFS.3.L.3.4.c</li><li>LAFS.3.L.3.4.d</li></ul> | <ul><li>LACC.3.L.3.4.d</li><li>LACC.3.L.3.5.a</li></ul>   |          |
| <ul><li>LAFS.3.L.3.4.d</li><li>LAFS.3.L.3.5.b</li></ul> | <ul><li>LACC.3.L.3.5.a</li><li>LACC.3.L.3.5.b</li></ul>   |          |
| <ul><li>LAFS.3.L.3.5.0</li><li>LAFS.3.L.3.6</li></ul>   | • LACC.3.L.3.5.b<br>• LACC.3.L.3.6                        |          |
| Civics  | Civics  |          |
| • SS.3.C.2.1  | • SS.3.C.2.1  |          |
| Science   | • SS.3.G.4.4  |          |
| • SC.3.E.5.4  | Science   |          |
| - JC.J.L.J.T  | Juletice  | <u>l</u> |

| • SC.3.N.3.1   | • SC.3.P.8.3   |  |
|--|--|--|
| Lesson Essential Question(s): Why is everyone's role on a project different?   | Lesson Essential Question(s): What are the traits of a hero?   |  |
| Target Vocabulary: crew, disappears, stretch, excitement, tide, cling, balancing, foggy  | Target Vocabulary:<br>stands, fans, score, league, slammed,<br>polish, style, pronounced   |  |
| Anchor Text: Pop's Bridge (Historical Fiction) Read Along: Bridges (Informational Text)  | Anchor Text: Roberto Clemente: Pride of the Pittsburgh Pirates (Biography) Read Along: Baseball Poems (Poetry)   |  |
| Integrated Writing: Narrative Writing: Prewrite a Personal Paragraph Focus Trait: Ideas Writing Prompt: Write about an experience or event that changed your life.   | Integrated Writing: Narrative Writing: Draft a Personal Narrative Focus Trait: Sentence Fluency Writing Prompt: Write a dialogue in which two characters make a plan for an empty lot in their community.  |  |
| Resources:   | Resources:   |  |
| Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's, Ell Newcomer Audio CD Interactive Content= Journeys Interactive Whiteboard Lessons | Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's, Ell Newcomer Audio CD Interactive Content= Journeys Interactive Whiteboard Lessons |  |

# **Project-Based Learning Experience:** The Power of Government (p. xxiv-xxv)

Students will explore how government officials get their power and make presentations based on their research.

Checkpoints- 1. Students brainstorm government positions.

- 2. Students choose one and create research plans.
- 3. Students research and organize information.
- 4. Students choose one and create research plans.

Additional Information: TBA

| Course Code: 5010042 | Course Title: Language Arts Grade 3 |                 |
|----------------------|-------------------------------------|-----------------|
| Unit Title: Unit 2   |                                     | Grade: Third    |
|                      |                                     | <b>Days:</b> 25 |

# Unit Essential Question(s):

- What makes bats interesting and useful?
- How do pictures help to tell a story?
- What do traditional tales tell readers about life?
- How is a live performance different from other kinds of entertainment?

| <ul> <li>How is a live performance different from other kinds of entertainment?</li> </ul> |                           |                          |
|--|---------------------------|--------------------------|
| <ul> <li>What important traits must a</li> </ul>   | n inventor have?          |                          |
| Lesson: 6  | Lesson:7                  | Lesson:8                 |
| Domain: Life Science   | Domain: The Arts          | Domain: Cultures         |
| Lesson Topic: Mammals  | Lesson Topic: Visual Arts | Lesson Topic: Traditions |
| Standard(s):   | Standard(s):              | Standard(s):             |
| Reading Literature   | Reading Literature        | Reading Literature       |
| <ul> <li>LAFS.3.RL.1.1</li> </ul>  | • LAFS.3.RL.1.1           | • LAFS.3.RL.1.1          |
| <ul> <li>LAFS.3.RL.2.5</li> </ul>  | • LAFS.3.RL.1.3           | • LAFS.3.RL.1.2          |
| <ul><li>LAFS.3.RL.3.7</li></ul>  | • LAFS.3.RL.4.10          | • LAFS.3.RL.1.3          |
| <ul> <li>LAFS.3.RL.4.10</li> </ul>   | Reading Informational     | • LAFS.3.RL.2.4          |
| Reading Informational Text   | Text                      | • LAFS.3.RL.3.7          |
| • LAFS.3.RI.1.1  | • LAFS.3.RI.1.1           | • LAFS.3.RL.3.9          |
| • LAFS.3.RI.1.2  | • LAFS.3.RI.1.2           | • LAFS.3.RL.4.10         |
| • LAFS.3.RI.1.3  | • LAFS.3.RI.1.3           | Reading Informational    |
| <ul> <li>LAFS.3.RI.2.4</li> </ul>  | • LAFS.3.RI.3.7           | Text                     |
| <ul> <li>LAFS.3.RI.3.7</li> </ul>  | • LAFS.3.RI.3.8           | • LAFS.3.RI.3.9          |
| <ul> <li>LAFS.3.RI.3.8</li> </ul>  | • LAFS.3.RI.3.9           | Foundational Skills      |
| <ul> <li>LAFS.3.RI.3.9</li> </ul>  | • LAFS.3.RI.4.10          | • LAFS.3.RF.3.3.c        |
| <ul> <li>LAFS.3.RI.4.10</li> </ul>   | Foundational Skills       | • LAFS.3.RF.3.3.d.       |
| Foundational Skills  | • LAFS.3.RF.3.3.c         | • LAFS.3.RF.4.4.c        |
| <ul><li>LAFS.3.RF.3.3.a</li></ul>  | • LAFS.3.RF.4.4.a         | Writing                  |
| <ul> <li>LAFS.3.RF.3.3.c</li> </ul>  | • LAFS.3.RF.4.4.b         | • LAFS.3.W.1.1.a         |
| <ul> <li>LAFS.3.RF.3.3.d</li> </ul>  | Writing                   | • LAFS.3.W.1.1.b         |
| <ul><li>LAFS.3.RF.4.4.a</li></ul>  | • LAFS.3.W.1.1.a          | • LAFS.3.W.1.1.c         |
| <ul><li>LAFS.3.RF.4.4.b</li></ul>  | • LAFS.3.W.1.1b           | • LAFS.3.W.1.1.d         |
| Writing  | • LAFS.3.W.1.1.c          | • LAFS.3.W.1.3.a         |
| <ul><li>LAFS.3.W.1.1.a</li></ul>   | • LAFS.3.W.1.1.d          | • LAFS.3.W.1.3.b         |
| <ul> <li>LAFS.3.W.1.1.b</li> </ul>   | • LAFS.3.W.2.4            | • LAFS.3.W.1.3.c         |
| <ul> <li>LAFS.3.W.1.1.c</li> </ul>   | • LAFS.3.W.2.5            | • LAFS.3.W.2.4           |
| <ul> <li>LAFS.3.W.1.1.d</li> </ul>   | • LAFS.3.W.4.10           | • LAFS.3.W.2.5           |
| <ul> <li>LAFS.3.W.1.2.a</li> </ul>   | Speaking and Listening    | • LAFS.3.W.3.7           |
| <ul> <li>LAFS.3.W.2.4</li> </ul>   | • LAFS.3.SL.1.1.a         | • LAFS.3.W.3.8           |
| • LAFS.3.W.2.5   | • LAFS.3.SL.1.1.b         | • LAFS.3.W.4.10          |
| <ul> <li>LAFS.3.W.3.7</li> </ul>   | • LAFS.3.SL.1.1.c         | Speaking and Listening   |
| <ul> <li>LAFS.3.W.3.8</li> </ul>   | • LAFS.3.SL.1.1.d         | • LAFS.3.SL.1.1.a        |
| <ul> <li>LAFS.3.W.4.10</li> </ul>  | • LAFS.3.SL.1.2           | • LAFS.3.SL.1.1.b        |
| Speaking and Listening   | • LAFS.3.SL.2.5           | • LAFS.3.SL.1.1.c        |
| <ul> <li>LAFS.3.SL.1.1.a</li> </ul>  | • LAFS.3.SL.2.6           | • LAFS.3.SL.1.1.d        |
| <ul><li>LAFS.3.SL.1.1.b</li></ul>  | Language                  | • LAFS.3.SL.2.4          |
| • LAFS.3.SL.1.1.c  | • LAFS.3.L.1.1.b          | • LAFS.3.SL.2.6          |
| <ul><li>LAFS.3.SL.1.1.d</li></ul>  | • LAFS.3.L.1.1.e          | Language                 |
| • LAFS.3.SL.1.3  | • LAFS.3.L.1.1.f          | • LAFS.3.L.1.1.j         |
| • LAFS.3.SL.2.4  | • LAFS.3.L.1.1.j          | • LAFS.3.L.1.2.b         |
| <ul><li>LAFS.3.SL.2.6</li></ul>  | • LAFS.3.L.1.2.e          | • LAFS.3.L.1.2.g         |
| Language   | • LAFS.3.L.1.2.f          | • LAFS.3.L.2.3.a         |
| • LAFS.3.L.1.1.b   | • LAFS.3.L.1.2.g          | • LAFS.3.L.3.4.a         |
| • LAFS.3.L.1.1.e   | • LAFS.3.L.3.4.a          | • LAFS.3.L.3.4.d         |
| • LAFS.3.L.1.1.j   | • LAFS.3.L.3.4.d          | • LAFS.3.L.3.5.a         |

| • LAFS.3.L.1.2.e                          | • LAFS.3.L.3.5.b                          | • LAFS.3.L.3.5.b                          |
|---|---|---|
| • LAFS.3.L.1.2.g                          | • LAFS.3.L.3.5.c                          | • LAFS.3.L.3.6                            |
| • LAFS.3.L.2.3.a                          | • LAFS.3.L.3.6                            | Civics                                    |
| • LAFS.3.L.3.4.b                          | Science                                   | • SS.3.G.2.4                              |
| • LAFS.3.L.3.4.c                          | • SC.3.P.8.3                              | • SS.3.G.3.1                              |
| • LAFS.3.L.3.4.d                          | 36.3.1 .6.3                               | • SS.3.G.4.2                              |
|   |   | • SS.3.G.4.3                              |
| • LAFS.3.L.3.5.a                          |   | Science                                   |
| • LAFS.3.L.3.5.b                          |   |   |
| • LAFS.3.L.3.6                            |   |   |
| Science                                   |   | • SC.3.L.14.2                             |
| • SC.3.L.15.1                             |   | • SC.3.L.15.2                             |
| • SC.3.N.1.1                              |   | • SC.3.L.17.1                             |
|   |   |   |
|   |   |   |
| Lesson Essential Question(s):             | Lesson Essential Question(s):             | Lesson Essential Question(s):             |
| What makes bats interesting               | How do pictures help to tell a            | What do traditional tales tell            |
| and useful?                               | story?                                    | readers about life?                       |
|   |   |   |
| Target Vocabulary:                        | Target Vocabulary:                        | Target Vocabulary:                        |
| twitch, swoops, squeak, echoes,           | imagine, tools, illustrate, scribbles,    | harvest, separate, ashamed,               |
| detail, slithers, dozes, snuggles         | sketches, tracing, research, textures     | borders, advice, borrow, parch,           |
|   |   | serious                                   |
| Anchor Text: Bat Loves the Night          | Anchor Text: What Do Illustrators         | Anchor Text: The Harvest Birds            |
| (Narrative Nonfiction)                    | Do? (Informational Text)                  | (Folktale)                                |
| Read Along: A Bat is Born (Poetry)        | Read Along: Jack Draws a Beanstalk        | Read Along: The Treasure (Folktale)       |
|   | (Traditional Tale)                        |   |
| Integrated Writing:                       | Integrated Writing:                       | Integrated Writing:                       |
| Opinion Writing: Response                 | Opinion Writing: Opinion Paragraph        | Opinion Writing: Response                 |
| Paragraph                                 | Focus Trait: Organization                 | Paragraph                                 |
| Focus Trait: Ideas                        | Writing Prompt:                           | Focus Trait: Word Choice                  |
| Writing Prompt:                           | Think about the books you read.           | Writing Prompt:                           |
| What is most interesting about bats?      | Which would you rather read,              | Lily, from the story <i>The Harvest</i>   |
|   | books with illustrations or books         | Birds planted strawberries on the         |
|   | without illustrations? Why?               | land that Uncle Amos gave her.            |
|   |   | What would you plant if you had           |
|   |   | your own piece of land? Why?              |
| Resources:                                | Resources:                                | Resources:                                |
| <ul> <li>Accelerated Reader</li> </ul>    | <ul> <li>Accelerated Reader</li> </ul>    | <ul> <li>Accelerated Reader</li> </ul>    |
| <ul> <li>I-ready and Ready</li> </ul>     | <ul> <li>I-ready and Ready</li> </ul>     | <ul> <li>I-ready and Ready</li> </ul>     |
|   |   |   |
| Journey and Think Central:                | Journey and Think Central:                | Journey and Think Central:                |
| Assessment = Journeys online/paper        | Assessment= Journeys                      | Assessment = Journeys online/paper        |
| pencil                                    | online/paper pencil                       | pencil                                    |
| <b>Teaching Aids</b> = Grab and go, Focus | <b>Teaching Aids</b> = Grab and go, Focus | <b>Teaching Aids</b> = Grab and go, Focus |
| Wall, Projectable, HMH Resource           | Wall, Projectable, HMH Resource           | Wall, Projectable, HMH Resource           |
| Hub, Gateway, Leveled Readers,            | Hub, Gateway, Leveled Readers,            | Hub, Gateway, Leveled Readers,            |
| Write in Readers, Comprehension           | Write in Readers, Comprehension           | Write in Readers, Comprehension           |
| and Language Literacy guides,             | and Language Literacy guides,             | and Language Literacy guides,             |
| Reader Notebooks, Grade 3 Florida         | Reader Notebooks, Grade 3 Florida         | Reader Notebooks, Grade 3 Florida         |
| Teacher One-Stop DVD, Intervention        | Teacher One-Stop DVD,                     | Teacher One-Stop DVD,                     |
| Teacher Resources, Language               | Intervention Teacher Resources,           | Intervention Teacher Resources,           |
| Support Cards, My Journey Home:           | Language Support Cards, My                | Language Support Cards, My                |
| Family connection, Integration of         | Journey Home: Family connection,          | Journey Home: Family connection,          |
| Science Fusion                            | Integration of Science Fusion             | Integration of Science Fusion             |
| ELL= Picture Card Bank, ELL               | <b>ELL</b> = Picture Card Bank, ELL       | <b>ELL</b> = Picture Card Bank, ELL       |
| handbook, Ell Newcomers Teacher's         | handbook, Ell Newcomers Teacher's         | handbook, Ell Newcomers Teacher's         |
| Guide, Vocabulary and Concept             | Guide, Vocabulary and Concept             | Guide, Vocabulary and Concept             |
| Poster, Building Background DVD's,        | Poster, Building Background DVD's,        | Poster, Building Background DVD's,        |
|   |   |   |

| Ell Newcomer Audio CD                                 | Ell Newcomer Audio CD                                   | Ell Newcomer Audio CD          |
|---|---|--------------------------------|
| Interactive Content= Journeys                         | Interactive Content= Journeys                           | Interactive Content= Journeys  |
| Interactive Whiteboard Lessons                        | Interactive Whiteboard Lessons                          | Interactive Whiteboard Lessons |
|   |   |                                |
| Lesson: 9   | Lesson:10   |                                |
| Domain: The Arts                                      | Domain: Technology and                                  |                                |
| Lesson Topic: Performance Arts                        | Innovation  |                                |
|   | Lesson Topic: Inventions                                |                                |
| Standard(s):  | Standard(s):  |                                |
| Reading Literature                                    | Reading Literature                                      |                                |
| • LAFS.3.RL.1.1                                       | • LAFS.3.RL.1.1   |                                |
| • LAFS.3.RL.1.2                                       | Reading Informational                                   |                                |
| • LAFS.3.RL.1.3                                       | Text  |                                |
| • LAFS.3.RL.2.4                                       | • LAFS.3.RI.1.1   |                                |
| • LAFS.3.RL.2.5                                       | • LAFS.3.RI.1.2   |                                |
| • LAFS.3.RL.3.7                                       | • LAFS.3.RI.1.3   |                                |
| LAFS.3.RL.4.10  Reading Informational Tout            | • LAFS.3.RI.2.4   |                                |
| Reading Informational Text                            | <ul><li>LAFS.3.RI.2.5</li><li>LAFS.3.RI.3.7</li></ul>   |                                |
| • LAFS.3.RI.1.1                                       | • LAFS.3.RI.3.8   |                                |
| <ul><li>LAFS.3.RI.2.5</li><li>LAFS.3.RI.3.7</li></ul> | • LAFS.3.RI.3.9   |                                |
| • LAFS.3.RI.3.7<br>• LAFS.3.RI.3.9                    | • LAFS.3.RI.4.10  |                                |
| • LAFS.3.RI.4.10                                      | Foundational Skills                                     |                                |
| Foundational Skills                                   | • LAFS.3.RF.3.3.c                                       |                                |
| LAFS.3.RF.3.3.c                                       | • LAFS.3.RF.3.3.d                                       |                                |
| • LAFS.3.RF.3.3.d                                     | • LAFS.3.RF.4.4.a                                       |                                |
| • LAFS.3.RF.4.4.a                                     | • LAFS.3.RF.4.4.b                                       |                                |
| Writing   | • LAFS.3.RF.4.4.c                                       |                                |
| • LAFS.3.W.1.1.a                                      | Writing   |                                |
| • LAFS.3.W.1.1.b                                      | • LAFS.3.W.1.1.a  |                                |
| • LAFS.3.W.1.1.d                                      | • LAFS.3.W.1.1.b  |                                |
| • LAFS.3.W.2.5  | • LAFS.3.W.1.1.c  |                                |
| • LAFS.3.W.4.10                                       | • LAFS.3.W.1.1.d  |                                |
| Speaking and Listening                                | • LAFS.3.W.2.4  |                                |
| • LAFS.3.SL.1.1.a                                     | • LAFS.3.W.2.5  |                                |
| • LAFS.3.SL.1.1.b                                     | • LAFS.3.W.2.6  |                                |
| • LAFS.3.SL.1.1.c                                     | • LAFS.3.W.3.7  |                                |
| • LAFS.3.SL.1.1.d                                     | • LAFS.3.W.3.8  |                                |
| • LAFS.3.SL.1.3                                       | • LAFS.3.W.4.10   |                                |
| • LAFS.3.SL.2.4                                       | Speaking and Listening                                  |                                |
| • LAFS.3.SL.2.6                                       | • LAFS.3.SL.1.1.a                                       |                                |
| Language  | • LAFS.3.SL.1.1.b                                       |                                |
| • LAFS.3.L.1.1.b                                      | • LAFS.3.SL.1.1.c                                       |                                |
| • LAFS.3.L.1.1.d                                      | • LAFS.3.SL.1.1.d                                       |                                |
| • LAFS.3.L.1.1.j                                      | • LAFS.3.SL.1.2   |                                |
| • LAFS.3.L.1.2.a                                      | • LAFS.3.SL.2.6   |                                |
| • LAFS.3.L.1.2.b                                      | Language  |                                |
| • LAFS.3.L.1.2.e                                      | • LAFS.3.L.1.1.b  |                                |
| • LAFS.3.L.1.2.g                                      | • LAFS.3.L.1.1.c  |                                |
| • LAFS.3.L.3.4.a                                      | <ul><li>LAFS.3.L.1.1.g</li><li>LAFS.3.L.1.1.j</li></ul> |                                |
| • LAFS.3.L.3.4.d<br>• LAFS.3.L.3.5.h                  | • LAFS.3.L.1.1.J<br>• LAFS.3.L.1.2.e                    |                                |
| 27 (1 01312131313                                     | • LAFS.3.L.1.2.e<br>• LAFS.3.L.1.2.g                    |                                |
| <ul><li>LAFS.3.L.3.6</li><li>Civics</li></ul>         | • LAFS.3.L.1.2.g<br>• LAFS.3.L.3.4.c                    |                                |
| • SS.3.G.4.4  | • LAFS.3.L.3.4.d  |                                |
| <b>→</b> 55.5. <b>G</b> .4.4                          | • LAFS.3.L.3.5.b  |                                |
|   | • LAFS.3.L.3.5.c  |                                |
|   | L J.J.L.J.J.C   |                                |

| Lesson Essential Question(s): How is a live performance  | <ul> <li>LAFS.3.L.3.6     Civics</li> <li>SS.3.C.2.1     Science</li> <li>SC.3.N.1.5</li> <li>SC.3.N.3.1</li> <li>SC.3.P.10.2</li> <li>SC.3.P.11.1</li> <li>Lesson Essential Question(s):     What important traits must an</li> </ul>   |  |
|--|--|--|
| different from other kinds of entertainment?  Target Vocabulary:   | inventor have?  Target Vocabulary:   |  |
| familiar, applause, vacant, rickety,<br>blurry, blasted, jerky, rude   | invention, experiment, laboratory, genius, gadget, electric, signal, occasional  |  |
| Anchor Text: Kamishibai Man<br>(Realistic Fiction)<br>Read Along: The True Story of<br>Kamishibai (Informational Text)   | Anchor Text: Young Thomas Edison<br>(Biography)<br>Read Along: Moving Pictures<br>(Informational Text)   |  |
| Integrated Writing: Opinion Writing: Pre-write a Response to Literature Focus Trait: Organization Writing Prompt: Why do you think that people are interested in the art of mime? Write an essay explaining your opinion.  | Integrated Writing: Opinion Writing: Draft a Response to Literature Focus Trait: Sentence Fluency Writing Prompt: Write an essay about why you think people stopped watching the kamishibai man's show.  |  |
| Resources:   | Resources:   |  |
| Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's, Ell Newcomer Audio CD Interactive Content= Journeys Interactive Whiteboard Lessons | Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's, Ell Newcomer Audio CD Interactive Content= Journeys Interactive Whiteboard Lessons |  |

# Unit 2 Research and Media: Unit Project: We Care Collages

✓ This unit includes selections about people who are passionate about what they do. Students will make collages of images that express who they are and what they care about. They will then assemble their collages into a mural.

**Additional Information: TBA** 

LAFS.3.L.1.2.g

| Course Code: 5010042                                 | Course Title: Language Arts Grade 3 |                                       |
|--|-------------------------------------|---------------------------------------|
| Unit Title: Unit 3                                   |                                     | Grade: Third                          |
|  |                                     | <b>Days:</b> 25                       |
| Unit Essential Question(s):                          |                                     |                                       |
| <ul> <li>How do inventions help athletes</li> </ul>  | ?                                   |                                       |
| <ul> <li>Why is it important to grow crop</li> </ul> | os?                                 |                                       |
| <ul> <li>Why are stories from different c</li> </ul> | ultures important?                  |                                       |
| <ul> <li>What are some benefits of dogs</li> </ul>   | interacting with people?            |                                       |
| <ul><li>Why are safety rules important?</li></ul>    |                                     |                                       |
| Lesson: 11   | Lesson: 12                          | Lesson: 13                            |
| Domain: Technology and Innovation                    | Domain: Life Science                | Domain: Cultures                      |
| Lesson Topic: Inventions                             | Lesson Topic: Agriculture           | Lesson Topic: American Indian History |
| Standard(s):   | Standard(s):                        | Standard(s):                          |
| Reading Informational Text                           | Reading Literature                  | Reading Literature                    |
| • LAFS.3.RI.1.1                                      | • LAFS.3.RL.1.1                     | • LAFS.3.RL.1.1                       |
| • LAFS.3.RI.1.2                                      | • LAFS.3.RL.1.2                     | • LAFS.3.RL.1.2                       |
| • LAFS.3.RI.1.3                                      | • LAFS.3.RL.1.3                     | • LAFS.3.RL.1.3                       |
| • LAFS.3.RI.2.4                                      | • LAFS.3.RL.2.4                     | • LAFS.3.RL.4.10                      |
| • LAFS.3.RI.2.5                                      | • LAFS.3.RL.2.6                     | Reading Informational Text            |
| • LAFS.3.RI.3.7                                      | • LAFS.3.RL.3.7                     | • LAFS.3.RI.1.1                       |
| <ul> <li>LAFS.3.RI.3.8</li> </ul>                    | • LAFS.3.RL.4.10                    | • LAFS.3.RI.2.5                       |
| • LAFS.3.RI.3.9                                      | Reading Informational Text          | • LAFS.3.RI.3.7                       |
| • LAFS.3.RI.4.10                                     | • LAFS.3.RI.1.1                     | • LAFS.3.RI.3.9                       |
| Reading Foundation                                   | • LAFS.3.RI.2.5                     | • LAFS.3.RI.4.10                      |
| <ul> <li>LAFS.3.RF.3.3.c</li> </ul>                  | • LAFS.3.RI.3.9                     | Reading Foundation                    |
| <ul> <li>LAFS.3.RF.4.4.a</li> </ul>                  | • LAFS.3.RI.4.10                    | • LAFS.3.RF.4.4.a                     |
| Writing  | Reading Foundation                  | • LAFS.3.RF.4.4.b                     |
| <ul> <li>LAFS.3.W.1.2.a</li> </ul>                   | • LAFS.3.RF.3.3.c                   | • LAFS.3.RF.4.4.c                     |
| • LAFS.3.W.1.2.b                                     | • LAFS.3.RF.4.4.a                   | Writing                               |
| • LAFS.3.W.1.2.c                                     | • LAFS.3.RF.3.3.c                   | • LAFS.3.W.1.1.a                      |
| <ul> <li>LAFS.3.W.1.2.d</li> </ul>                   | Writing                             | • LAFS.3.W.1.1.b                      |
| • LAFS.3.W.2.4                                       | • LAFS.3.W.1.1.a                    | • LAFS.3.W.1.1.d                      |
| • LAFS.3.W.2.5                                       | • LAFS.3.W.1.1.b                    | • LAFS.3.W.1.2.a                      |
| • LAFS.3.W.3.7                                       | • LAFS.3.W.1.1.d                    | • LAFS.3.W.1.2.b                      |
| • LAFS.3.W.3.8                                       | • LAFS.3.W.1.2.a                    | • LAFS.3.W.1.2.c                      |
| • LAFS.3.W.4.10                                      | • LAFS.3.W.1.2.b                    | • LAFS.3.W.1.2.d                      |
| Speaking and Listening                               | • LAFS.3.W.1.2.c                    | • LAFS.3.W.2.4                        |
| • LAFS.3.SL.1.1.a                                    | • LAFS.3.W.1.2.d                    | • LAFS.3.W.2.5                        |
| • LAFS.3.SL.1.1.b                                    | • LAFS.3.W.2.4                      | • LAFS.3.W.3.7                        |
| • LAFS.3.SL.1.1.c                                    | • LAFS.3.W.2.5                      | • LAFS.3.W.3.8                        |
| • LAFS.3.SL.1.1.d                                    | • LAFS.3.W.4.10                     | • LAFS.3.W.4.10                       |
| • LAFS.3.SL.1.2                                      | Speaking and Listening              | Speaking and Listening                |
| • LAFS.3.SL.1.3                                      | • LAFS.3.SL.1.1.a                   | • LAFS.3.SL.1.1.a                     |
| • LAFS.3.SL.2.4                                      | • LAFS.3.SL.1.1.b                   | • LAFS.3.SL.1.1.b                     |
| Literature   | • LAFS.3.SL.1.1.c                   | • LAFS.3.SL.1.1.c                     |
| • LAFS.3.L.1.1.a                                     | • LAFS.3.SL.1.1.d                   | • LAFS.3.SL.1.1.d                     |
| • LAFS.3.L.1.1.b                                     | • LAFS.3.SL.1.2                     | • LAFS.3.SL.1.3                       |
| • LAFS.3.L.1.1.i                                     | • LAFS.3.SL.1.3                     | • LAFS.3.SL.2.4                       |
| • LAFS.3.L.1.2.e                                     | • LAFS.3.SL.2.4                     | • LAFS.3.SL.2.6                       |
| 14500140   | 1.450.0.01.0.0                      | 1                                     |

• LAFS.3.SL.2.6

Language

| • LAFS.3.L.3.4.a                                | Language  | • LAFS.3.L.1.1.a                                |
|---|---|---|
| • LAFS.3.L.3.4.b                                | • LAFS.3.L.1.1.d                                | • LAFS.3.L.1.1.d                                |
| • LAFS.3.L.3.4.c                                | • LAFS.3.L.1.1.e                                | • LAFS.3.L.1.1.e                                |
| • LAFS.3.L.3.4.d                                | • LAFS.3.L.1.1.i                                | • LAFS.3.L.1.1.f                                |
| • LAFS.3.L.3.5.b                                | • LAFS.3.L.1.2.c                                | • LAFS.3.L.1.1.i                                |
| • LAFS.3.L.3.6                                  | • LAFS.3.L.1.2.g                                | • LAFS.3.L.1.2.c                                |
| Civics  | • LAFS.3.L.3.4.b                                | • LAFS.3.L.1.2.e                                |
| • SS.3.C.2.1                                    | • LAFS.3.L.3.4.b                                | • LAFS.3.L.3.4.a                                |
| Science   | • LAFS.3.L.3.5.a                                | • LAFS.3.L.3.4.d                                |
| • SC.3.N.1.5                                    | • LAFS.3.L.3.5.b                                | • LAFS.3.L.3.5.b                                |
| • SC.3.N.3.2                                    | • LAFS.3.L.3.6                                  | • LAFS.3.L.3.6                                  |
| • SC.3.P.10.2                                   | Science   | Civics  |
| 00.0  | • SC.3.L.15.2                                   | • SS.3.C.1.2                                    |
|   | • SC.3.L.17.2                                   | 33.3.6.1.2                                      |
|   | • SC.3.N.1.1                                    |   |
| Lesson Essential Question(s):                   | Lesson Essential Question(s):                   | Lesson Essential Question(s):                   |
| How do inventions help athletes?                | Why is it important to grow food                | Why are stories from different                  |
| Trow do inventions help differes.               | crops?  | cultures important?                             |
|   | Crops.  | cultures importante.                            |
| Target Vocabulary:                              | Target Vocabulary:                              | Target Vocabulary:                              |
| contribute, athletes, improve, power,           | risky, grunted, profit, crops, plucked,         | examined, peak, fondly, steep, rugged,          |
| process, flexible, fraction, compete            | scowled, tugged, hollered                       | mist, pausing, pleaded                          |
|   |   |   |
| Anchor Text: Technology Wins the Game           | Anchor Text: Tops and Bottoms (Trickster        | Anchor Text: Yonder Mountain: A                 |
| (Informational Text)                            | Tale)   | Cherokee Legend (Legend)                        |
| Read Along: Science for Sports Fans             | Read Along: Goodness Grows in Gardens           | Read Along: A Trail of Tears                    |
| (Informational Text)                            | (Informational Text)                            | (Informational Text)                            |
| Integrated Writing:                             | Integrated Writing:                             | Integrated Writing:                             |
| Informative Writing: Cause-and-Effect           | Informative Writing: Compare-and-               | Informative Writing: Informative                |
| Paragraphs                                      | Contrast Paragraphs                             | Paragraph                                       |
| Focus Trait: Word Choice                        | Focus Trait: Word Choice                        | Focus Trait: Organization                       |
| Writing Prompt:                                 | Writing Prompt:                                 | Writing Prompt:                                 |
| Write a cause and effect paragraph about a      | Write a compare and contrast paragraph          | Write a paragraph about a good leader.          |
| piece of sports clothing or equipment.          | about two animals or plants.                    | White a paragraph about a good leaden           |
| process or open to examing or order process.    | parameter production                            |   |
| Resources:                                      | Resources:                                      | Resources:                                      |
| Accelerated Reader                              | Accelerated Reader                              | Accelerated Reader                              |
| I-ready and Ready                               | I-ready and Ready                               | I-ready and Ready                               |
|   |   |   |
| Journey and Think Central:                      | Journey and Think Central:                      | Journey and Think Central:                      |
| Assessment = Journeys online/paper pencil       | Assessment = Journeys online/paper              | Assessment = Journeys online/paper              |
| <b>Teaching Aids</b> = Grab and go, Focus Wall, | pencil  | pencil  |
| Projectable, HMH Resource Hub, Gateway,         | <b>Teaching Aids</b> = Grab and go, Focus Wall, | <b>Teaching Aids</b> = Grab and go, Focus Wall, |
| Leveled Readers, Write in Readers,              | Projectable, HMH Resource Hub,                  | Projectable, HMH Resource Hub,                  |
| Comprehension and Language Literacy             | Gateway, Leveled Readers, Write in              | Gateway, Leveled Readers, Write in              |
| guides, Reader Notebooks, Grade 3 Florida       | Readers, Comprehension and Language             | Readers, Comprehension and Language             |
| Teacher One-Stop DVD, Intervention              | Literacy guides, Reader Notebooks, Grade        | Literacy guides, Reader Notebooks, Grade        |
| Teacher Resources, Language Support             | 3 Florida Teacher One-Stop DVD.                 | 3 Florida Teacher One-Stop DVD.                 |

Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion

Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's, Ell Newcomer Audio CD

ELL= Picture Card Bank, ELL handbook, Ell

**Interactive Content**= Journeys Interactive Whiteboard Lessons

3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion

**ELL**= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's, Ell Newcomer Audio CD Interactive Content= Journeys Interactive 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion **ELL**= Picture Card Bank, ELL handbook, Ell

Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's, Ell Newcomer Audio CD

**Interactive Content**= Journeys Interactive

|   | Whiteboard Lessons                  | Whiteboard Lessons |
|---|-------------------------------------|--------------------|
|   | 1. 45                               |                    |
| Lesson: 14  | Lesson: 15                          |                    |
| Domain: Social Relationships                          | Domain: Health and Safety           |                    |
| Lesson Topic: People and Animals                      | Lesson Topic: Cooking               |                    |
| Standard(s):  | Standard(s):                        |                    |
| Reading Literature                                    | Reading Literature  • LAFS.3.RL.1.1 |                    |
| <ul><li>LAFS.3.RL.1.1</li><li>LAFS.3.RL.1.3</li></ul> | • LAFS.3.RL.1.1 • LAFS.3.RL.1.2     |                    |
| • LAFS.3.RL.3.7                                       | • LAFS.3.RL.1.3                     |                    |
| Reading Informational Text                            | • LAFS.3.RL.2.6                     |                    |
| • LAFS.3.RI.1.1                                       | • LAFS.3.RL.3.7                     |                    |
| • LAFS.3.RI.1.2                                       | • LAFS.3.RL.3.9                     |                    |
| • LAFS.3.RI.2.4                                       | • LAFS.3.RL.4.10                    |                    |
| • LAFS.3.RI.2.5                                       | Reading Informational Text          |                    |
| • LAFS.3.RI.2.6                                       | • LAFS.3.RI.1.3                     |                    |
| • LAFS.3.RI.3.7                                       | • LAFS.3.RI.3.9                     |                    |
| • LAFS.3.RI.3.9                                       | • LAFS.3.RI.4.10                    |                    |
| • LAFS.3.RI.4.10                                      | Reading Foundation                  |                    |
| Reading Foundation                                    | • LAFS.3.RF.3.3.c                   |                    |
| • LAFS.3.RF.3.3.c                                     | • LAFS.3.RF.4.4.a                   |                    |
| • LAFS.3.RF.4.4.a                                     | • LAFS.3.RF.4.4.b                   |                    |
| • LAFS.3.RF.4.4.b                                     | Writing                             |                    |
| • LAFS.3.RF.4.4.c                                     | • LAFS.3.W.1.1.a                    |                    |
| Writing   | • LAFS.3.W.1.1.b                    |                    |
| <ul> <li>LAFS.3.W.1.2.a</li> </ul>                    | • LAFS.3.W.1.1.d                    |                    |
| <ul> <li>LAFS.3.W.1.2.b</li> </ul>                    | • LAFS.3.W.1.2.a                    |                    |
| • LAFS.3.W.1.2.c                                      | • LAFS.3.W.1.2.b                    |                    |
| <ul> <li>LAFS.3.W.1.2.d</li> </ul>                    | • LAFS.3.W.1.2.c                    |                    |
| • LAFS.3.W.2.5  | • LAFS.3.W.1.2.d                    |                    |
| • LAFS.3.W.3.7  | • LAFS.3.W.2.4                      |                    |
| <ul> <li>LAFS.3.W.3.8</li> </ul>                      | • LAFS.3.W.2.5                      |                    |
| • LAFS.3.W.4.10                                       | • LAFS.3.W.2.6                      |                    |
| Speaking and Listening                                | • LAFS.3.W.2.7                      |                    |
| <ul> <li>LAFS.3.SL.1.1.a</li> </ul>                   | • LAFS.3.W.3.8                      |                    |
| <ul> <li>LAFS.3.SL.1.1.b</li> </ul>                   | • LAFS.3.W.4.10                     |                    |
| <ul> <li>LAFS.3.SL.1.1.c</li> </ul>                   | Speaking and Listening              |                    |
| <ul> <li>LAFS.3.SL.1.1.d</li> </ul>                   | • LAFS.3.SL.1.1.a                   |                    |
| • LAFS.3.SL.1.2                                       | • LAFS.3.SL.1.1.b                   |                    |
| • LAFS.3.SL.2.6                                       | • LAFS.3.SL.1.1.c                   |                    |
| Language  | • LAFS.3.SL.1.1.d                   |                    |
| • LAFS.3.L.1.1.a                                      | • LAFS.3.SL.1.2                     |                    |
| <ul> <li>LAFS.3.L.1.1.d</li> </ul>                    | • LAFS.3.SL.1.3                     |                    |
| • LAFS.3.L.1.1.e                                      | • LAFS.3.SL.2.4                     |                    |
| • LAFS.3.L.1.1.f                                      | • LAFS.3.SL.2.6                     |                    |
| • LAFS.3.L.1.1.i                                      | Language                            |                    |
| • LAFS.3.L.1.2.e                                      | • LAFS.3.L.1.1.a                    |                    |
| • LAFS.3.L.1.2.g                                      | • LAFS.3.L.1.1.d                    |                    |
| • LAFS.3.L.3.4.b                                      | • LAFS.3.L.1.1.e                    |                    |
| • LAFS.3.L.3.4.c                                      | • LAFS.3.L.1.1.f                    |                    |
| • LAFS.3.L.3.4.d                                      | • LAFS.3.L.1.1.i                    |                    |
| • LAFS.3.L.3.5.b                                      | • LAFS.3.L.1.2.e                    |                    |
| • LAFS.3.L.3.6  | • LAFS.3.L.1.2.g                    |                    |
| Civics  | • LAFS.3.L.2.3.a                    |                    |
| • SS.3.C.2.1  | • LAFS.3.L.2.3.b                    |                    |
|   | • LAFS.3.L.3.4.d                    |                    |

|  | <ul> <li>LAFS.3.L.3.5.a</li> <li>LAFS.3.L.3.5.b</li> <li>LAFS.3.L.3.5.c</li> <li>LAFS.3.L.3.6</li> <li>Civics/SS</li> <li>SS.3.G.4.4</li> </ul>  |   |
|--|--|---|
| Lesson Essential Question(s):  What are some benefits of dogs interacting with people?   | Lesson Essential Question(s): Why are safety rules important?  |   |
| Target Vocabulary: Iying, loyal, partners, shift, quiver, patrol, ability, snap  | Target Vocabulary: festive, ingredients, degrees, recommended, anxiously, cross, remarked, tense   |   |
| Anchor Text: Aero and Officer Mike (Informational Text) Read Along: Kids and Critters: A Nature Newsletter (Informational Text)  | Anchor Text: Ramona Quimby-The Extragood Sunday (Humorous Fiction) Read Along: Imagine a Recipe (Informational Text)   |   |
| Integrated Writing: Informative Writing: Pre-write an Explanatory Essay Focus Trait: Ideas Writing Prompt: Write an essay on how an animal helps people.   | Integrated Writing: Informative Writing: Draft a Explanatory Essay Focus Trait: Voice Writing Prompt: Cont. Write an essay on how an animal helps people.  |   |
| Resources:   | Resources:   |   |
| Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's, Ell Newcomer Audio CD Interactive Content= Journeys Interactive Whiteboard Lessons | Journey and Think Central: Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's, Ell Newcomer Audio CD Interactive Content= Journeys Interactive Whiteboard Lessons |   |
| Unit 3 Research and Media: Unit Project: In ✓ This unit includes selections in whice   | nventions That Help<br>h people are inventive in finding solutions. In   | this project, students will invent machines |

✓ This unit includes selections in which people are inventive in finding solutions. In this project, students will invent machines or systems to address problems they face in daily life. They will create working models of their inventions and assess their inventions.

Course Code: 5010044 Course Title: Reading/LA

| Unit Title: Unit 4   |   | Grade: Third  |
|--|---|---|
|  |   | Days: 25  |
| <ul> <li>Unit Essential Question(s):</li> <li>Why is it important to take care of our environment?</li> <li>What can fossils tell us about the past?</li> <li>What are some differences among types of trees?</li> </ul> |   |   |
| How do members of a community  |   |   |
| What are the coldest places o  |   | 1   |
| Lesson: 16   | Lesson: 17  | Lesson: 18  |
| Domain: General Science  | Domain: Earth Science                                 | Domain:   |
| Lesson Topic: Conservation Standard(s):  | Lesson Topic: Fossils Standard(s):                    | Lesson Topic: Trees Standard(s):                      |
| Reading Literature   | Reading Literature                                    | Reading Literature                                    |
| • LACC.3.RL.1.1  | • LACC.3.RL.1.1                                       | • LACC.3.RL.1.1                                       |
| • LACC.3.RL.1.1  | • LACC.3.RL.1.2                                       | • LACC.3.RL.1.1                                       |
| • LACC.3.RL.1.3  | • LACC.3.RL.1.3                                       | • LACC.3.RL.4.10                                      |
| • LACC.3.RL.2.4  | • LACC.3.RL.2.6                                       | Reading Informational                                 |
| • LACC.3.RL.2.5  | • LACC.3.RL.3.7                                       | Text  |
| • LACC.3.RL.2.6  | • LACC.3.RL.3.8                                       | • LACC.3.RI.1.1                                       |
| • LACC.3.RL.3.9  | • LACC.3.RL.3.9                                       | • LACC.3.RI.1.2                                       |
| • LACC.3.RL.4.10   | • LACC.3.RL.4.10                                      | • LACC.3.RI.1.3                                       |
| Reading Foundations  | Reading Foundations                                   | • LACC.3.RI.2.4                                       |
| • LACC.3.RF.3.3.c  | • LACC.3.RF.3.3.c                                     | • LACC.3.RI.2.5                                       |
| <ul> <li>LACC.3.RF.4.4.a</li> </ul>  | <ul> <li>LACC.3.RF.4.4.a</li> </ul>                   | • LACC.3.RI.3.7                                       |
| Writing  | Writing   | • LACC.3.RI.3.8                                       |
| • LACC.3.W.1.1.a   | <ul> <li>LACC.3.W.1.1.a</li> </ul>                    | • LACC.3.RI.3.9                                       |
| <ul> <li>LACC.3.W.1.1.b</li> </ul>   | <ul> <li>LACC.3.W.1.1.b</li> </ul>                    | • LACC.3.RI.4.10                                      |
| <ul> <li>LACC.3.W.1.1.c</li> </ul>   | <ul> <li>LACC.3.W.2.4</li> </ul>                      | Reading Foundations                                   |
| <ul> <li>LACC.3.W.1.1.d</li> </ul>   | <ul> <li>LACC.3.W.2.5</li> </ul>                      | • LACC.3.RF.3.3.c                                     |
| <ul> <li>LACC.3.W.2.4</li> </ul>   | <ul> <li>LACC.3.W.4.10</li> </ul>                     | • LACC.3.RF.3.3.d                                     |
| <ul> <li>LACC.3.W.2.5</li> </ul>   | Speaking and Listening                                | • LACC.3.RF.4.4.a                                     |
| <ul> <li>LACC.3.W.3.7</li> </ul>   | <ul><li>LACC.3.SL.1.1.a</li></ul>                     | • LACC.3.RF.4.4.b                                     |
| <ul> <li>LACC.3.W.4.10</li> </ul>  | <ul> <li>LACC.3.SL.1.1.b</li> </ul>                   | Writing   |
| Speaking and Listening   | <ul> <li>LACC.3.SL.1.1.c</li> </ul>                   | • LACC.3.W.1.1.a                                      |
| <ul> <li>LACC.3.SL.1.1.a</li> </ul>  | <ul> <li>LACC.3.SL.1.1.d</li> </ul>                   | • LACC.3.W.1.1.b                                      |
| <ul> <li>LACC.3.SL.1.1.b</li> </ul>  | • LACC.3.SL.1.3                                       | • LACC.3.W.1.1.c                                      |
| <ul> <li>LACC.3.SL.1.1.c</li> </ul>  | <ul> <li>LACC.3.SL.2.6</li> </ul>                     | • LACC.3.W.1.1.d                                      |
| <ul> <li>LACC.3.SL.1.1.d</li> </ul>  | Language  | • LACC.3.W.2.4  |
| • LACC.3.SL.1.3  | • LACC.3.L.1.1.e                                      | • LACC.3.W.2.5  |
| • LACC.3.SL.2.4  | • LACC.3.L.1.1.g                                      | • LACC.3.W.4.10                                       |
| Language   | • LACC.3.L.1.2.a                                      | Speaking and Listening                                |
| • LACC.3.L.1.1.a   | • LACC.3.L.1.2.f                                      | • LACC.3.SL.1.1.a                                     |
| • LACC.3.L.1.1.b   | • LACC.3.L.1.2.g                                      | • LACC.3.SL.1.1.b                                     |
| • LACC.3.L.1.2.f   | • LACC.3.L.3.4.a                                      | • LACC.3.SL.1.1.c                                     |
| • LACC.3.L.1.2.g   | • LACC.3.L.3.4.b                                      | • LACC.3.SL.1.1.d                                     |
| • LACC.3.L.2.3.b   | • LACC.3.L.3.4.c                                      | • LACC.3.SL.1.3                                       |
| • LACC.3.L.3.4.a   | • LACC.3.L.3.4.d                                      | <ul><li>LACC.3.SL.2.5</li><li>LACC.3.SL.2.6</li></ul> |
| <ul><li>LACC.3.L.3.4.d</li><li>LACC.3.L.3.5.b</li></ul>  | <ul><li>LACC.3.L.3.5.b</li><li>LACC.3.L.3.6</li></ul> | • LACC.3.SL.2.6<br>• LACC.3.SL.1.1.c                  |
| • LACC.3.L.3.5.D<br>• LACC.3.L.3.6   | • LACC.3.L.3.6  | • LACC.3.SL.1.1.d                                     |
| • LACC.3.L.3.b Civics  |   | Language  |
| • SS.3.C.2.1   |   | • LACC.3.L.1.1.e                                      |
| Science  |   | • LACC.3.L.1.1.f                                      |
| • SC.3.N.1.1   |   | • LACC.3.L.1.1.i                                      |
| • SC.3.N.3.1   |   | • LACC.3.L.1.2.f                                      |
| 55.5.14.5.1  |   | • LACC.3.L.2.3.a                                      |
|  |   | - LACC.J.L.Z.J.d                                      |

|  |  | • LACC.3.L.3.4.a                       |
|--|--|--|
|  |  | • LACC.3.L.3.4.c                       |
|  |  | • LACC.3.L.3.4.d                       |
|  |  | • LACC.3.L.3.5.b                       |
|  |  | • LACC.3.L.3.6                         |
| Lesson Essential Question(s):            | Lesson Essential Question(s):          | Lesson Essential Question(s):          |
| Why is it important to take care         | What can fossils tell us about         | What are some differences              |
| of our environment?                      |  |  |
|  | the past?                              | among types of tress?                  |
| Target Vocabulary:                       | Target Vocabulary:                     | Target Vocabulary:                     |
| recycle, project, dripping, carton,      | fossils, clues, remains, prove,        | pollen, store, clumps, passages,       |
| complicated, pollution, rubbish,         | evidence, skeletons, uncovering,       | absorb, throughout, coverings,         |
| hardly, shade, global                    | buried, fierce, location               | spines, tropical, dissolve             |
| Anchor Text: Judy Moody Saves the        | Anchor Text: The Albertosaurus         | Anchor Text:                           |
| World(Humorous Fiction)                  | Mystery: Philip Currie's Hunt in the   | A Tree is Growing (Informational       |
|  | Badlands (Informational Text)          | Text)                                  |
| Read Along: Counting Cans                | Finding Fossils for Fun(Informational  | Stopping by Woods on a Snowy           |
|  | Text)                                  | Evening (Poetry)                       |
|  | ,                                      |  |
|  | Read Along: Otzi's Story               | Read Along: The World Tree             |
| Integrated Writing:                      | Integrated Writing:                    | Integrated Writing:                    |
| Opinion Writing: Persuasive Letter       | Opinion Writing: Opinion Paragraph     | Opinion Writing: Solution              |
| Focus Trait: Ideas                       | Focus Trait: Voice                     | Paragraph                              |
| Writing Prompt:                          | Writing Prompt:                        | Focus Trait: Word Choice               |
| = -                                      |  |  |
| Write a letter to persuade a group of    | Write a paragraph that gives your      | Writing Prompt:                        |
| people to do something to help the       | opinion about something you would      | Think of a problem you could have      |
| environment.                             | like to spend time investigating.      | if you traveled to a new place.        |
|  |  | How might you solve the problem?       |
| Resources:                               | Resources:                             | Resources:                             |
| <ul> <li>Accelerated Reader</li> </ul>   | <ul> <li>Accelerated Reader</li> </ul> | <ul> <li>Accelerated Reader</li> </ul> |
| <ul> <li>I-ready and Ready</li> </ul>    | I-ready and Ready                      | I-ready and Ready                      |
| Journey and Think Central:               | Journey and Think Central:             | Journey and Think Central:             |
| Assessment= Journeys online/paper        | Assessment= Journeys online/paper      | Assessment= Journeys                   |
| pencil                                   | pencil                                 | online/paper pencil                    |
| Teaching Aids= Grab and go, Focus        | Teaching Aids= Grab and go, Focus      | Teaching Aids= Grab and go, Focus      |
| _  | 9                                      |  |
| Wall, Projectable, HMH Resource          | Wall, Projectable, HMH Resource        | Wall, Projectable, HMH Resource        |
| Hub, Gateway, Leveled Readers,           | Hub, Gateway, Leveled Readers,         | Hub, Gateway, Leveled Readers,         |
| Write in Readers, Comprehension          | Write in Readers, Comprehension        | Write in Readers, Comprehension        |
| and Language Literacy guides,            | and Language Literacy guides,          | and Language Literacy guides,          |
| Reader Notebooks, Grade 3 Florida        | Reader Notebooks, Grade 3 Florida      | Reader Notebooks, Grade 3 Florida      |
| Teacher One-Stop DVD, Intervention       | Teacher One-Stop DVD, Intervention     | Teacher One-Stop DVD,                  |
| Teacher Resources, Language              | Teacher Resources, Language            | Intervention Teacher Resources,        |
| Support Cards, My Journey Home:          | Support Cards, My Journey Home:        | Language Support Cards, My             |
| Family connection, Integration of        | Family connection, Integration of      | Journey Home: Family connection,       |
| Science Fusion                           | Science Fusion                         | Integration of Science Fusion          |
| ELL= Picture Card Bank, ELL              | ELL= Picture Card Bank, ELL            | ELL= Picture Card Bank, ELL            |
| handbook, Ell Newcomers Teacher's        | handbook, Ell Newcomers Teacher's      | handbook, Ell Newcomers                |
| Guide, Vocabulary and Concept            | Guide, Vocabulary and Concept          | Teacher's Guide, Vocabulary and        |
| Poster, Building Background DVD's,       | Poster, Building Background DVD's,     | Concept Poster, Building               |
| Ell Newcomer Audio CD                    | Ell Newcomer Audio CD                  | Background DVD's, Ell Newcomer         |
| Interactive Content= Journeys            | Interactive Content= Journeys          | Audio CD                               |
| Interactive Whiteboard Lessons           | Interactive Whiteboard Lessons         | Interactive Content= Journeys          |
| interactive writteboard Lessons          | interactive writteboard Lessons        | Interactive Whiteboard Lessons         |
|  |  |  |
| Lesson: 19                               | Lesson: 20                             |  |
| Domain:                                  | Domain:                                |  |
|  | Lesson Topic: Climate                  |  |
| <b>Lesson Topic:</b> Social Relationship |  |  |

| Standard(s):                       | Standard(s):                   |  |
|------------------------------------|--------------------------------|--|
| Reading Literature                 | Reading Literature             |  |
| • LACC.3.RL.1.1                    | • LACC.3.RL.1.1                |  |
| • LACC.3.RL.1.2                    | • LACC.3.RL.1.2                |  |
| • LACC.3.RL.1.3                    | • LACC.3.RL.1.3                |  |
| • LACC.3.RL.2.4                    | • LACC.3.RL.1.5                |  |
| • LACC.3.RL.2.5                    | • LACC.3.RL.3.7                |  |
| • LACC.3.RL.4.10                   | • LACC.3.RL.4.10               |  |
| Reading Informational Text         | Reading Informational Text     |  |
| LACC.3.RI.1.1                      | LACC.3.RI.1.1                  |  |
| • LACC.3.RI.3.7                    | • LACC.3.RI.1.2                |  |
| • LACC.3.RI.4.10                   | • LACC.3.RI.1.3                |  |
| Reading Foundations                | • LACC.3.RI.2.4                |  |
| • LACC.3.RF.3.3.c                  | • LACC.3.RI.2.5                |  |
| • LACC.3.RF.4.4.a                  | • LACC.3.RI.3.7                |  |
| • LACC.3.RF.4.4.b                  | • LACC.3.RI.3.8                |  |
| Writing                            | • LACC.3.RI.4.10               |  |
| • LACC.3.W.1.1.a                   | Reading Foundations            |  |
| • LACC.3.W.1.1.b                   | LACC.3.RF.3.3.c                |  |
| • LACC.3.W.2.5                     | • LACC.3.RF.4.4.a              |  |
| • LACC.3.W.3.7                     | • LACC.3.RF.4.4.c              |  |
| • LACC.3.W.3.8                     | Writing                        |  |
| • LACC.3.W.4.10                    | • LACC.3.W.1.1.a               |  |
| Speaking and Listening             | • LACC.3.W.1.1.b               |  |
| • LACC.3.SL.1.1.a                  | • LACC.3.W.1.1.c               |  |
| • LACC.3.SL.1.1.b                  | • LACC.3.W.1.1.d               |  |
| • LACC.3.SL.1.1.c                  | • LACC.3.W.1.3.a               |  |
| • LACC.3.SL.1.1.d                  | • LACC.3.W.1.3.b               |  |
| • LACC.3.SL.1.3                    | • LACC.3.W.2.4                 |  |
| <ul> <li>LACC.3.SL.2.4</li> </ul>  | • LACC.3.W.2.5                 |  |
| <ul> <li>LACC.3.SL.2.6</li> </ul>  | • LACC.3.W.2.6                 |  |
| Language                           | • LACC.3.W.3.7                 |  |
| • LACC.3.L.1.1.d                   | • LACC.3.W.3.8                 |  |
| • LACC.3.L.1.1.e                   | • LACC.3.W.4.10                |  |
| <ul> <li>LACC.3.L.1.1.f</li> </ul> | Speaking and Listening         |  |
| <ul> <li>LACC.3.L.1.2.e</li> </ul> | • LACC.3.SL.1.1.a              |  |
| <ul> <li>LACC.3.L.1.2.g</li> </ul> | • LACC.3.SL.1.1.b              |  |
| <ul><li>LACC.3.L.3.4.b</li></ul>   | • LACC.3.SL.1.1.c              |  |
| • LACC.3.L.3.4.c                   | • LACC.3.SL.1.1.d              |  |
| • LACC.3.L.3.4.d                   | • LACC.3.SL.1.2                |  |
| <ul><li>LACC.3.L.3.5.b</li></ul>   | • LACC.3.SL.1.3                |  |
| • LACC.3.L.3.6                     | Language                       |  |
|                                    | • LACC.3.L.1.1.a               |  |
|                                    | • LACC.3.L.1.1.b               |  |
|                                    | • LACC.3.L.1.1.e               |  |
|                                    | • LACC.3.L.1.1.i               |  |
|                                    | • LACC.3.L.1.2.g               |  |
|                                    | • LACC.3.L.3.4.a               |  |
|                                    | • LACC.3.L.3.4.d               |  |
|                                    | • LACC.3.L.3.5.a               |  |
|                                    | • LACC.3.L.3.5.b               |  |
|                                    | • LACC.3.L.3.6                 |  |
|                                    |                                |  |
| Lesson Essential Question(s):      | Lesson Essential Question(s):  |  |
| How do members of a                | What are the coldest places on |  |
| community help each other?         | Earth like?                    |  |

| Target Vocabulary:   | Target Vocabulary:  |  |
|--|---|--|
| crew, disappears, stretch,   | stands, fans, score, league, slammed,   |  |
| excitement, tide, cling, balancing,  | polish, style, pronounced   |  |
| foggy  |   |  |
| Anchor Text: Two Bear Cubs   | Anchor Text:  |  |
| (Myth/Play)  | Life on the Ice (Informational Text)  |  |
| Whose Land Is It? (Informational   | The Raven: An Inuit Myth (Myth)   |  |
| Text)  |   |  |
|  | Read Along:   |  |
| Read Along: Bear Scare   | Clever Colonies   |  |
| Integrated Writing:  | Integrated Writing:   |  |
| Opinion Writing: Pre-write a   | Opinion Writing: Draft a Persuasive   |  |
| Persuasive Essay   | Essay   |  |
| Focus Trait: Ideas   | Focus Trait: Organization   |  |
| Writing Prompt:  | Writing Prompt:   |  |
| Write an essay persuading your   | Think of an important goal that takes   |  |
| readers to work together toward  | teamwork. Write an essay  |  |
| something you believe is important.  | persuading your readers to work   |  |
|  | together toward this goal.  |  |
| Resources:   | Resources:  |  |
| Accelerated Reader   | Accelerated Reader  |  |
| I-ready and Ready  | I-ready and Ready   |  |
| , ,  | , ,   |  |
| Journey and Think Central:   | Journey and Think Central:  |  |
|  |   |  |
| Assessment = Journeys online/paper   | Assessment = Journeys online/paper  |  |
| Assessment = Journeys online/paper pencil  | Assessment= Journeys online/paper pencil  |  |
|  |   |  |
| pencil   | pencil  |  |
| pencil <b>Teaching Aids</b> = Grab and go, Focus  Wall, Projectable, HMH Resource  | pencil <b>Teaching Aids</b> = Grab and go, Focus  Wall, Projectable, HMH Resource   |  |
| pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers,  | pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers,   |  |
| pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension  | pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension   |  |
| pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides,  | pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides,   |  |
| pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension  | pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida   |  |
| pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida  | pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides,   |  |
| pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention   | pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language  |  |
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| pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home:   | pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home:  |  |
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| pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of   | pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of  |  |
| pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL  | pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL   |  |
| pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept  | pencil  Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's  |  |
| pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's  | pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept   |  |
| pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's,   | pencil Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's,  |  |
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| reaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion  ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's, Ell Newcomer Audio CD Interactive Content= Journeys | pencil  Teaching Aids= Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's, Ell Newcomer Audio CD Interactive Content= Journeys |  |

# Project-Based Learning Experience: Our Great State (p. xxii-xxiii)

Students will create a travel brochure that includes prominent natural features of their state. They compile their work and create a labeled map.

Checkpoints- 1. Students form small groups.

- 2. Each group chooses a special location.
- 3. Each group conducts research.
- 4. Groups create an illustration of their location.
- 5. Groups compile their work into a state map with labels.

**Additional Information: TBA** 

Course Code: 5010044 Course Title: Reading/LA

| Unit Title: Florida Journeys Common Core (Unit 5) | Grade: Third    |
|---|-----------------|
| Key Learning:                                     | <b>Days:</b> 25 |
| Unit Essential Question(s):                       |                 |

- What was life on the prairie like for the pioneers?
- Why do animals migrate to other places?
- How can people communicate over long distances?
- What changes do volcanoes cause?

| What changes do volcanoes cause? |                                |                                |  |
|----------------------------------|--------------------------------|--------------------------------|--|
| Why do mountain climbers need to |                                |                                |  |
| Lesson: 21 Historical Fiction    | Lesson:22 Informational Text   | Lesson:23 Fantasy              |  |
| Domain: American History         | Domain: Life Science           | Domain: Communication          |  |
| Lesson Topic: Pioneer Life       | Lesson Topic: Animal Migration | Lesson Topic: Sending Messages |  |
| Standard(s):                     | Standard(s):                   | Standard(s):                   |  |
| Reading Literature               | Reading Literature             | Reading Literature             |  |
| • LACC.3.RL.1.1                  | • LACC.3.RL.1.1                | • LACC.3.RL.1.1                |  |
| • LACC.3.RL.1.2                  | • LACC.3.RL.1.2                | • LACC.3.RL.1.2                |  |
| • LACC.3.RL.1.3                  | • LACC.3.RL.4.10               | • LACC.3.RL.1.3                |  |
| • LACC.3.RL.2.6                  | Reading Informational Text     | • LACC.3.RL.2.5                |  |
| • LACC.3.RL.3.7                  | • LACC.3.RI.1.1                | • LACC.3.RL.3.7                |  |
| • LACC.3.RL.4.10                 | • LACC.3.RI.1.2                | • LACC.3.RL.4.10               |  |
| Reading Informational Text       | • LACC.3.RI.1.3                | Reading Informational Text     |  |
| • LACC.3.RI.1.1                  | • LACC.3.RI.2.4                | • LACC.3.RI.1.1                |  |
| • LACC.3.RI.3.7                  | • LACC.3.RI.3.7                | • LACC.3.RI.2.5                |  |
| • LACC.3.RI.3.9                  | • LACC.3.RI.3.8                | • LACC.3.RI.3.7                |  |
| • LACC.3.RI.4.10                 | • LACC.3.RI.3.9                | • LACC.3.RI.3.9                |  |
| Reading Foundations              | • LACC.3.RI.4.10               | • LACC.3.RI.4.10               |  |
| • LACC.3.RF.3.3.c                | Reading Foundations            | • LACC.3.RI.3.3.a              |  |
| • LACC.3.RF.4.4.a                | • LACC.3.RF.3.3.c              | • LACC.3.RI.3.3.b              |  |
| Writing                          | • LACC.3.RF.3.3.d              | Reading Foundations            |  |
| • LACC.3.W.1.1.a                 | • LACC.3.RF.4.4.a              | • LACC.3.RF.3.3.c              |  |
| • LACC.3.W.1.1.b                 | Writing                        | • LACC.3.RF.4.4.a              |  |
| • LACC.3.W.1.1.d                 | • LACC.3.W.1.1.a               | • LACC.3.RF.4.4.b              |  |
| • LACC.3.W.1.3.a                 | • LACC.3.W.1.1.b               | Writing                        |  |
| • LACC.3.W.1.3.b                 | • LACC.3.W.1.1.d               | • LACC.3.W.1.3.b               |  |
| • LACC.3.W.1.3.c                 | • LACC.3.W.1.3.a               | • LACC.3.W.2.5                 |  |
| • LACC.3.W.1.3.d                 | • LACC.3.W.1.3.b               | • LACC.3.W.4.10                |  |
| • LACC.3.W.2.4                   | • LACC.3.W.2.4                 | Speaking and Listening         |  |
| • LACC.3.W.2.5                   | • LACC.3.W.2.5                 | • LACC.3.SL.1.1.a              |  |
| • LACC.3.W.3.7                   | • LACC.3.W.4.10                | • LACC.3.SL.1.1.b              |  |
| • LACC.3.W.3.8                   | Speaking and Listening         | • LACC.3.SL.1.1.c              |  |
| • LACC.3.W.4.10                  | • LACC.3.SL.1.1.a              | • LACC.3.SL.1.1.d              |  |
| Speaking and Listening           | • LACC.3.SL.1.1.b              | • LACC.3.SL.1.3                |  |
| • LACC.3.SL.1.1.a                | • LACC.3.SL.1.1.c              | • LACC.3.SL.2.4                |  |
| • LACC.3.SL.1.1.b                | • LACC.3.SL.1.1.d              | • LACC.3.SL.2.6                |  |
| • LACC.3.SL.1.1.c                | • LACC.3.SL.1.2                | Language                       |  |
| • LACC.3.SL.1.1.d                | • LACC.3.SL.1.3                | • LACC.3.L.1.1.d               |  |
| • LACC.3.SL.1.3                  | • LACC.3.SL.2.5                | • LACC.3.L.1.1.i               |  |
| • LACC.3.SL.2.6                  | • LACC.3.SL.2.6                | • LACC.3.L.1.2.c               |  |
| Language                         | Language                       | • LACC.3.L.1.2.d               |  |
| • LACC.3.L.1.1.e                 | • LACC.3.L.1.1.g               | • LACC.3.L.1.2.e               |  |
| • LACC.3.L.1.1.f                 | • LACC.3.L.1.1.i               | • LACC.3.L.1.2.f               |  |
| • LACC.3.L.1.1.g                 | • LACC.3.L.1.2.f               | • LACC.3.L.1.2.g               |  |
| • LACC.3.L.1.1.i                 | • LACC.3.L.1.2.g               | • LACC.3.L.2.3.b               |  |
| • LACC.3.L.1.2.e                 | • LACC.3.L.2.3.a               | • LACC.3.L.3.4.d               |  |
| • LACC.3.L.1.2.f                 | • LACC.3.L.3.4.a               | • LACC.3.L.3.5.b               |  |
| • LACC.3.L.1.2.g                 | • LACC.3.L.3.4.c               | • LACC.3.L.3.6                 |  |
| • LACC.3.L.3.4.a                 | • LACC.3.L.3.5.b               |                                |  |

|  | T  | T   |
|--|--|---|
| • LACC.3.L.3.4.b   | • LACC.3.L.3.5.c                                   |   |
| • LACC.3.L.3.4.c   | • LACC.3.L.3.6                                     |   |
| • LACC.3.L.3.5.b   |  |   |
| • LACC.3.L.3.6   |  |   |
| Lesson Essential Question(s):  | Lesson Essential Question(s):                      | Lesson Essential Question(s):             |
| What was life on the prairie like for the  | Why do animals migrate to other places?            | How can people communicate over long      |
| pioneers?  | vviiy do diffinals fingrate to other places:       | distances?                                |
| pioneers   |  | distances:                                |
| Vocabulary:  | Vocabulary:  | Vocabulary:                               |
| prairie, slick, fetch, clattered, sniff, rough,                                  | migrate, survival, plenty, frightening,            | sincere, managed, loaded, loveliest,      |
| batted, thumped, buzzing, rustle   | accidents, solid, chilly, landscape,               | conversations, inspired, reunion,         |
|  | thunderous, dramatic                               | currently, pleasure, terror               |
| Anchor Text:   | Anchor Text:                                       | Anchor Text:                              |
| Boy, Were We Wrong about Dinosaurs!  | The Journey: Stories of Migration                  | The Journey of Oliver K. Woodman          |
| (Informational Text)   |  | (Fantasy)                                 |
|  | Read Along:  | Moving the U.S. Mail (Informational Text) |
| Read Along:  | The Taste of Hope                                  |   |
|  |  | Read Along:                               |
|  |  | Piggy Goes to Town                        |
| Integrated Writing:  | Integrated Writing:                                | Integrated Writing:                       |
| Narrative Writing: Fictional Narrative   | Narrative Writing: Descriptive Paragraph:          | Narrative Writing: Dialogue               |
| Paragraph:   | Focus Trait: Word Choice                           | Focus Trait: Voice                        |
| Focus Trait: Ideas   |  |   |
| Resources:   | Resources:   | Resources:                                |
| Accelerated Reader   | Accelerated Reader                                 | Accelerated Reader                        |
| I-ready and Ready  | I-ready and Ready                                  | I-ready and Ready                         |
| lourney and Think Control  | lourney and Think Control                          | lourney and Think Control                 |
| Journey and Think Central:   | Journey and Think Central:                         | Journey and Think Central:                |
| Assessment= Journeys online/paper pencil Teaching Aids= Grab and go, Focus Wall, | Assessment = Journeys online/paper pencil          | Assessment = Journeys online/paper pencil |
| Projectable, HMH Resource Hub, Gateway,  | Teaching Aids= Grab and go, Focus Wall,            | Teaching Aids= Grab and go, Focus Wall,   |
| Leveled Readers, Write in Readers,   | Projectable, HMH Resource Hub,                     | Projectable, HMH Resource Hub,            |
| Comprehension and Language Literacy  | Gateway, Leveled Readers, Write in                 | Gateway, Leveled Readers, Write in        |
| guides, Reader Notebooks, Grade 3 Florida  | Readers, Comprehension and Language                | Readers, Comprehension and Language       |
| Teacher One-Stop DVD, Intervention   | Literacy guides, Reader Notebooks, Grade           | Literacy guides, Reader Notebooks, Grade  |
| Teacher Resources, Language Support  | 3 Florida Teacher One-Stop DVD,                    | 3 Florida Teacher One-Stop DVD,           |
| Cards, My Journey Home: Family   | Intervention Teacher Resources,                    | Intervention Teacher Resources,           |
| connection, Integration of Science Fusion  | Language Support Cards, My Journey                 | Language Support Cards, My Journey        |
| <b>ELL</b> = Picture Card Bank, ELL handbook, Ell                                | Home: Family connection, Integration of            | Home: Family connection, Integration of   |
| Newcomers Teacher's Guide, Vocabulary  | Science Fusion                                     | Science Fusion                            |
| and Concept Poster, Building Background  | <b>ELL</b> = Picture Card Bank, ELL handbook, Ell  | ELL= Picture Card Bank, ELL handbook, Ell |
| DVD's, Ell Newcomer Audio CD   | Newcomers Teacher's Guide, Vocabulary              | Newcomers Teacher's Guide, Vocabulary     |
| Interactive Content= Journeys Interactive  | and Concept Poster, Building Background            | and Concept Poster, Building Background   |
| Whiteboard Lessons   | DVD's, Ell Newcomer Audio CD                       | DVD's, Ell Newcomer Audio CD              |
|  | Interactive Content= Journeys Interactive          | Interactive Content= Journeys Interactive |
|  | Whiteboard Lessons                                 | Whiteboard Lessons                        |
| Losson, 24 Doolistis Fishing   | Laccom 25 Informational T                          | I assemb                                  |
| Lesson: 24 Realistic Fiction Domain: Earth Science                               | Lesson:25 Informational Text Domain: Earth Science | Lesson:                                   |
| Lesson Topic: Volcanoes  | Lesson Topic: Mountains                            |   |
| Standard(s):   | Standard(s):                                       |   |
| Reading Literature   | Reading Literature                                 |   |
| • LACC.3.RL.1.1  | • LACC.3.RL.1.2                                    |   |
| • LACC.3.RL.1.2  | • LACC.3.RL.1.2                                    |   |
| • LACC.3.RL.1.3  | • LACC.3.RL.1.5                                    |   |
| • LACC.3.RL.1.3  | • LACC.3.RL.3.7                                    |   |
| • LACC.3.RL.3.7  | • LACC.3.RL.4.10                                   |   |
| ■ LACC.3.NL.3./  | ■ LACC.3.NL.4.1U                                   |   |

| • LACC.3.RL.4.10                        | Reading Informational Text           |  |
|---|--------------------------------------|--|
| Reading Informational Text              | • LACC.3.RI.1.1                      |  |
| • LACC.3.RI.1.1                         | • LACC.3.RI.1.2                      |  |
| • LACC.3.RI.3.7                         | • LACC.3.RI.1.3                      |  |
| • LACC.3.RI.3.9                         | • LACC.3.RI.2.4                      |  |
| • LACC.3.RI.4.10                        | • LACC.3.RI.3.7                      |  |
| Reading Foundations                     | • LACC.3.RI.3.9                      |  |
| • LACC.3.RF.3.3.a                       | • LACC.3.RI.4.10                     |  |
| • LACC.3.RF.3.3.b                       | Reading Foundations                  |  |
| • LACC.3.RF.3.3.c                       | • LACC.3.RF.3.3.a                    |  |
| • LACC.3.RF.4.4.a                       | • LACC.3.RF.3.3.b                    |  |
| • LACC.3.RF.4.4.b                       | • LACC.3.RF.3.3.c                    |  |
| • LACC.3.RF.4.4.c                       | • LACC.3.RF.4.4.a                    |  |
| Writing                                 | • LACC.3.RF.4.4.b                    |  |
| • LACC.3.W.1.1.a                        | Writing                              |  |
| • LACC.3.W.1.1.b                        | • LACC.3.W.1.1.a                     |  |
| • LACC.3.W.1.1.c                        | • LACC.3.W.1.1.b                     |  |
| • LACC.3.W.1.1.d                        | • LACC.3.W.1.3.a                     |  |
| • LACC.3.W.1.2.a                        | • LACC.3.W.1.3.c                     |  |
| • LACC.3.W.1.2.b                        | • LACC.3.W.1.3.d                     |  |
| • LACC.3.W.1.2.d                        | • LACC.3.W.2.4                       |  |
| • LACC.3.W.1.3.a                        | • LACC.3.W.2.5                       |  |
| • LACC.3.W.1.3.b                        | • LACC.3.W.2.6                       |  |
| • LACC.3.W.1.3.d                        | • LACC.3.W.3.8                       |  |
| • LACC.3.W.2.4                          | • LACC.3.W.4.10                      |  |
| • LACC.3.W.2.5                          | Speaking and Listening               |  |
| • LACC.3.W.3.7                          | • LACC.3.SL.1.1.a                    |  |
| • LACC.3.W.3.8                          | • LACC.3.SL.1.1.b                    |  |
| • LACC.3.W.4.10                         | • LACC.3.SL.1.1.c                    |  |
| Speaking and Listening                  | • LACC.3.SL.1.1.d                    |  |
| • LACC.3.SL.1.1.a                       | • LACC.3.SL.1.2                      |  |
| • LACC.3.SL.1.1.b                       | • LACC.3.SL.1.3                      |  |
| • LACC.3.SL.1.1.c                       | • LACC.3.SL.2.4                      |  |
| • LACC.3.SL.1.1.d                       | • LACC.3.SL.2.6                      |  |
| • LACC.3.SL.1.3                         |                                      |  |
| • LACC.3.SL.2.4                         | Language                             |  |
| • LACC.3.SL.2.6                         | • LACC.3.L.1.1.g                     |  |
| Language                                | • LACC.3.L.1.1.h                     |  |
| • LACC.3.L.1.1.a                        | • LACC.3.L.1.1.i                     |  |
| • LACC.3.L.1.1.h                        | • LACC.3.L.1.2.e                     |  |
| • LACC.3.L.1.1.i                        | • LACC.3.L.1.2.f                     |  |
| • LACC.3.L.1.2.d                        | • LACC.3.L.1.2.g                     |  |
| • LACC.3.L.1.2.f                        | • LACC.3.L.2.3.a                     |  |
| • LACC.3.L.1.2.g                        | • LACC.3.L.3.4.c                     |  |
| • LACC.3.L.3.4.c                        | • LACC.3.L.3.4.d                     |  |
| • LACC.3.L.3.4.d                        | • LACC.3.L.3.5.a                     |  |
| • LACC.3.L.3.5.b                        | • LACC.3.L.3.5.b                     |  |
| • LACC.3.L.3.6                          | • LACC.3.L.1.3.6                     |  |
| Lesson Essential Question(s):           | Lesson Essential Question(s):        |  |
| Why is everyone's role on a project     | Why do mountain climbers need to be  |  |
| different?                              | prepared?                            |  |
| Vocabulary:                             | Vocabulary:                          |  |
| voyage, lava, rippled, arrival, guided, | approached, section, avalanches,     |  |
| twisted, aboard, anchor, spotted, bay   | increases, equipment, tanks, slopes, |  |
|   | altitude, succeed, halt              |  |
|   |                                      |  |

| Anchor Text:                                      | Anchor Text:                                      |
|---|---|
| Dog of the Sea Waves (Realistic Fiction)          | Mountains: Surviving on Mt. Everest               |
| The Land Volcanoes Built (Informational           | (Informational Text)                              |
| Text)   | The Big Cleanup (Play)                            |
|   |   |
| Read Along: Mapping the World                     | Read Along: Extreme Skiing, Extreme               |
|   | Danger  |
| Integrated Writing:                               | Integrated Writing:                               |
| Narrative Writing: Prewrite a Fictional           | Narrative Writing: Draft a Fictional              |
| Narrative   | Narrative   |
| Focus Trait: Ideas                                | Focus Trait: Word Choice                          |
| Resources:  | Resources:  |
| <ul> <li>Accelerated Reader</li> </ul>            | <ul> <li>Accelerated Reader</li> </ul>            |
|   |   |
| Journey and Think Central:                        | Journey and Think Central:                        |
| Assessment = Journeys online/paper pencil         | Assessment = Journeys online/paper                |
| <b>Teaching Aids</b> = Grab and go, Focus Wall,   | pencil  |
| Projectable, HMH Resource Hub, Gateway,           | <b>Teaching Aids</b> = Grab and go, Focus Wall,   |
| Leveled Readers, Write in Readers,                | Projectable, HMH Resource Hub,                    |
| Comprehension and Language Literacy               | Gateway, Leveled Readers, Write in                |
| guides, Reader Notebooks, Grade 3 Florida         | Readers, Comprehension and Language               |
| Teacher One-Stop DVD, Intervention                | Literacy guides, Reader Notebooks, Grade          |
| Teacher Resources, Language Support               | 3 Florida Teacher One-Stop DVD,                   |
| Cards, My Journey Home: Family                    | Intervention Teacher Resources,                   |
| connection, Integration of Science Fusion         | Language Support Cards, My Journey                |
| <b>ELL</b> = Picture Card Bank, ELL handbook, Ell | Home: Family connection, Integration of           |
| Newcomers Teacher's Guide, Vocabulary             | Science Fusion                                    |
| and Concept Poster, Building Background           | <b>ELL</b> = Picture Card Bank, ELL handbook, Ell |
| DVD's, Ell Newcomer Audio CD                      | Newcomers Teacher's Guide, Vocabulary             |
| Interactive Content= Journeys Interactive         | and Concept Poster, Building Background           |
| Whiteboard Lessons                                | DVD's, Ell Newcomer Audio CD                      |
|   | Interactive Content= Journeys Interactive         |
|   | Whiteboard Lessons                                |
|   |   |

Project-Based Learning Experience: Water's Changing State (p. xxii-xxiii)

Students will observe water as it changes states. They use charts, and written reports to share and compare their observations with others.

Checkpoints- 1. Pairs develop a plan to research how water changes states.

- 2. Students research and perform an investigation.
- 3. Students keep record of their observations.
- 4. Students present their reports and compare results.

**Additional Information: TBA** 

| Course Code: 5010044   | Course Title: Reading/LA |                 |
|--|--------------------------|-----------------|
| Unit Title: Florida Journeys Common Core (Unit 6) Grade: Third |                          | Grade: Third    |
| Key Learning:  |                          | <b>Days:</b> 25 |

### **Unit Essential Question(s):**

- How does having a goal help people succeed?
- How would your life be different without magnets?
- What are some benefits of being physically active?
- What can you learn from champions?
- How can children and adults learn from each other?

| Lesson: 26 Narrative Nonfiction | Lesson:27 Expository Nonfiction | Lesson:28 Biography        |
|---------------------------------|---------------------------------|----------------------------|
| Domain: Values                  | Domain: Physical Science        | Domain: Health and Safety  |
| Lesson Topic: Determination     | Lesson Topic: Magnets           | Lesson Topic: Being Active |

| Standard(s):                                | Standard(s):                             | Standard(s):                          |
|---|--|---------------------------------------|
| • LACC.3.RL.4.10                            | • LACC.3.RL.1.1                          | • LACC.3.RL.1.1                       |
| • LACC.3.RI.1.2                             | • LACC.3.RI.1.3                          | • LACC.3.RL.2.4                       |
| • LACC.3.RI.2.5                             | • LACC.3.RI.3.7                          | • LACC.3.RL.2.4                       |
| • LACC.3.RI.2.6                             | • LACC.3.RF.3.3.c                        | • LACC.3.RI.1.2                       |
| • LACC.3.RF.3.3.b                           | • LACC.3.RF.4.4.b                        | • LACC.3.RI.2.6                       |
| • LACC.3.RF.3.3.c                           | • LACC.3.RF.4.4.c                        | • LACC.3.RF.3.3.b                     |
| • LACC.3.RF.4.4.b                           | • LACC.3.W.1.2.a                         | • LACC.3.RF.3.3.d                     |
| • LACC.3.RF.4.4.c                           | • LACC.3.W.1.2.b                         | • LACC.3.RF.4.4.a                     |
| • LACC.3.W.1.1.a                            | • LACC.3.W.1.2.d                         | • LACC.3.RF.4.4.b                     |
| • LACC.3.W.1.1.b                            | • LACC.3.W.2.4                           | • LACC.3.W.1.2.a                      |
| • LACC.3.W.1.1.c                            | • LACC.3.W.2.5                           | • LACC.3.W.1.2.b                      |
| • LACC.3.W.1.1.d                            | • LACC.3.SL.1.2                          | • LACC.3.W.1.2.c                      |
| • LACC.3.W.1.2.a                            | • LACC.3.SL.1.2                          | • LACC.3.W.1.2.d                      |
| • LACC.3.W.1.2.b                            | • LACC.3.L.1.2.a                         | • LACC.3.W.2.4                        |
| • LACC.3.W.1.2.c                            | • LACC.3.L.1.2.f                         | • LACC.3.W.2.5                        |
| • LACC.3.W.1.2.d                            | • LACC.3.L.3.4.a                         | • LACC.3.SL.1.2                       |
| • LACC.3.W.1.3.a                            | • LACC.3.L.3.6                           | • LACC.3.SL.1.2                       |
| • LACC.3.W.1.3.c                            | - LACC.3.L.3.U                           | • LACC.3.SL.1.5                       |
| • LACC.3.W.1.3.d                            |  | • LACC.3.L.1.2.f                      |
| • LACC.3.W.1.5.d                            |  | • LACC.3.L.3.4.c                      |
| • LACC.3.W.4.10                             |  | • LACC.3.L.1.3.6                      |
| • LACC.3.SL.1.1.b                           |  | LACC.S.L.1.S.0                        |
| • LACC.3.SL.1.1.c                           |  |                                       |
| • LACC.3.SL.1.1.d                           |  |                                       |
| • LACC.3.SL.1.2                             |  |                                       |
| • LACC.3.L.1.1.a                            |  |                                       |
| • LACC.3.L.1.2.a                            |  |                                       |
| • LACC.3.L.1.2.d                            |  |                                       |
| • LACC.3.L.1.2.e                            |  |                                       |
| • LACC.3.L.2.3.b                            |  |                                       |
| • LACC.3.L.3.6                              |  |                                       |
| Lesson Essential Question(s):               | Lesson Essential Question(s):            | Lesson Essential Question(s):         |
| How does having a goal help people          | How would your life be different without | What are some benefits of being       |
| succeed?                                    | magnets?                                 | physically active?                    |
|   |  |                                       |
| Vocabulary:                                 | Vocabulary:                              | Vocabulary:                           |
| principal, proud, announced, advice, loyal, | research, tools, familiar, gadget,       | throughout, textures, peak, steep,    |
| ability, absorb, loveliest, compete,        | invention, experiment, electric, power,  | tropical, landscape, slopes, altitude |
| approached Anchor Text:                     | prove, improve  Anchor Text:             | survival, equipment  Anchor Text:     |
| The Foot Race Across America (Narrative     | The Power of Magnets (Expository         | Becoming Anything He Wants to Be      |
| Nonfiction)                                 | Nonfiction)                              | (Biography)                           |
| Paca and the Beetle (Folktale)              | Electromagnets and You (Photo Essay)     | My Blue Belt Day(Journal Entry)       |
| Fast Track (Poetry)                         | Science Fair Project, Magnet( Poetry)    | I Chop Chop (Poetry)                  |
|   |  |                                       |
| Read Along:                                 | Read Along:                              | Read Along:                           |
| The Foot Race Across America                | Maglev Trains                            | Rising to the Challenge               |
| Integrated Writing:                         | Integrated Writing:                      | Integrated Writing:                   |
| Informative Writing: Compare-and-           | Informative Writing: Problem-and-        | Informative Writing: Instructions     |
| Contrast Paragraph                          | Solution Paragraph                       | Focus Trait: Word Choice              |
| Focus Trait: Organization                   | Focus Trait: Ideas                       |                                       |
| Resources:                                  | Resources:                               | Resources:                            |
| Accelerated Reader                          | Accelerated Reader                       | Accelerated Reader                    |
| i-ready and Ready                           | i-ready and Ready                        | I-ready and Ready                     |
|   |  |                                       |

# Journey and Think Central: Assessment = Journeys online/paper pencil Teaching Aids = Grab and go, Focus Wall, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Language Support Cards, My Journey Home: Family connection, Integration of Science Fusion ELL= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background DVD's, Ell Newcomer Audio CD Interactive Content= Journeys Interactive Whiteboard Lessons Lesson: 29 Drama **Domain:** Values Lesson Topic: Doing your Best Standard(s): **Reading Literature** LACC.3.RL.1.3

LACC.3.L.1.1.a LACC.3.L.1.1.g LACC.3.L.1.2.a LACC.3.L.1.2.f

#### **Journey and Think Central:** Journey and Think Central: **Assessment**= Journeys online/paper **Assessment**= Journeys online/paper pencil pencil Teaching Aids = Grab and go, Focus Wall, Teaching Aids = Grab and go, Focus Wall, Projectable, HMH Resource Hub, Projectable, HMH Resource Hub, Gateway, Leveled Readers, Write in Gateway, Leveled Readers, Write in Readers, Comprehension and Language Readers, Comprehension and Language Literacy guides, Reader Notebooks, Grade Literacy guides, Reader Notebooks, Grade 3 Florida Teacher One-Stop DVD, 3 Florida Teacher One-Stop DVD, Intervention Teacher Resources, Intervention Teacher Resources, Language Support Cards, My Journey Language Support Cards, My Journey Home: Family connection, Integration of Home: Family connection, Integration of Science Fusion Science Fusion **ELL**= Picture Card Bank, ELL handbook, Ell **ELL**= Picture Card Bank, ELL handbook, Ell Newcomers Teacher's Guide, Vocabulary Newcomers Teacher's Guide, Vocabulary and Concept Poster, Building Background and Concept Poster, Building Background DVD's, Ell Newcomer Audio CD DVD's, Ell Newcomer Audio CD Interactive Content= Journeys Interactive **Interactive Content**= Journeys Interactive Whiteboard Lessons Whiteboard Lessons **Lesson:30 Realistic Fiction Domain: Community Lesson Topic: Working Together** Standard(s): **Reading Literature** LACC.3.RL.1.1. LACC.3.RL.2.6 LACC.3.RL.1.3 LACC.3.RL.3.7 LACC.3.RL.3.7 **Reading Informational Text Reading Informational Text** LACC.3.RI.1.1 LACC.3.RI.1.1 LACC.3.RI.1.2 **Reading Foundations** LACC.3.RF.3.3.c LACC.3.RI.1.3 LACC.3.RI.2.5 LACC.3.RF.4.4.a LACC.3.RF.4.4.b LACC.3.RI.2.6 Writing **Reading Foundations** LACC.3.RF.3.3.a LACC.3.W.1.1.a LACC.3.RF.3.3.c LACC.3.W.1.1.b LACC.3.W.1.1.d LACC.3.RF.4.4.a LACC.3.W.1.2.a LACC.3.RF.4.4.b Writing LACC.3.W.1.2.b LACC.3.W.1.2.a LACC.3.W.1.2.c LACC.3.W.1.2.b LACC.3.W.1.2.d LACC.3.W.1.2.c LACC.3.W.2.5 LACC.3.W.2.4 LACC.3.W.2.6 LACC.3.W.2.5 Speaking and Listening LACC.3.W.3.7 LACC.3.SL.1.2 LACC.3.SL.2.4 LACC.3.W.3.8 Speaking and Listening LACC.3.SL.2.6 LACC.3.SL.1.1.c Language LACC.3.SL.1.1.d LACC.3.L.1.1.a LACC.3.SL.2.4 LACC.3.L.1.2.g LACC.3.SL.2.5 LACC.3.L.1.2.f Language LACC.3.L.3.6

| • LACC.3.L.3.6                                    |   |  |
|---|---|--|
| Lesson Essential Question(s):                     | Lesson Essential Question(s):                   |  |
| What can you learn from champions?                | How can children and adults learn from          |  |
|   | each other?                                     |  |
| Vocabulary:                                       | Vocabulary:                                     |  |
| excitement, score, athlete, tense, succeed,       | worried, certainly, raise, afford, applause,    |  |
| league, earn, partners, pleasure, contribute      | anxiously, dramatic, guided, ingredients,       |  |
|   | fetch   |  |
| Anchor Text:                                      | Anchor Text:                                    |  |
| A New Team of Hereos (Drama)                      | Saving Buster (Realistic Fiction)               |  |
| C-H-A-M-P-I-O-N (Informational Text)              | Acting Across Generations (New Article)         |  |
| Defender, Spellbound (Poetry)                     | Company's Coming (Poetry)                       |  |
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| Read Along:                                       | Read Along:                                     |  |
| Two Players                                       | Service Dogs                                    |  |
| Integrated Writing:                               | Integrated Writing:                             |  |
| Informative Writing: Prewrite a Research          | Informative Writing: Draft a Research           |  |
| Report  | Report  |  |
| Focus Trait: Ideas                                | Focus Trait: Organization                       |  |
| Resources:  | Resources:                                      |  |
| Accelerated Reader                                | Accelerated Reader                              |  |
|   |   |  |
| I-ready and Ready                                 | I-ready and Ready                               |  |
| Journey and Think Central:                        | Journey and Think Central:                      |  |
| Assessment = Journeys online/paper pencil         | Assessment= Journeys online/paper               |  |
| Teaching Aids= Grab and go, Focus Wall,           | pencil  |  |
| Projectable, HMH Resource Hub, Gateway,           | <b>Teaching Aids</b> = Grab and go, Focus Wall, |  |
| Leveled Readers, Write in Readers,                | Projectable, HMH Resource Hub,                  |  |
| Comprehension and Language Literacy               | Gateway, Leveled Readers, Write in              |  |
| guides, Reader Notebooks, Grade 3 Florida         | Readers, Comprehension and Language             |  |
| Teacher One-Stop DVD, Intervention                | Literacy guides, Reader Notebooks, Grade        |  |
| Teacher Resources, Language Support               | 3 Florida Teacher One-Stop DVD,                 |  |
| Cards, My Journey Home: Family                    | Intervention Teacher Resources,                 |  |
| connection, Integration of Science Fusion         | Language Support Cards, My Journey              |  |
| <b>ELL</b> = Picture Card Bank, ELL handbook, Ell | Home: Family connection, Integration of         |  |
| Newcomers Teacher's Guide, Vocabulary             | Science Fusion                                  |  |
| and Concept Poster, Building Background           | ELL= Picture Card Bank, ELL handbook, Ell       |  |
| DVD's, Ell Newcomer Audio CD                      | Newcomers Teacher's Guide, Vocabulary           |  |
| Interactive Content= Journeys Interactive         | and Concept Poster, Building Background         |  |
| Whiteboard Lessons                                | DVD's, Ell Newcomer Audio CD                    |  |
|   | Interactive Content= Journeys Interactive       |  |
|   | Whiteboard Lessons                              |  |
|   | VVIIICEDOUIG ECSSOTIS                           |  |

# Project-Based Learning Experience: Movie Poster and Review (p. xxii-xxiii)

Students will create dioramas to illustrate how people affect nature and how nature affects people.

Checkpoints- 1. Students brainstorm ways people affect nature and nature affects people.

- 2. Sketch a design for diorama and gather materials.
- 3. Create a diorama and prepare notes for the presentation.
- 4. Present and display diorama and answer questions from the class.

**Additional Information: TBA**