Year at a Glance
Grade: 3rd

	Dual Language Integrated Biliteracy Units						
Spanish Units	**Launch** 2 weeks	**1** 5 weeks	**2** 6 weeks	**3** 5 weeks	**4** 5 weeks	**5** 6 weeks	**6** 5 weeks
Theme	Building Habits of Mind for the Literacy Workshop	Building a Classroom Community Identity	Life Cycles, Traits & Survival	Global Issues and Giving Back	Forces and Motion	Author Study Patricia Polacco Rene Colato Lainez	Weather and Climate (I Survived) - Paired
Content Big Idea	**No Content Big Idea**	I want my students to understand that it is important to build strong relationships with others and understand who I am and how I fit in.	I want my students to understand that an organism's traits are inherited as well as acquired by their environment in order to survive.	I want my students to understand that it is important to understand issues that are happening around the world and that it's important to give back to others.	I want my students to understand that objects exert force on each other and this can be observed through patterns and the study of the cause and effect relationships between objects.	I want my students to understand that authors write about their experiences and interests.	I want my students to understand that a variety of natural hazards result from natural processes and humans cannot eliminate natural hazards but can take steps to reduce their impacts.
Literacy Big Idea	I want my students to understand the routines, procedures, expectations, and tools of the literacy workshop.	I want my students to understand that it is important to identify parts of poetry such as stanzas and describe how each stanza builds on earlier sections in order to write a poem.	I want my students to understand that readers use text features and search tools to locate information relevant to a given topic efficiently. I want my students to understand that authors write informative and explanatory texts to examine a theme and transmit ideas and information with clarity including facts, definitions, details and illustrations when necessary to help with understanding.	I want my students to understand that good readers determine the main idea of a text and recount the key details in order to write an opinion piece.	I want my students to understand that good readers use information gained from illustrations and words in a text as well as analyze its structure to demonstrate understanding of the text. I want my students to understand that writers conduct short research projects that build knowledge about a topic.	I want my students to understand that it's important to read a variety of books from the same author in order to analyze their craft and structure as well as to compare and contrast the themes, settings, and plots. I want my students to understand that good readers read a variety of texts by the same author and compare and contrast them in order to understand an author's style and craft.	I want my students to understand that good readers distinguish their point of view from that of the author of a text. I want my students to understand that writers create persuasive pieces to give their point of view with reasons and support of the topic or text.
Writing Mode	Introduction to different genres of reading / writing	Narrative	Informational	Opinion	Informational	Reading responses, summaries and quick writes.	Opinion
	Language Development Time						

English Units	Launch 2 weeks	1 5 weeks	2 6 weeks	3 5 weeks	4 5 weeks	5 6 weeks	6 5 weeks
Theme	**Launch**	Shaping Our Community Readers/Writers Notebook **	Pros and Cons - Looking at different Perspectives	Government/Economy	Science Lab Reports	Global Connections	I Survived Book Club
Content Big Idea	**No Content Big Idea**	I want my students to understand that individuals contribute diverse skills to their community. I want my students to understand that it is important to have rules and laws in place in a community.	I want my students to understand that it is important to look at different perspectives when talking about different topics and issues	I want my students to understand that the economy is how people buy and sell goods and services.	I want my students to understand that authors use text structures (e.g. sequence, cause and effect) to inform the reader on different scientific processes.	I want my students to understand that the physical geography, climate, and natural resources of a community affect people's daily lives.	I want my students to understand that we are global citizens and when there are disasters, even helping in a small way can make a big difference.
Literacy Big Idea	I want my students to understand the routines, procedures, expectations, and tools of the literacy workshop.	I want my students to understand that good readers determine the central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas. I want my students to understand that authors of literature write stories about real or imagined events in order to write a narrative.	I want my students to understand that good readers distinguish their own point of view from that of the author in order to write an opinion piece.	I want my students to understand that readers determine the meaning of unknown words and show understanding by asking and answering questions with evidence from the text and their own thinking. I want my students to understand that writers create informational texts to raise awareness on a topic by using facts, definitions, details, and examples.	I want my students to understand that good writers and scientists describe experiments with text structures (e.g. cause and effect, sequence, compare and contrast) in order to write an informational illustrated book.	I want my students to understand that authors use their own backgrounds, experiences, cultures, etc. to develop their perspective in order to persuade others for a change.	I want my students to understand that readers of literary text use evidence from the text to support their analysis, reflection, and research in order to participate in a book club.
Writing Mode	Introduction to different genres of reading / writing	Narrative	Opinion	Informational	Informational	Opinion	Collaborative story: Write their own I survived story.