

Semester 1 of 2					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 1: Growing and Learning: Narrative Nonfiction, Realistic Fiction, and Argumentative Text 6 Weeks	Introduce students to reading and understanding narrative nonfiction, realistic fiction & argumentative text.	<p>3.RL.2 Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.</p> <p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.3 Describe the relationship between</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • how people from different cultures contribute to a community. • how traditions can teach about culture. • how landmarks help explain a country's story. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • ask and answer questions about text including character, setting and plot • identify the text structure – sequence • locate main idea and key details in text 	<p>McGraw-Hill Education: <i>Wonders</i>, Unit 1</p> <p>“Gary the Dreamer”</p> <p>“Yoon and the Jade Bracelet”</p> <p>“Protecting Our Parks”</p>

		<p>a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>3.W.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1–3 above.)</p> <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage</p>			
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		<p>when writing or speaking.</p> <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>			
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<p>Unit 2: Figure It Out: Expository Text, Historical Fiction, and Poetry</p> <p>6 Weeks</p>	<p>Develop students' reading by exploring expository text, historical fiction, and poetry.</p>	<p>3.RL.2 Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.</p> <p>3.W.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1–3 above.)</p> <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.L.2 Demonstrate command of the conventions of</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • how people make government work. • why people immigrate to new places. • how people figure things out. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • identify the author's point of view • distinguish their own point of view on the topic from that of the author • identify the theme of a story 	<p>McGraw-Hill Education: <i>Wonders</i>, Unit 2</p> <p>"Vote!"</p> <p>"The Castle on Hester Street"</p> <p>The Inventor Thins Up Helicopters"</p>
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		<p>standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>			
<p>Unit 3: One of a Kind: Expository Text and Folktale</p> <p>6 Weeks</p>	<p>Introduce students to reading and understanding folktales; and continue developing understanding of expository text.</p>	<p>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> what we know about Earth and its neighbors. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> determine an author's main idea identify what details have in common or how 	<p>McGraw-Hill Education: <i>Wonders</i>, Unit 3</p> <p>"Earth"</p> <p>"Martina the Beautiful Cockroach"</p>

		<p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.W.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1–3 above.)</p> <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.L.2 Demonstrate command of the conventions of standard English</p>	<ul style="list-style-type: none"> • what makes different animals unique. • how each event in history unique. 	<p>they are connected</p> <ul style="list-style-type: none"> • identify the problem, or conflict, and the solution of a story • explain how characters' actions contribute to the sequence of events leading to a solution • -identify character traits • identify temporal words and sequence in expository text 	"Birth of an Anthem"
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Semester 2 of 2					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 4: Meet the Challenge: Realistic	Introduce students to poetry and continue study of realistic	3.RL.2 Recount and summarize stories, including fables,	The student will understand:	The student will be able to:	McGraw-Hill Education: <i>Wonders</i> , Unit 4

<p>Fiction, Expository Text, and Poetry</p> <p>6 Weeks</p>	<p>fiction and expository text.</p>	<p>folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.</p> <p>3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.W.4 With guidance and support, produce writing in which the development and</p>	<ul style="list-style-type: none"> • how you can use what you know to help others. • how animals adapt to challenges in their habitat. • how others inspire us. 	<ul style="list-style-type: none"> • identify the narrator of the story and their point of view • -distinguish their own point of view on the topic from that of the author • recognize words indicating that the author is comparing and contrasting • identify theme in a poem 	<p>“The Talented Clementine”</p> <p>“Amazing Wildlife of the Mojave”</p> <p>“The Winningest Woman of the Iditarod Dog Sled Race”</p>
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		<p>organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1–3 above.)</p> <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>3.SL.1 Engage effectively in a range</p>			
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		of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.			
<p>Unit 5: Take Action: Biography, Fairy Tale, and Argumentative Text</p> <p>6 Weeks</p>	<p>Introduce students to reading and understanding biographies and fairy tales; and continue study of argumentative text.</p>	<p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.W.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • what good citizens do. • how we get what we need. • the different kinds of energy. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • identify the author's point of view • compare what they think about the topic with the narrator's point of view • identify words indicating cause and effect relationships 	<p>McGraw-Hill Education: <i>Wonders</i>, Unit 5</p> <p>"Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote"</p> <p>"Clever Jack Takes the Cake"</p> <p>"It's All in the Wind"</p>

		<p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and</p>			
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		expressing their own clearly.			
<p>Unit 6: Think It Over: Biography, Drama/Myth, and Poetry</p> <p>6 Weeks</p>	<p>Introduce students to reading and understanding drama and myths; and continue study of biographies and poetry.</p>	<p>3.RL.2 Recount and summarize stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.</p> <p>3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • why goals are important. • how you decide what is important. • what makes you laugh. 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • identify words and phrases that indicate problem and solution • -identify theme through recounting the story and making inferences • identify the narrator’s point of view through inferences regarding their actions and reactions 	<p>McGraw-Hill Education: <i>Wonders</i>, Unit 6</p> <p>“Looking Up to Ellen Ochoa”</p> <p>“King Midas and the Golden Touch”</p> <p>“Ollie’s Escape”</p>

		<p>complexity band independently and proficiently.</p> <p>3.W.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1–3 above.)</p> <p>3.W.7 Conduct short research projects that build knowledge about a topic.</p> <p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
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End of Semester 2					