

Subject: ELA

Unit: 1

Essential Question #1

What is sequence?

		CT LEVEL
Objective/Skill #1	SWBAT determine chronological order.	AP
Objective/Skill #2	SWBAT retell order using words.	C
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Retell a story using sequence words (orally).
- Sequence story events written on sentence strips.

Grade: 3

Subject: ELA

Unit: 1

Essential Question #2

How do we draw conclusions?

		CT LEVEL
Objective/Skill #1	SWBT use prior knowledge or story details to draw conclusions	Ap
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Students will read and justify their conclusions about the characters or events in a story.

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Essential Question #3
What is the author's purpose?

		CT LEVEL
Objective/Skill #1	SWBT determine the author's reason for writing.	Ap
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read stories and decide the author's purpose (in journal or orally).

Grade: 3

Subject: ELA

Unit: 1

Essential Question #4
What is cause and effect?

		CT LEVEL
Objective/Skill #1	SWBT use clue words to determine cause and effect.	Ap.
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Complete a graphic organizer showing the cause and effect of a story.

Grade: 3

Subject: ELA

Unit: 1

Essential Question #5

What is a character in a story?

		CT LEVEL
Objective/Skill #1	SWBT identify the character(s) in a story.	Ap., K
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Complete a web of each character's traits in the story.
- In journal, describe a character.

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Essential Question #6

How do we decode unfamiliar words?

		CT LEVEL
Objective/Skill #1	SWBT decode unfamiliar words using context skills, synonyms, or multiple meanings.	Ap., K, C
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Complete practice workbook page
- Read selection story using strategies for unknown words (running record).

Grade: 3

Subject: ELA

Unit: 1

Essential Question # 7
What are short vowels and long vowels?

		CT LEVEL
Objective/Skill #1	SWBT identify words containing short or long vowel sounds.	Ap, K, An
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

- Activities that you may opt to use with objectives/skills being taught above**
- Find objects in the room whose names contain short or long vowel sounds.
 - Categorize words according to vowel sounds as students read a story. (TM page 39j)

Grade: 3

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Unit: 1

Essential Question # 8

How do you decode with double consonants?

		CT LEVEL
Objective/Skill #1	SWBT decode words that contain double consonants.	K,AP
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Omit double consonants, students determine the missing letters
- Build a Word Activity (TM page 89K)

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Essential Question #9

How do you become a fluent reader?

		CT LEVEL
Objective/Skill #1	SWBT read a selection fluently.	Ap., K
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Students can read into a tape recorder.
- Students can partner read or choral read.

Grade: 3

Subject: ELA

Unit: 1

Essential Question #10

What are compound and complex sentences?

		CT LEVEL
Objective/Skill #1	SWBT recognize a complete sentence correctly capitalized.	K, Ap, An
Objective/Skill #2	SWBT write a simple sentence with subject and predicate.	K
Objective/Skill #3	SWBT identify sentence type and correctly punctuate.	K, An
Objective/Skill #4	SWBT identify and write interesting subjects.	K, An
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Students will write their corresponding vocabulary or spelling words in correct sentences.
- Teacher's Manual (Additional resources section)

Grade: 3

Subject: ELA

Unit: 1

Essential Question #11

What is a tall tale and a drama?

		CT LEVEL
Objective/Skill #1	SWBT identify the characteristics of a tall tale.	C
Objective/Skill #2	SWBT identify the characteristics of a drama.	C
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Make a list of tall tale characters they have read about and describe their super-human deeds.
- Compare and contrast two tall tale characters.
- Read/dramatize a short play.

Grade: 3

Subject: ELA

Unit: 1

Essential Question #12

What are the parts of a book?

		CT LEVEL
Objective/Skill #1	SWBT understand and use the parts of a book.	C
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Analyze our Social Studies textbook.

Grade: 3

Subject: ELA

Unit: 2

Essential Question #1
What is a graphic source?

		CT LEVEL
Objective/Skill #1	SWBT read and organize information from graphic sources.	K, AP
Objective/Skill #2	SWBT create their own graphic source.	E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

- Activities that you may opt to use with objectives/skills being taught above**
- Create a poster of the water cycle utilizing a graphic source.
 - Answer questions based on a graphic source. (TM page 145)

Grade: 3

Subject: ELA

Unit: 2

Essential Question #2
What is realistic fiction and fantasy?

		CT LEVEL
Objective/Skill #1	SWBT recognize the differences in stories, poems and plays.	K
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Complete a graphic organizer to identify things as realistic or fantasy.

Grade: 3

Subject: ELA

Unit: 2

Essential Question #3
What is the difference between a fact and an opinion?

		CT LEVEL
Objective/Skill #1	SWBT define between a fact and an opinion	C, U
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Complete a flow chart to determine fact or opinion. (TM page 225A)

Grade: 3

Subject: ELA

Unit: 2

Essential Question #4

What is the main idea and it's supporting details?

		CT LEVEL
Objective/Skill #1	SWBT identify main idea and supporting details in informational texts.	C, U
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Use the glossary in content area books
- Use a dictionary to find guide words and parts of an entry

Grade: 3

Subject: ELA

Unit: 2

Essential Question #5
What are synonyms?

		CT LEVEL
Objective/Skill #1	SWBT use synonyms as context clues to construct the meaning of unfamiliar words.	Ap
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Make a list in their journals of synonyms (use a Thesaurus)

Grade: 3

Subject: ELA

Unit: 2

Essential Question #6

What is a compound word?

		CT LEVEL
Objective/Skill #1	SWBT identify compound words.	AP, U
Objective/Skill #2	SWBT break apart a compound word as a decoding strategy.	U
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Draw/illustrate compound words (create a flip book)
- Read phonics take home reader and highlight the compound words

Grade: 3

Subject: ELA

Unit: 3

Essential Question #7
What are some decoding strategies?

Objective/Skill #1	SWBT use different word patterns to decode unknown words.	CT LEVEL AP, U
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

- Activities that you may opt to use with objectives/skills being taught above
- Use phonics practice workbook
 - Use spelling workbook
 - Use poem/phonics flip chart

Grade: 3

Subject: ELA

Unit: 2

Essential Question #8

What is a noun?

		CT LEVEL
Objective/Skill #1	SWBT recognize and use nouns	AP, U
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- In journals, students will make a list of nouns of objects in the classroom.
- Make a list of common and proper nouns.

Grade: 3

Subject: ELA

Unit: 2

Essential Question #9

What is expository writing?

		CT LEVEL
Objective/Skill #1	SWBT understand the features of expository nonfiction	U
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Complete a web after reading an expository text.

Grade: 3

Subject: ELA

Unit: 2

Essential Question #10

What are some ways to locate information?

		CT LEVEL
Objective/Skill #1	SWBT alphabetize a list of words.	C
Objective/Skill #2	SWBT use a dictionary to locate words.	C
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Place a group of their peers in alphabetical order
- Locate vocabulary words in a dictionary

Grade: 3

Subject: ELA

Unit: 3

Essential Question #1

What is a process?

		CT LEVEL
Objective/Skill #1	SWBT recognize that process involves ordered steps.	K, C, AP, AN
Objective/Skill #2	SWBT learn that pictures and text sometimes illustrates steps.	
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Write the steps to make a peanut butter and jelly sandwich.
- Complete a flow chart.

Grade: 3

Subject: ELA

Unit: 3

Essential Question #2
What is a summary?

		CT LEVEL
Objective/Skill #1	SWBT understand and recognize a summary.	U, C
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Thumbs up/thumbs down if statement is relevant to summary.
- Complete web in journal to summarize character's actions.

Grade: 3

Subject: ELA

Unit: 3

Essential Question #3
How is a story organized?

		CT LEVEL
Objective/Skill #1	SWBT recognize how a text is structured	U, C
Objective/Skill #2	SWBT recognize chronological order in texts	C
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

- Activities that you may opt to use with objectives/skills being taught above**
- Practice exercises (workbook)
 - Complete a graphic organizer for the selection story

Grade: 3

Subject: ELA

Unit: 3

Essential Question #4
How can visualizing help you understand the story?

Objective/Skill #1	SWBT create visual pictures.	CT LEVEL E, CR
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

- Activities that you may opt to use with objectives/skills being taught above**
- Listen to a passage and draw what the passage described.
 - List details from a story using your 5 senses.

Grade: 3

Subject: ELA

Unit: 3

Essential Question #4

How can visualizing help you understand the story?

Objective/Skill #1	SWBT create visual pictures.	CT LEVEL CR, E
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Listen to a passage and draw what the passage described.
- List details from a story using your 5 senses.

Grade: 3

Subject: ELA

Unit: 3

Essential Question #5

How do we generalize?

		CT LEVEL
Objective/Skill #1	SWBT identify clue words that signal a generation.	K
Objective/Skill #2	SWBT express a generalization about a given reading passage.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read selection Your Dad was Just Like You to identify examples of generalizations.
- Pairs of students can make general statements about the characters in a story.

Grade: 3

Subject: ELA

Unit: 3

Essential Question #6

How do we know which meaning of words is used in a sentence?

		CT LEVEL
Objective/Skill #1	SWBT use context clues to determine appropriate meaning of multiple meaning words.	AP
Objective/Skill #2	SWBT use synonyms to construct the meaning of unfamiliar words.	AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Teachers Manual page 274 and 275.

Grade: 3

Subject: ELA

Unit: 3

Essential Question #7

How can phonics help us be better readers?

		CT LEVEL
Objective/Skill #1	SWBT construct meaning by identifying and decoding words that have silent letters.	AP
Objective/Skill #2	SWBT identify and decode words with r-controlled vowels.	AP
Objective/Skill #3	SWBT use base words and other structural clues to recognize words.	AP
Objective/Skill #4	SWBT decode words that contain suffixes.	AP
Objective/Skill #5	SWBT identify medial consonant digraphs th, ch, sh	AP

Activities that you may opt to use with objectives/skills being taught above

- Phonics chart 11, 12, 13, 14, 15
- Phonics Activity Mat 2, 3, 5
- Phonics Readers – Proud to be a Farm Girl
- TM page 3271, and j, page 351 I and j

Grade: 3

Subject: ELA

Unit: 3

Essential Question #8

What do people do to become better readers?

		CT LEVEL
Objective/Skill #1	SWBT discuss steps in order.	C
Objective/Skill #2	SWBT retell a story.	C
Objective/Skill #3	SWBT give directions.	AP
Objective/Skill #4	SWBT listen and summarize.	C
Objective/Skill #5	SWBT make introductions.	EV

Activities that you may opt to use with objectives/skills being taught above

- Literacy activities in TM pages 283e, 309e, 327e, 351e, 373e

Grade: 3

Subject: ELA

Unit: 3

Essential Question #9

What are verbs?

		CT LEVEL
Objective/Skill #1	SWBT recognize action and thinking.	K
Objective/Skill #2	SWBT recognize and use singular and plural verbs.	K
Objective/Skill #3	SWBT recognize verbs in the past, present and future tenses.	K
Objective/Skill #4	SWBT recognize and use regular verbs in sentences.	K
Objective/Skill #5	SWBT use irregular verbs in sentences.	AP

Activities that you may opt to use with objectives/skills being taught above

- Match action verbs with the correct sentence (TM 309g).
- TM p 327h, 351h, 373h
- Grammar workbook
- Written work in journals and essays

Grade: 3

Subject: ELA

Unit: 3

Essential Question #10
What is a folk tale?

		CT LEVEL
Objective/Skill #1	SWBT understand the distinguishing features of a folk tale.	C
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read familiar folk tales and have students list the features in journals.

Grade: 3

Subject: ELA

Unit: 3

Essential Question #11

What is realistic fiction?

		CT LEVEL
Objective/Skill #1	SWBT understand the distinguishing features of realistic fiction.	C
Objective/Skill #2	SWBT determine between realistic and nonrealistic stories.	AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- **Determine realistic fiction characteristics in the story Your Dad was Just Like You**
- **In journals, students can write examples of what characters say and do to show they are realistic.**

Grade: 3

Subject: ELA

Unit: 3

Essential Question #12

How do you use an encyclopedia?

		CT LEVEL
Objective/Skill #1	SWBT locate entries in an encyclopedia.	K
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- TM page 351n
- Locate specific information in a class set of encyclopedias

Grade: 3

Subject: ELA

Unit: 3

Essential Question #13

How do I know what type of reference source I should use?

		CT LEVEL
Objective/Skill #1	SWBT identify reference resources that would be useful to locate different types of information.	K
Objective/Skill #2	SWBT evaluate each reference source to be sure it is appropriate for a given topic.	E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- TM page 373n
- Practice workbook p 150

Grade: 3

Subject: ELA

Unit: 4

Essential Question #1

What is the theme of a story?

		CT LEVEL
Objective/Skill #1	SWBT recognize the theme, or “big idea” of a story.	K
Objective/Skill #2	SWBT use their prior knowledge as well as story details to understand.	A
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Students think of a story read recently in class, and identify its big idea.
- Students complete graphic organizer to understand how explanations help better understand the story.

Grade: 3

Subject: ELA

Unit: 4

Essential Question #2

What is the setting of a story?

		CT LEVEL
Objective/Skill #1	SWBT look for details that point to the setting.	K
Objective/Skill #2	SWBT identify setting by inference.	K
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Students make a list of words that help them see the setting
- Students discuss the importance of setting to a story.

Grade: 3

Subject: ELA

Unit: 4

Essential Question #3

What does it mean to compare and contrast?

		CT LEVEL
Objective/Skill #1	SWBT make comparisons and contrasts across and beyond texts.	U
Objective/Skill #2	SWBT identify clue words to signal compare/contrast.	K
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SWBAT tell how pictures are alike and different.
- SWBAT complete a graphic organizer contrasting a character's actions during day and night.

Grade: 3

Subject: ELA

Unit: 4

Essential Question #4

What is a prediction?

		CT LEVEL
Objective/Skill #1	SWBT make predictions based in the text and prior knowledge.	U
Objective/Skill #2	SWBT identify details that help them make predictions.	K
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Given situations, SWBAT tell what will happen next.
- After reading passages, SWBAT tell which clues help them predict what will happen next or if what they know from real life helped them.

Grade: 3

Subject: ELA

Unit: 4

Essential Question #5

What is an antonym?

		CT LEVEL
Objective/Skill #1	SWBT use antonyms to construct the meaning of unfamiliar words.	E
Objective/Skill #2	SWBT use knowledge of patterns to confirm word meaning.	AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SWBAT list antonyms pairs.
- SWBAT read a passage and give the meaning of a word using antonyms as clues TE. P 118

Grade: 3

Subject: ELA

Unit: 4

Essential Question #6

What are consonant blends?

		CT LEVEL
Objective/Skill #1	SWBT	AP
Objective/Skill #2	SWBT	K
Objective/Skill #3		AP
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- **SWBAT** divide sheets of paper in half and write initial consonant blend words on one side and final consonant blend words on other
- Students change consonant blend in given word to another blend to form a real word
- Phonics Reader: Animal Tracks

Grade: 3

Subject: ELA

Unit: 4

Essential Question #8

How can we spell words that show ownership? (possessives)

		CT LEVEL
Objective/Skill #1	SWBT identify singular and plural possessives.	K
Objective/Skill #2	SWBT use context to support word identification and confirm word meaning.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Phonics Songs and Rhymes Audio CD2 {chart 19}
- Identify possessives TE 115i

Grade: 3

Subject: ELA

Unit: 4

Essential Question #9

How do vowel sounds change when r follows the vowel?

		CT LEVEL
Objective/Skill #1	SWBT identify r controlled vowels in words.	K
Objective/Skill #2	SWBT use letter-sound correspondence to decode words.	AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Phonics songs and rhymes chart 20
- “Phoneme Solution” TE 1371
- Phonics Reader “Why Mosquitoes Buzz in People’s Ears”

Grade: 3

Subject: ELA

Unit: 4

Essential Question #10

How do you read fluently?

		CT LEVEL
Objective/Skill #1	SWBT read with expression.	K
Objective/Skill #2	SWBT vary their rate, pitch and volume to match the story (interact with the story).	U
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- E-37e-f
- 61 e-f
- 87 e-f
- 115 e-f
- 137 e-f

Grade: 3

Subject: ELA

Unit: 4

Essential Question #11

What is an adjective?

		CT LEVEL
Objective/Skill #1	SWBT identify and use adjectives and articles in sentences.	K
Objective/Skill #2	SWBT distinguish between comparative and superlative adjectives.	U
Objective/Skill #3	SWBT write comparative and superlative adjectives correctly.	K
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Language Review Activities in AR8
- Grammar WKBK pp 79-85

Grade: 3

Subject: ELA

Unit: 4

Essential Question #6

What is an adverb?

		CT LEVEL
Objective/Skill #1	SWBT understand and identify adverb.	AP
Objective/Skill #2	SWBT use adverbs in sentence.	K
Objective/Skill #3		AP
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Grammar Workbook pp 84-85
- Language Review AR 9
- TE p. 87-h

Grade: 3

Subject: ELA

Unit: 4

Essential Question #13

What are the rules of capitalization?

		CT LEVEL
Objective/Skill #1	SWBT demonstrate an understanding of the rules of capitalization.	U
Objective/Skill #2	SWBT correct problems with word level and sentence level capitalization (modify)	AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- TE p. 115h
- Language Review AR 10
- Grammar workbook pp 94, 95

Grade: 3

Subject: ELA

Unit: 4

Essential Question #14

What is a contraction?

		CT LEVEL
Objective/Skill #1	SWBT recognize and form contractions.	U
Objective/Skill #2	SWBT use contractions correctly in sentences (write)	AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- TE p. 137h
- Language Review activities P AR 11

Grade: 3

Subject: ELA

Unit: 4

Essential Question #15

What is a fable?

		CT LEVEL
Objective/Skill #1	SWBT understand the distinguishing features of a fable.	U
Objective/Skill #2	SWBT identify story elements in fables (categorize)	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- SWBAT keep a list of lessons they learn by reading fables.
- Given a slip of paper with a moral, group members create a fable for it (TE p. 35)
- Daily read of fables (Aesop's Fables)

Grade: 3

Subject: ELA

Unit: 4

Essential Question #16

What is a narrator?

		CT LEVEL
Objective/Skill #1	SWBT recognize the distinguishing features of narrator.	K
Objective/Skill #2	SWBT identify the chronological sequence of events.	U
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- TE p. 115m
- SWBAT retell a story from another point of view.

Grade: 3

Subject: ELA

Unit: 4

Essential Question #17
What are consonant blends?

		CT LEVEL
Objective/Skill #1	SWBT use textbooks and trade books to locate information.	K
Objective/Skill #2	SWBT recognize and use parts of a textbook.	AP
Objective/Skill #3	SWBAT draw conclusions from information gathered in a trade book.	C
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- TE p. 137n
- Practice book 3.2 p 50

Grade: 3

Subject: ELA

Unit: 5

Essential Question #1

What are consonant blends?

		CT LEVEL
Objective/Skill #1	SWBT use prior knowledge to form their own ideas.	K
Objective/Skill #2	SWBT use prior knowledge and text evidence to form their own ideas.	AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- **Discuss judgments made by characters in the stories read. What judgments would they make and why?**

Grade: 3

Subject: ELA

Unit: 5

Essential Question #2

How can you identify fact and opinion?

		CT LEVEL
Objective/Skill #1	SWBT determine whether a statement is fact or opinion.	K
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Practice, practice, practice with any text being read. Prove it!

Grade: 3

Subject: ELA

Unit: 5

Essential Question #3

What are consonant blends?

		CT LEVEL
Objective/Skill #1	SWBT recognize fact or opinion statements from a text.	C
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Using the text selection being read. Predict first from cover, then picture walk ½ way through the book then at the end, discuss prediction changes and what causes them.

Grade: 3

Subject: ELA

Unit: 5

Essential Question #4

How do you determine the Author's Purpose for writing a piece?

		CT LEVEL
Objective/Skill #1	SWBT recognize the mood or feeling an author expresses.	C
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read a selection of picture books. Identify the author's purpose then identify words that authors use to create certain moods.

Grade: 3

Subject: ELA

Unit: 5

Essential Question #5

What is the plot of a story?

		CT LEVEL
Objective/Skill #1	SWBT recognize the development of a story with beginning, middle and end.	C
Objective/Skill #2	SWBAT decide if important events are in the beginning, middle and end.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- On sentence strips write down identified events in a story. Have students arrange the events in beginning, middle and ending in order.

Grade: 3

Subject: ELA

Unit: 5

Essential Question #6

What makes a word a homophone?

		CT LEVEL
Objective/Skill #1	SWBT determine the definition of a homophone.	C
Objective/Skill #2	SWBAT identify homophone.	K
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- After a discussion of the meaning of homophones have students locate them in their books. Then chart them.
- After choosing a pair of homophones, illustrate what they mean.

Grade: 3

Subject: ELA

Unit: 5

Essential Question #7

What are regular and irregular plurals?

		CT LEVEL
Objective/Skill #1	SWBT identify the meaning of regular or irregular plurals.	C
Objective/Skill #2	SWBAT will separate words into regular or irregular plural piles.	AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- **Plural Race:** Plural words on index cards students race as a group to correctly sort them into their proper pile.s

Grade: 3

Subject: ELA

Unit: 5

Essential Question #8

What are the prefixes im, dis and non do to a base word?

		CT LEVEL
Objective/Skill #1	SWBT identify the prefix im, dis, and non and that they mean not or opposite.	C
Objective/Skill #2	SWBAT state the meaning of base words after the prefix has been added.	AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Show a base word, students tell its meaning show the base word and each prefix students retell the meaning.

Grade: 3

Subject: ELA

Unit: 5

Essential Question #9

What does it mean to read fluently?

		CT LEVEL
Objective/Skill #1	SWBT read an appropriate leveled text in a more manner.	C
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Practice a piece of text by reading it first, having the student read it fluently with you a couple of times, then the student reads it on their own.
- Record the child's fluency rate at the beginning, then at the end of practice. Let them listen and hear the improvement.

Grade: 3

Subject: ELA

Unit: 5

Essential Question #10

What are prepositions?

		CT LEVEL
Objective/Skill #1	SWBT identify a preposition in a sentence.	C
Objective/Skill #2	SWBAT develop sentences using prepositional phrases to include more detail.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Stand up sentences, use index cards or sentence strips to make sentences then add prepositional phrases to them.

Grade: 3

Subject: ELA

Unit: 5

Essential Question #11
What are conjunctions?

		CT LEVEL
Objective/Skill #1	SWBT identify a conjunction in a sentence.	C
Objective/Skill #2	SWBAT combine separate sentences using conjunctions.	AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Groups develop to sentences then connect them properly with a conjunction.

Grade: 3

Subject: ELA

Unit: 5

Essential Question #12

What makes a story an autobiography?

		CT LEVEL
Objective/Skill #1	SWBT distinguish between an autobiography and biography.	AN
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Have them write one of each.

Grade: 3

Subject: ELA

Unit: 5

Essential Question #13

What makes a piece of fiction historical?

		CT LEVEL
Objective/Skill #1	SWBT recognize the development of a story with beginning, middle and end.	C
Objective/Skill #2	SWBAT decide if important events are in the beginning, middle and end.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read short passages from a variety of books and using the identifying characteristics of the genre determine if the piece is historical fiction.

Grade: 3

Subject: ELA

Unit: 5

Essential Question #14

How do you use an Atlas?

		CT LEVEL
Objective/Skill #1	SWBT identify the characteristics of an atlas.	AP
Objective/Skill #2	SWBAT interpret and use an atlas.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Use the Atlas to locate settings that are identified in the stories that are used in the classroom.

Grade: 3

Subject: ELA

Unit: 5

Essential Question #15

How are timelines, charts and tables used?

		CT LEVEL
Objective/Skill #1	SWBT read interpret and answer questions from timelines, that charts and tables.	AP
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

Grade: 3

Subject: ELA

Unit: 6

Essential Question #1

What is a process?

		CT LEVEL
Objective/Skill #1	SWBT determine steps n a process using clue words and pictures.	EV
Objective/Skill #2		
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Write the steps involved in making something (cookies, your bed, etc.)
- List the steps followed by the main character in The Piñata Maker.

Grade: 3

Subject: ELA

Unit: 6

Essential Question #2

What are the differences between realism and fantasy?

		CT LEVEL
Objective/Skill #1	SWBT explain the distinguishing characteristics of realism and fantasy.	EV
Objective/Skill #2	SWBAT diagram the characteristics of realism and fantasy.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Complete a Venn Diagram using 2 stories.
- Write 2 paragraphs about a day in the life of a student. One paragraph will be realistic, the other will have elements of fantasy.

Grade: 3

Subject: ELA

Unit: 6

Essential Question #3

What are syllables?

		CT LEVEL
Objective/Skill #1	SWBT decode multisyllabic words by using common vowel spelling patterns.	AN
Objective/Skill #2	SWBAT identify syllables within words.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Read poem on phonics chart 27 to practice counting syllables in words from the poem.
- Students listen to a list of words. Words they hear 3 syllable words they raise their right hand.

Grade: 3

Subject: ELA

Unit: 6

Essential Question #4

How do we decode digraphs?

		CT LEVEL
Objective/Skill #1	SWBT identify and decode words that contain aw, au, or al.	AN
Objective/Skill #2	SWBAT sort words according to the spelling of /o/.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Using the poem on phonics chart 28, invite students to look and listen for /o/ as the poem is read and circle those words.
- Divide class into 3 groups each assigned a letter combination (aw, al, or au) to create as many words as possible in 5 minutes with the given letter combinations.

Grade: 3

Subject: ELA

Unit: 6

Essential Question #5

How do we decode words that contain ui and ew?

		CT LEVEL
Objective/Skill #1	SWBT identify and decode words that contain ui and ew diagraphs.	AN
Objective/Skill #2	SWBAT sort /u/ words according to ui or ew spelling.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Using the poem on phonics chart 29, and have students listen for /u/. Invite volunteers to underline words that contain this sound and circle the letters which represent the sound
- Use phonics game Nat #4

Grade: 3

Subject: ELA

Unit: 6

Essential Question #6

How do we use affixes to decode?

		CT LEVEL
Objective/Skill #1	SWBT use base words and affixes to build and decode words.	AN
Objective/Skill #2	SWBAT identify multiple affixes.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Phonics game – Phonics Activity mat 1
- Practice WB pg. 148
- Read the phonics reader “Penny’s Unusually Good Day” and identify words that contain sffixes
- Use different affixes with the same base words to create new words

Grade: 3

Subject: ELA

Unit: 6

Essential Question #7

How do we become fluent readers?

		CT LEVEL
Objective/Skill #1	SWBT incorporate strategies to develop reading fluency.	AN
Objective/Skill #2	SWBAT identify syllables within words.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- TM pages 297e, 319e, 341e, 365e, 389e

Grade: 3

Subject: ELA

Unit: 6

Essential Question #8

What is a compound sentence?

		CT LEVEL
Objective/Skill #1	SWBT understand the characteristics of compound sentences.	C
Objective/Skill #2	SWBAT create compound sentences using a comma and a conjunction.	E
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- TM page 319h (Day 4 activity)
- TM page 319h (Day 5 activity)

Grade: 3

Subject: ELA

Unit: 6

Essential Question #9

When do I use a comma?

		CT LEVEL
Objective/Skill #1	SWBT understand how and when to use a comma.	C
Objective/Skill #2	SWBAT use commas correctly.	AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- TM page 341h – day 4 activity
- TM page 342h – day 5 activity

Grade: 3

Subject: ELA

Unit: 6

Essential Question #10

When do we use direct quotations?

		CT LEVEL
Objective/Skill #1	SWBT identify a direct quotation.	K
Objective/Skill #2	SWBAT learn how to write direct quotation.	AP
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- TM page 365h – day 4 activity
- TM page 365h – day 5 activity

Grade: 3

Subject: ELA

Unit: 6

Essential Question #11

What is a subject – verb agreement?

		CT LEVEL
Objective/Skill #1	SWBT learn how to choose subjects and verbs that agree.	K
Objective/Skill #2	SWBAT correct sentences with subject-verb agreement.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- TM page 389h – day 4 activity
- TM page 389h – day 5 activity

Grade: 3

Subject: ELA

Unit: 6

Essential Question #9

What are the differences between fiction and nonfiction?

		CT LEVEL
Objective/Skill #1	SWBT recognize the characteristic of fiction and of nonfiction.	K
Objective/Skill #2	SWBAT understand literacy forms by identifying and distinguishing between fiction and nonfiction.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Compare Floating Home and The Pinata Maker discussing the aspects of each story as elements of either fiction or nonfiction.
- Students can chart their titles they have read into either fiction or nonfiction.

Grade: 3

Subject: ELA

Unit: 6

Essential Question #13

How is a newspaper organized?

		CT LEVEL
Objective/Skill #1	SWBT identify types of articles and sections in newspaper.	C
Objective/Skill #2	SWBAT understand the purpose of each type of article.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Explore a newspaper and identify a news story, an editorial, and a feature.
- Students can develop ideas for a news story, an editorial, or a feature that would appear in a school newspaper.

Grade: 3

Subject: ELA

Unit: 6

Essential Question #14

How is a myth a type of fantasy?

		CT LEVEL
Objective/Skill #1	SWBT name two distinguishing features of a fantasy.	C
Objective/Skill #2	SWBAT recognize distinguishing features of a myth.	AN
Objective/Skill #3		
Objective/Skill #4		
Objective/Skill #5		

Activities that you may opt to use with objectives/skills being taught above

- Compare Two Bad Ants and Pandora's Box and list their features.
- Compare and contrast a myth with a fantasy story to determine how the 2 are alike and different.