

**Content Area: English as a Second Language (ESL)**  
**Grade: 3**

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
1  Back to School	<b>Students will understand that:</b>  Multilingual Learners (MLs): <ul style="list-style-type: none"> <li>Recognize that school is a community where we learn and play</li> <li>Read and summarize realistic fiction stories</li> <li>Can identify with characters and their feelings in realistic fiction stories</li> <li>Use viewing, active listening, oral language, and reading and writing to discover more about school communities</li> <li>Can relate a swing to a pendulum</li> <li>Use metric units of measurement in mathematics</li> </ul>	<ul style="list-style-type: none"> <li>How is this story like real life?</li> <li>How does an author make story characters realistic?</li> <li>What patterns does a pendulum follow?</li> <li>Who works at a school?</li> <li>How can you use addition and subtraction to solve problems?</li> <li>How do writers make a song fun?</li> <li>How do artists make different colors?</li> </ul>	<ul style="list-style-type: none"> <li>Students will build background knowledge by engaging in a scavenger hunt</li> <li>Students will summarize information in realistic fiction texts and engage in collaborative discussions about characters and their feelings</li> <li>Students will use photos and text features to clarify word meanings</li> <li>Students will identify and use prepositions and pronouns when speaking and writing in complete sentences</li> <li>Students will use text evidence when supporting ideas and explanations connected to fiction stories and discussing characters</li> <li>Students will identify the difference between primary and secondary colors</li> </ul>	The following skills are reinforced through Being a Reader, Grade 3: <ul style="list-style-type: none"> <li>Identifying fiction vs. nonfiction</li> <li>Discussing illustrations</li> <li>Identifying themes and lessons learned through texts</li> <li>Explain the purpose of word study</li> <li>Making text to text, text to self, and text to world connections</li> <li>Generate questions and ideas related to reading</li> <li>QVPCR (Questioning, Visualizing, Predicting, Connecting, &amp; Reflecting)</li> <li>Responding through the use of a journal</li> </ul> Unit Skills <ul style="list-style-type: none"> <li>Activate and develop prior knowledge</li> <li>Summarize key ideas and details</li> <li>Use visuals to develop vocabulary and understanding of the text</li> <li>Identify and read high frequency words</li> <li>Recognize the characteristics of realistic fiction as a genre</li> <li>Active listening</li> <li>Brainstorm topics for writing</li> <li>Solve word problems</li> </ul>

<p>2</p> <p>The Digital World</p>	<p><b>Students will understand that:</b></p> <p>Multilingual Learners (MLs):</p> <ul style="list-style-type: none"> <li>• Use viewing, active listening, oral language, and reading and writing to discover the digital world</li> <li>• Recognize that there are many things to create and many ways to create them</li> <li>• Engage in a design process in engineering and discover inventors of digital technology</li> <li>• Communicate ideas by writing informational texts</li> </ul>	<ul style="list-style-type: none"> <li>• How do text features help us learn more?</li> <li>• How do engineers design new products?</li> <li>• Who are some of the inventors of computer technology?</li> <li>• How can you use multiplication and division to solve problems?</li> <li>• How do we listen for important words in a sentence?</li> <li>• How can computers be used to create artwork?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to use illustrations and various text features when reading to deepen their understanding of a text</li> <li>• Students will be able to support their ideas about a text by discussing main idea and key details</li> <li>• Students will be able to make inferences by honing in on illustrations in the text and utilizing rereading as a strategy</li> <li>• Students will be able to discuss how good readers listen for important details in a story</li> <li>• Students will be able to explain how present continuous tense is used to describe actions taking place</li> <li>• Students will be able to use simple present tense</li> <li>• Students will be able to use base words, prefixes, and suffixes, to learn new vocabulary</li> <li>• Students will be able to engage in the engineer design process to solve a problem</li> <li>• Students will be able to solve problems using multiplication and division</li> <li>• Students will be able to write an informational text by planning a descriptive piece with an introduction and supporting details</li> <li>• Students will be able to list characters from media in order to better understand the characters and</li> </ul>	<p>The following skills are reinforced through Being a Reader, Grade 3:</p> <ul style="list-style-type: none"> <li>• Continued focus on questioning, visualizing, and making connections</li> <li>• New focus: making inferences, determining importance, summarizing, and synthesizing</li> <li>• Decoding polysyllabic words</li> <li>• Figurative language</li> <li>• Synonyms</li> </ul> <p>Unit Skills</p> <ul style="list-style-type: none"> <li>• Main Idea &amp; Details</li> <li>• Identify and read high frequency words</li> <li>• Make inferences*</li> <li>• Use text features</li> </ul>
-----------------------------------	---	---	--	--

			main idea of the video	
3 Health and Wellness	<b>Students will understand that:</b> Multilingual Learners (MLs): <ul style="list-style-type: none"> <li>Understand that health and wellness are an important part of everyday life</li> <li>Can use viewing, active listening, oral language, and reading and writing to discover health and wellness</li> <li>Read informational texts to gather ideas and details to build background knowledge related to different topics</li> <li>Understand that financial means and community support can impact families' choices related to healthy choices</li> <li>Understand that there are similarities and differences between how a variety of cultures keep healthy</li> </ul>	<ul style="list-style-type: none"> <li>What choices lead to wellness?</li> <li>How do poets use sound devices to make meaning?</li> <li>How can the human body adapt and survive?</li> <li>How does a business work?</li> <li>What are fractions?</li> <li>How can a song tell us about real life?</li> <li>Why do artists create still life paintings?</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to evaluate language choices by noticing specific words, phrases, and signal words when reading informational texts</li> <li>Students will be able to identify key details and information in a text by using the TAPS strategy</li> <li>Students will be able to use a dictionary to clarify the meaning of new vocabulary</li> <li>Students will be able to discuss informational text as a text genre</li> <li>Students will be able to define comparatives as adjectives that compare two or more people and things</li> <li>Students will be able to use future tense verbs when reading, speaking, listening, and writing</li> <li>Students will be able to use sound devices in poetry to make meaning accessible through writing</li> <li>Students will be able to analyze poetry elements including rhyme, repetition, and alliteration</li> <li>Students will be able to use pronouns and adjectives in sentences</li> <li>Students will be able to cite text evidence by referring back to essential questions</li> <li>Students will be able to use academic language related to fractions in mathematics</li> <li>Students will be able to write a how-to text to provide information for a reader about how to do something</li> <li>Students will be able to actively view media to build understanding about a theme</li> </ul>	<ul style="list-style-type: none"> <li>Identify high frequency words</li> <li>Using prior knowledge</li> <li>Building background</li> <li>Identify vocabulary in context</li> <li>Identify author's purpose</li> <li>Main idea and details</li> <li>Use text features to aid comprehension</li> <li>Cite text evidence</li> </ul>

<p>4</p> <p>My Community</p>	<p><b>Students will understand that:</b></p> <p>Multilingual Learners (MLs):</p> <ul style="list-style-type: none"> <li>• Can understand how people can work together to help their community</li> <li>• Sequence to remember order of events when reading</li> <li>• Can explore a problem or issue in the community by writing opinion pieces</li> <li>• Use grade-level skills related to spelling conventions and grammar when speaking, listening, reading, and writing</li> </ul>	<ul style="list-style-type: none"> <li>• How does sequencing help good readers?</li> <li>• How can a community work together to solve a problem?</li> <li>• How can students learn about their community?</li> <li>• Why do some animals live in groups?</li> <li>• What are the branches of the US government?</li> <li>• How can we measure using the metric system?</li> <li>• What can art tell us about a community?</li> <li>• How can people help their community?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to sequence key actions and events in order by referring back to <i>The Show Must Go On</i></li> <li>• Students will be able to define multiple meaning words</li> <li>• Students will describe the key characteristics of historical fiction as a genre</li> <li>• Students will be able to identify and read high frequency words with automaticity</li> <li>• Students will be able to identify cause and effect relationships and problem/solution in historical fiction texts</li> <li>• Students will make inferences based on background knowledge and details in a text</li> <li>• Students will be able to identify singular and plural nouns when reading and completing sentences</li> <li>• Students will distinguish between facts and opinions when reading to gain information</li> <li>• Students will identify common and proper nouns and suffixes through reading and writing activities</li> <li>• Students will be able to explain the roles of the three branches of US government</li> <li>• Students will be able to write an opinion text related to their community</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing events</li> <li>• Defining Multiple-Meaning Words</li> </ul>
<p>5</p> <p>The World Around Us</p>	<p><b>Students will understand that:</b></p> <p>Multilingual Learners (MLs):</p> <ul style="list-style-type: none"> <li>• Can read stories that explain what we see in the world around us</li> <li>• Use viewing, active listening, oral language, and reading and writing to discover different aspects of the world</li> </ul>	<ul style="list-style-type: none"> <li>• How does dialogue change the way you visualize a story?</li> <li>• Why does the moon look different during a month?</li> <li>• What is the difference between climate and weather?</li> <li>• How does the world around us look?</li> <li>• How can you find the</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to develop characters by writing dramas, or plays, that include facts about animals and the world in which we live</li> <li>• Students will be able to visualize key ideas and details presented in a</li> </ul>	<ul style="list-style-type: none"> <li>• Identify central idea/theme</li> <li>• Using prior knowledge</li> <li>• Defining vocabulary in context</li> <li>• Making and confirming/adjusting predictions</li> <li>• Compare/contrast</li> </ul>

	<ul style="list-style-type: none"> <li>Gather information by reading a variety of texts and genres</li> <li>Make connections across content areas (e.g., science, social studies, art, music)</li> </ul>	<p>perimeter and area of a shape?</p> <ul style="list-style-type: none"> <li>How can a song help you visualize the setting?</li> <li>How do artists show the world around us?</li> </ul>	<p>fantasy text</p> <ul style="list-style-type: none"> <li>Students will be able to identify and read high frequency words</li> <li>Students will be able to make and adjust predictions when reading a drama by using the "Keep It or Junk it" strategy</li> <li>Students will be able to use their five senses to recall details from a fiction text</li> <li>Students will be able to identify and use simple past tense verbs when reading or writing</li> <li>Students will be able to recognize when irregular past tense verbs are used when speaking or writing</li> <li>Students will be able to describe the phases of the moon by reading an informational text</li> <li>Students will be able to compare and contrast climate and weather</li> <li>Students will be able to describe landforms by engaging in close reading of an informational text</li> <li>Students will be able to use polygon classroom object to calculate perimeter and area</li> </ul>	
<p>6</p> <p>The Natrua l World</p>	<p><b>Students will understand that:</b></p> <p>Multilingual Learners (MLs):</p> <ul style="list-style-type: none"> <li>Can learn about humans and the natural world</li> <li>Recognize that humans and the natural world are connected in many ways</li> <li>Use viewing, active listening, oral language, and reading and writing to discover aspects of the natural</li> </ul>	<ul style="list-style-type: none"> <li>How are people and nature connected?</li> <li>How are people and bees connected?</li> <li>How can we conserve water?</li> <li>What happens to animals when natural resources are overused?</li> <li>How can you use multiplication and division to solve</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to identify the characteristics of a folktale by reading <i>Why Earthworms Help Farmers</i></li> <li>Students will be able to read and identify high frequency words in a text</li> <li>Students will be able to identify cause and effect by rereading a</li> </ul>	<ul style="list-style-type: none"> <li>Discuss Author's Purpose</li> <li>Cause and effect</li> <li>Identify Claims</li> </ul>

	<p>world and the cause/effect interaction between nature and humans</p>	<p>problems?</p> <ul style="list-style-type: none"> <li>• How can a song show animals acting like people?</li> <li>• What is the purpose of public art?</li> </ul>	<p>text</p> <ul style="list-style-type: none"> <li>• Students will be able to use conjunctions to connect ideas in complete sentences</li> <li>• Students will be able to identify compound subjects when writing and discussing ideas with classmates</li> <li>• Students will be able to ask and answer questions posed by classmates about a text or topic</li> <li>• Students will be able to analyze genre and identify claims about a topic</li> </ul>	
<p>7</p> <p>Finding Your Way</p>	<p><b>Students will understand that:</b></p> <p>Multilingual Learners (MLs):</p> <ul style="list-style-type: none"> <li>• Recognize people often work hard to achieve a goal</li> <li>• Use viewing, active listening, oral language, and reading and writing to discover different types and aspects of communities</li> <li>• Use timelines to track events in sequential order</li> </ul>	<ul style="list-style-type: none"> <li>• What does "Finding Your Way" mean?</li> <li>• Why does an author's purpose matter?</li> <li>• How does the main character reach her goal?</li> <li>• How can an author make a text realistic?</li> <li>• What technologies help ships find their way?</li> <li>• How has navigation changed?</li> <li>• What is weight?</li> <li>• What are the different ways people can sing together?</li> <li>• What kind of art can you make from the ocean?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to recognize open and closed syllables by applying grade level phonics rules</li> <li>• Students will be able to identify author's purpose by considering opportunities to entertain, inform, or persuade</li> <li>• Students will be able to identify and read high frequency words</li> <li>• Students will be able to recognize characteristics of a biography and track information about characters</li> <li>• Students will be able to connect words in compound sentences by using conjunctions and writing in response to prompts</li> <li>• Students will be able to identify subject pronouns and possessive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize open and closed syllables</li> <li>• Identify author's purpose</li> <li>• Define vocabulary in context</li> <li>• Use background knowledge to monitor comprehension</li> </ul>

8  Changes	<p><b>Students will understand that:</b></p> <p>Multilingual Learners (MLs):</p> <ul style="list-style-type: none"> <li>• Recognize that everybody experiences change</li> <li>• Use viewing, active listening, oral language, and reading and writing to discover different types and aspects of change</li> <li>• Gain information and build background knowledge by reading informational texts and scientific articles</li> <li>• Personal narratives help writers express their ideas about life and changes in our lives</li> </ul>	<ul style="list-style-type: none"> <li>• What are changes?</li> <li>• What changes does the main character experience?</li> <li>• How does an animal character change?</li> <li>• What changes do all plants experience?</li> <li>• How can a house be designed for a desert climate?</li> <li>• How can you use addition, subtraction, multiplication, and division to solve problems?</li> <li>• How does the song change?</li> <li>• How do artists portray change?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to compare and contrast the elements of literary texts by participating in book clubs</li> <li>• Students will be able to distinguish shades of meaning among related words that describe states of mind or degrees of certainty by studying characters and changes</li> <li>• Students will be able to recognize the characteristics of a memoir by thinking about life events</li> <li>• Students will be able to make inferences by listening for character's actions, words, and thoughts</li> <li>• Students will be able to engage in close reading in order to determine the meaning by using visual and context clues</li> <li>• Students will be able to draft personal narratives by considering big and small life changes and events</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use figurative language</li> <li>• Make inferences</li> <li>• Identify main idea</li> <li>• Close reading</li> </ul>
------------------	---	---	--	--