

This program has been carefully crafted and researched to help every student in your classroom become a knowledgeable reader—fluent in listening, speaking, reading, and writing. In Grade 3, as students are making the shift from the beginning stages of “learning to read” to the more advanced skills involved in “reading to learn,” the Skills Strand merges with the Listening & Learning Strand to create integrated domain-based units that continue to provide content-based read-alouds together with instruction and practice in decoding. Explicit instruction in writing, grammar, spelling, and morphology are also targeted. For example, in the second domain-based unit, *Classification of Animals*, the Skills Teacher Guide and Student Reader, *Rattenborough’s Guide to Animals*, align with the schedule and content of the Listening & Learning *Tell It Again! Read-Aloud Anthology*. Note that, while the schedules for the first domain-based unit and skills unit align, *Classic Tales: The Wind in the Willows* domain focuses exclusively on read-alouds from the book of this title, while the first Skills Reader, *Classic Tales*, includes some stories from *The Wind in the Willows*, along with other well-known stories.

Domain 1: Classic Tales: The Wind in the Willows (15 days)

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	Identify <i>The Wind in the Willows</i> as a fiction story belonging to the fantasy genre Demonstrate understanding of key literary terms, such as <i>dialogue</i> and <i>setting</i> Sequence a series of events from the story	Prior to the read-aloud, make predictions about the story based on image and . compare those predictions to actual events	Identify differences between British and American English Word Work: <i>Meandered</i>	Make personal connections in writing to experiences near a river or on a backwater
Lesson 2	Identify from whose perspective the story is told Distinguish between the terms <i>dialogue</i> and <i>narration</i>	Prior to the read-aloud, make predictions about the story based on images and compare those predictions to actual events Retell a portion of the story from another character’s perspective	Sayings and Phrases: “let bygones be bygones” Word Work: <i>Dejected</i>	
Lesson 3	Introduce literary themes and identify friendship/loyalty, responsibility, and irresponsibility as common themes in <i>The Wind in the Willows</i> Sequence a series of events from the story	Prior to the read-aloud, make predictions about the story based on images and compare those predictions to actual events	Use temporal language, such as <i>first, next, then, finally</i> , appropriately Word Work: <i>State</i>	Categorize and organize the themes of friendship, loyalty, and responsibility, and give examples of these themes as demonstrated by the characters
Lesson 4	Identify a shift in perspective from one character to another	Prior to the read-aloud, make predictions about the story based on images and compare those predictions to actual events.	Word Work: <i>Postpone</i>	Work in groups to create an alternate ending for “The Wild Wood”

Domain 1: Classic Tales: The Wind in the Willows (15 days)

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 5	<p>Identify and express the mental states and emotions of characters</p> <p>Describe an image of Badger's front door and explain how it emphasizes aspects of setting in the chapter</p> <p>Compare and contrast the settings of the River Bank with that of the Wild Wood thus far in <i>The Wind in the Willows</i></p>	<p>Prior to the read-aloud, make predictions about the story based on images and compare those predictions to actual events.</p>	<p>Word Work: <i>Summoned</i></p>	<p>Categorize and organize the themes of friendship/loyalty, hospitality, and responsibility, and give examples of these themes as demonstrated by the characters</p>
Lesson 6	<p>Distinguish literal language from figurative language</p> <p>Describe images from the first five read-alouds to summarize the plot and to emphasize aspects of the characters</p>	<p>Summarize the first five read-alouds</p> <p>Enact the read-aloud</p>	<p>Sayings and Phrases: "home sweet home" and "there's no place like home"</p> <p>Word Work: <i>Reproached</i></p>	<p>Make personal connections to one's home given Mole's response to his home in "Dulce Domum, Part I"</p>
Lesson 7	<p>Identify and express Rat's and Mole's mental states and emotions as they visit Mole's home</p> <p>Evaluate and select one of the first seven read-alouds from <i>Classic Tales: The Wind in the Willows</i> on the basis of personal choice for rereading</p>	<p>Make predictions prior to listening to the read-aloud "Dulce Domum, Part II" about how the themes of friendship/loyalty, hospitality, responsibility, and irresponsibility play a role in the second half of the chapter given the text heard thus far, and then compare the actual outcomes to predictions</p>	<p>Word Work: <i>Forage</i></p>	<p>Make personal connections to one's home given Mole's response to his home</p> <p>Categorize and organize the themes of friendship/loyalty, hospitality, and responsibility, and give examples of these themes as demonstrated by the characters</p>
Lesson 8	<p>Describe Mole's, Rat's, Badger's, and Toad's traits, motivations, or feelings in "Mr. Toad," and explain how their actions contribute to the sequence of events</p> <p>Identify and express Mole's, Rat's, Badger's, and Toad's mental states and emotions</p> <p>Identify differences between first- and third-person point of view</p>	<p>Enact examples of conceited behavior</p>	<p>Sayings and Phrases: "one rotten apple spoils the whole barrel"</p> <p>Word Work: <i>Conceited</i></p>	
Lesson 9	<p>Describe the traits, motivations, or feelings of Toad, the gaoler's daughter, and the engine driver, and explain how their actions</p>	<p>Make predictions prior to listening to the read-aloud "Toad's Adventures" about what will happen to Toad now that he's been sent to prison,</p>	<p>Determine the meaning of the new word formed when a known affix is added to a known word, such as <i>washer/washerwoman</i></p>	

Domain 1: Classic Tales: The Wind in the Willows (15 days)

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
	<p>contribute to the sequence of events</p> <p>Identify and express mental states and emotions of Toad and others</p> <p>Identify key words that express third-person point of view</p>	<p>based on the text heard thus far, and then compare the actual outcomes to predictions</p>	<p>Word Work: <i>Pursued</i></p>	
Lesson 10	<p>Compare and contrast interactions between characters</p>	<p>Make predictions prior to listening to the read-aloud, "The Further Adventures of Toad, Part I," about whether or not Toad will gain a sense of responsibility based on the text heard thus far, and then compare the actual outcomes to predictions</p>	<p>Word Work: <i>Deprive</i></p>	<p>Use a graphic organizer to brainstorm themes and examples of how characters demonstrate common themes in <i>The Wind in the Willows</i></p> <p>Provide examples and reasons that support an opinion of why a certain character in <i>The Wind in the Willows</i> best demonstrates one or more of the common themes</p>
Lesson 11	<p>Identify examples of Toad's conceited behavior</p> <p>Describe the characters' motivations and feelings and how they contribute to the sequence of events</p> <p>Identify the characters' mental states and emotions</p>	<p>Make predictions prior to listening to the read-aloud "The Further Adventures of Toad, Part II" about what adventures Toad may experience based on the title and/or text heard thus far, and then compare the actual outcomes to predictions</p> <p>Summarize "The Further Adventures of Toad, Part I" with other classmates</p>	<p>Word Work: <i>Recklessly</i></p>	<p>Identify and use parts of a paragraph including a topic sentence, supporting details, and a concluding statement in an opinion piece</p> <p>Provide examples and reasons that support an opinion of why a certain character in <i>The Wind in the Willows</i> best demonstrates a theme of the book</p> <p>Use linking words and phrases such as <i>because</i>, <i>therefore</i>, <i>since</i>, and <i>for example</i> to connect opinion and reasons</p> <p>Draft an opinion piece</p>
Lesson 12	<p>Describe Toad's and Rat's motivations or feelings, and explain how their actions contribute to the sequence of events in "The Return of Toad, Part I"</p> <p>Identify and express mental states and emotions of Toad and Rat in "The Return of</p>	<p>Summarize "The Return of Toad, Part I" with classmates</p>	<p>Sayings and Phrases: "let bygones be bygones"</p> <p>Word Work: <i>Startled</i></p>	<p>Continue to draft and revise an opinion piece</p>

Domain 1: Classic Tales: The Wind in the Willows (15 days)

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
	Toad, Part I"			
Lesson 13	Describe Toad's, Rat's, Mole's, and Badger's motivations, or feelings, and explain how their actions contribute to the sequence of events in "The Return of Toad, Part II" Identify and express mental states and emotions of Toad, Rat, Mole, and Badger	Summarize "The Return of Toad, Part I" with other classmates	Sayings and Phrases: "turn over a new leaf" Word Work: <i>Modest</i>	Edit and finalize an opinion piece

Pausing Point

Domain Assessment

Domain 2: Classifying Animals by Characteristics (15 days)

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p>Classify animals versus plants, vertebrates versus invertebrates</p> <p>Identify five major groups of vertebrates</p> <p>Compare and contrast several pairs of animals</p>	<p>Summarize characteristics and the classification of an elephant</p>	<p>Combine word pairs of adjectives and nouns to describe an elephant's skin</p> <p>Word Work: <i>Classify</i></p>	<p>Make personal connections to the experiences of observation and classification of living and nonliving things in everyday life</p> <p>Classify and organize living things and nonliving things, and the characteristics of the five groups of vertebrates</p>
Lesson 2	<p>Distinguish between cold-blooded and warm-blooded animals</p> <p>Interpret information about animal characteristics and their classifications from diagrams, charts, graphs, graphic organizers, and maps</p> <p>Compare and contrast the behaviors of hibernation and estivation</p>	<p>Make predictions about whether Hilda Hippo has a backbone prior to "Cold-Blooded and Warm-Blooded Animals" based on the title, images, and text heard thus far, and then compare the actual outcomes to predictions, and follow up on their former predictions about which of Rattenborough's friends are warm-blooded</p> <p>Summarize (orally and in writing) information about the characteristics and classification of a crocodile</p>	<p>Create word pairs of adjectives and nouns to effectively describe the characteristics of a crocodile, such as <i>sharp teeth</i></p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root, such as <i>hippopotamus</i> and <i>hippopotami</i></p> <p>Word Work: <i>Constant</i></p>	<p>Make personal connections to the content by discussing whether humans are cold-blooded or warm-blooded and how they help keep their own bodies cool and warm</p> <p>Classify and organize the characteristics of five groups of vertebrates</p>
Lesson 3	<p>Classify animals as vertebrates or invertebrates</p> <p>Describe images of various types of animals and their characteristics, habitats, and behaviors, and how they contribute to what is conveyed by the words in "Vertebrate Animals"</p> <p>Interpret information about animal characteristics and their classifications from diagrams, charts, graphs, and graphic organizers</p> <p>Compare and contrast the characteristics of a grasshopper and of other animals in "Vertebrate Animals"</p>	<p>Make predictions about whether all animals on Earth have backbones during "Vertebrate Animals" based on the title, images, and text heard thus far, and then compare the actual outcomes to predictions, and follow up on their former predictions about whether Hilda Hippo has a backbone</p> <p>Summarize information orally about the characteristics of various animals as acted out by classmates</p>	<p>Word Work: <i>Slither</i></p>	<p>Make personal connections to the experience of being a vertebrate and how having a backbone/skeleton affects behavior in "Vertebrate Animals"</p> <p>Classify and organize the characteristics of five groups of vertebrates</p>
Lesson 4	<p>Compare and contrast the characteristics of fish and humans</p>	<p>Summarize (orally and in writing) information about the characteristics and classification of fish</p>	<p>Choose words and phrases to effectively describe the characteristics of fish</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same</p>	<p>Make personal connections to aquatic experiences</p> <p>Take written notes on the text and sort information in provided categories</p> <p>Classify and organize the</p>

Domain 2: Classifying Animals by Characteristics (15 days)

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 5	Identify basic characteristics of amphibians Classify particular animals as amphibians Compare and contrast a salamander and a lizard Compare and contrast fish and amphibians	Prior to the read-aloud, make predictions about how the meaning of the word <i>amphibian</i> —“living two lives” or “two worlds”—relates to this group of vertebrates, and whether amphibians are similar to or different from fish. Compare the actual outcomes to predictions	root, such as <i>animal</i> and <i>Animalia</i> Word Work: <i>Aquatic</i> Sayings and Phrases: “don’t judge a book by its cover” Choose words and phrases to describe amphibians Use a known root word as a clue to the meaning of an unknown word with the same root, such as <i>morph</i> and <i>metamorphosis</i> Word Work: <i>Shed</i>	characteristics of a fish Take notes on amphibians based on the text and images in the read-aloud
Pausing Point				
Lesson 6	Identify basic characteristics of reptiles Classify particular animals as reptiles Compare and contrast the characteristics of a salamander and a lizard, and of a crocodile and alligator	Summarize (orally and in writing) information about the characteristics and classification of reptiles	Choose words and phrases to effectively describe the characteristics of reptiles Determine the meaning of the new word formed when a known affix is added to a known word, such as – <i>ology/ologist</i> and <i>herpetology/herpetologist</i> Use a known root word as a clue to the meaning of an unknown word with the same root, such as <i>reptile/reptilia</i> and <i>morph/metamorphosis</i> Word Work: <i>Effectively</i>	Make personal connections to the experience of being a herpetologist Gather information about reptiles from the text and images of “Reptiles: Cold-Blooded Scaly Vertebrates”; take brief notes, and sort evidence into provided categories
Lesson 7	Identify basic characteristics of birds Classify particular animals as birds Determine the main ideas of the read-aloud to recount the key details and explain how they support the main ideas Compare and contrast the characteristics of an eagle and hummingbird; and of a penguin and a bird that can fly, as well as a fish, and their relative classifications	Summarize (orally and in writing) information about the characteristics and classification of birds	Sayings and Phrases: “eats like a bird” Choose words and phrases to effectively describe the characteristics of birds Word Work: <i>Metabolism</i>	Conduct short research projects that build knowledge about the characteristics and classification of birds Make personal connections to the experience of observing birds in everyday life Gather information about birds from the read aloud and viewing the images again; take brief notes and sort evidence into provided categories Classify and organize the characteristics of fish
Lesson 8	Identify basic characteristics of mammals Classify particular animals as mammals	Make predictions about what the closest known relative of the hippopotamus may be during “Mammals: Live-Bearing Milk Producers” based on the	Sayings and Phrases: “the show must go on” Choose words and phrases to effectively describe the	Begin drafting an informative writing piece about a select vertebrate’s characteristics and classification, clearly stating ideas, facts, and details

Domain 2: Classifying Animals by Characteristics (15 days)

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
	Compare and contrast the characteristics of mammals and birds, and the reproduction processes of mammals and other animals	title, images, and text heard thus far, and then compare the actual outcomes to predictions Summarize (orally and in writing) information about the characteristics and classification of mammals and the characteristics and classification of one additional vertebrate	characteristics of mammals and select an additional vertebrate's characteristics and classification Use a known root word as a clue to the meaning of an unknown word with the same root, such as <i>mammal/mammalia/mammary, kin/kind/kindred, and inform/information/informational</i> Provide and use synonyms for the word <i>aquatic</i> Word Work: <i>Stately</i>	Plan/draft an informational paragraph
Lesson 9	Compare and contrast the reproductive process of the "pattern-breaker" black alpine salamander and other amphibians Identify differences between reptiles and amphibians	Describe the characteristics of an animal with tentacles	Choose words and phrases to effectively describe a select vertebrate's characteristics and classification Word Work: <i>Tentacles</i>	Revise the informative writing piece about a select vertebrate's characteristics and classification
Pausing Point				
Domain Assessment				

Domain 3: The Human Body: Systems and Senses (15 days)

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p>Briefly describe and/or review seven of the systems of the human body</p> <p>Identify the functions of the skeletal, muscular, and nervous systems</p> <p>Identify cells as the basic building blocks of all living things and explain that most cells are too small to be seen without a microscope</p> <p>Explain that each system is made up of different types of cells (bone cells, muscle cells, nerve cells, blood cells, etc.)</p> <p>Compare and contrast human bodies and complex machines,</p>	<p>Make personal connections (orally or in writing) to the read-aloud by describing some of the ways various systems are working in one's own body</p>	<p>Sayings and phrases: "building blocks"</p> <p>Word Work: <i>Interconnected</i></p>	<p>Categorize and organize facts and information related to the read-aloud</p>
Lesson 2	<p>Explain that one of the systems of the human body is the skeletal system and that it has two parts</p> <p>Recall that there are 206 bones in the human body</p> <p>Identify examples of axial bones and explain their functions</p> <p>Explain briefly the composition of bones</p>	<p>Describe the relationship between cartilage and bone</p> <p>Compare and contrast the axis of Earth to the axial bones of the human body and compare and contrast the human body's structure to a building's structure</p> <p>Make predictions prior to reading the read-aloud about how many bones are in the human body and then compare the actual outcomes to predictions</p>	<p>Use a known root word as a clue to the meaning of an unknown word with the same root, such as <i>axis</i> and <i>axial</i></p> <p>Word Work: <i>Structure</i></p>	<p>Categorize and organize facts and information related to the read-aloud</p>
Lesson 3	<p>Identify examples of appendicular bones and explain their functions</p> <p>Describe how doctors are able to see and treat the skeletal system using an x-ray</p> <p>Identify three different types of joints and give examples of each: movable, immovable, and partially movable</p> <p>Explain the importance and purpose of cartilage</p>	<p>Determine the main idea of the read-aloud</p> <p>Make predictions prior to "The Skeletal System: Appendicular Bones" about the largest bone and the strongest joint in the human body and then compare the actual outcomes to predictions</p>	<p>Word Work: <i>Appendages</i></p>	<p>Gather information from "The Skeletal System: Appendicular Bones" and take written notes</p>
Lesson 4	<p>Explain that one of the systems of the human body is the muscular system and identify its function</p>	<p>Make predictions prior to the read-aloud "The Nervous System" about which human body system is controlled by the brain based on an image,</p>	<p>Prefix <i>in-</i></p> <p>Distinguish literal language from figurative language, such as "Achilles' heel"</p>	<p>Categorize and organize facts and information related to the read-aloud</p>

Domain 3: The Human Body: Systems and Senses (15 days)

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
	<p>Identify skeletal, smooth, and cardiac as three types of muscles in the human body and describe their functions</p> <p>Compare and contrast involuntary and voluntary muscles</p> <p>Explain that skeletal muscles work closely with bones to give the human body mobility</p> <p>Demonstrate familiarity with the legend of the Achilles heel/tendon</p>	and then compare the actual outcomes to predictions	Word Work: <i>Voluntary and Involuntary Muscles</i>	
Lesson 5	<p>Explain that one of the systems of the human body is the nervous system and identify its function</p> <p>Identify the brain and spinal cord as the control center of the body</p> <p>Identify nerves as messengers that transmit information from all of the parts of the body through the spinal cord to the brain</p> <p>Explain how the skeletal, muscular, and nervous systems are interconnected</p> <p>Explain that the five senses work with the brain to process information about our surroundings</p> <p>Describe a reflex action as a quick, unconscious action and explain its purpose in protecting the human body</p>	<p>Follow up on earlier predictions made prior to hearing "The Nervous System," about which human body system is controlled by the brain based on an image, and then compare the actual outcomes to predictions</p> <p>Make predictions after hearing "The Nervous System" but prior to conducting an experiment about the body's reflexes, based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions</p>	<p>Prefix <i>un-</i></p> <p>Sayings and Phrases: "control center," "sending signals"</p> <p>Word Work: <i>Consciously and Unconsciously</i></p>	<p>Make personal connections to concepts presented in <i>The Human Body: Systems and Senses</i> through engagement with a class KWL chart</p> <p>Categorize and organize statements and questions about the human body through engagement with the KWL chart used in <i>The Human Body: Systems and Senses</i></p>
Pausing Point				
Lesson 6	<p>Identify the parts of the brain and their functions: brain stem (medulla), cerebrum, and cerebellum</p> <p>Identify nerves as messengers that transmit information from all of the parts of the body through the spinal cord to the brain</p> <p>Describe the human brain as divided into two hemispheres</p>	Make predictions prior to "Vision: The Parts of the Eye," naming organs that are protected by the skull based on an image, and then compare the actual outcomes to predictions	Word Work: <i>Hemispheres</i>	Complete a graphic organizer to plan for writing a narrative

Domain 3: The Human Body: Systems and Senses (15 days)

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
	and explain that each hemisphere controls the muscles of the opposite side of the body			
Lesson 7	<p>Explain that the five senses work with the brain to process information about our surroundings</p> <p>Identify the surrounding parts of the eye: eye sockets, eyebrows, eyelids, and eyelashes</p> <p>Identify the outer parts of the eye: sclera, cornea, iris, and pupil</p> <p>Identify the inner parts of the eye: lens, retina, and optic nerve</p> <p>Explain how the parts of the outer and inner eye work together with the brain to allow a person to see</p> <p>Describe nearsightedness and farsightedness and how these can be corrected</p>	Follow up on earlier predictions prior to hearing “Vision: The Parts of the Eye” about which organs are protected by the skull based on an image, and then compare the actual outcomes to predictions	Word Work: <i>Wondrous</i>	<p>Continue to plan a narrative using a graphic organizer</p> <p>Begin to draft a narrative</p> <p>Use transitional words—such as <i>before, after, then, finally, since, because, etc.</i>—between sentences and paragraphs to show chronology as well as cause and effect</p>
Lesson 8	<p>Identify the outer parts of the ear: earflap, earlobe, ear canal, and eardrum</p> <p>Identify the middle parts of the ear as the three ear bones: hammer, anvil, and stirrup</p> <p>Identify the inner parts of the ear: cochlea and auditory nerve</p> <p>Explain that cochlear implants can help some people who cannot hear</p> <p>Explain that an important function of the inner ear is to provide balance</p> <p>Describe how sound travels through all the parts of the ear</p> <p>Describe how the parts of the ear work together with the brain to allow a person to hear</p>	Make predictions prior to the read-aloud “Hearing: The Parts of the Ear,” about how sound travels through the ear based on the title and/or text heard thus far, and then compare the actual outcomes to predictions	Word Work: <i>Impulses</i>	Use a revision checklist to revise a narrative
Lesson 9	<p>Identify ways to take care of the human body</p> <p>Review information about the</p>	Compare and contrast the nervous system in the human body to the system of electrical	<p>Sayings and Phrases: “a clean bill of health”</p> <p>Word Work: <i>Miraculously</i></p>	<p>Prepare a final copy of a narrative</p> <p>Create a final title for a</p>

Domain 3: The Human Body: Systems and Senses (15 days)

	Text Analysis/ Comprehension	Speaking and Listening	Language and Vocabulary	Writing
	human body systems	wiring in a house		narrative

Pausing Point

Domain Assessment

Domain 4: The Ancient Roman Civilization (20 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p>Sequence images representing events from the ancient Roman civilization relative to the ancient civilizations of Egypt and Greece</p> <p>Describe the temporal relationship among the ancient civilizations of Egypt, Greece, Rome, and the present day, using the terms <i>BC/BCE</i> and <i>AD/CE</i></p>	<p>Describe how the work of archaeologists has helped us gain information about the ancient Roman civilization</p> <p>Identify some of the contributions of the ancient Roman civilization, and describe how they have influenced the present</p> <p>Identify the eruption of Mount Vesuvius as the cause of the destruction of the Roman city of Pompeii</p>	<p>Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “Rome wasn’t built in a day” and “all roads lead to Rome”</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root, such as <i>architecture</i> and <i>architectural</i></p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships, such as <i>before</i>, <i>after</i>, <i>first</i>, <i>next</i>, and <i>then</i></p> <p>Word Work: <i>Ruins</i></p>	<p>With assistance, create and interpret a timeline to capture the chronology of events during the time of the ancient Roman civilization relative to the ancient civilizations of Egypt and Greece</p>
Lesson 2	<p>Explain that most ancient Romans worshipped many gods and goddesses</p> <p>Retell the legend of Romulus and Remus, and explain that this legend is believed to tell the story of the foundation of Rome</p> <p>Explain the importance of the Tiber River to the ancient Romans</p>	<p>Make predictions during “The Legend of Romulus and Remus” about whose eyes are seen in the Tiber River, based on the images and text heard thus far, and then compare the actual outcomes to predictions</p>	<p>Use a known root word as a clue to the meaning of an unknown word with the same root, such as <i>Romulus/Rome</i> and <i>Tiberinus/Tiber</i></p> <p>Word Work: <i>Defied</i></p>	<p>Create and interpret a class civilization chart using information gathered from the read-aloud</p>
Lesson 3	<p>Identify myths as a type of fiction</p> <p>Identify similarities between Greek and Roman religious beliefs</p> <p>Identify differences between the names in Greek and Roman myths</p>	<p>Give oral presentations about a created myth with appropriate facts and relevant descriptive details (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace</p>	<p>Sayings and Phrases: “herculean task”</p> <p>Prefix: <i>poly-</i></p> <p>Word Work: <i>Elaborate</i></p>	<p>Gather information from the read-aloud and add it to the class civilization chart</p>
Lesson 4	<p>Compare and contrast the three categories of people in ancient Rome: patricians, plebeians, and slaves</p> <p>Describe the evolution of government in ancient Rome:</p>		<p>Use a known root word as a clue to the meaning of an unknown word with the same root, such as <i>public</i> and <i>republic</i></p> <p>Word Work: <i>Attributes</i></p>	<p>Gather information from the read-aloud and add it to the class civilization chart</p>

Domain 4: The Ancient Roman Civilization (20 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
	<p>monarchy to republic to empire</p> <p>Describe the Senate as part of the government of the Roman Republic</p> <p>Describe the importance of forums in Roman society and government</p>			
Lesson 5	<p>Explain the significance of the Punic Wars between ancient Rome and Carthage</p> <p>Describe the role of Hannibal in the Punic Wars</p> <p>Identify on a map locations important to the events contained in the read-aloud</p> <p>Sequence a series of events related to the Punic Wars</p>	Summarize facts about the Punic Wars	Word Work: <i>Conflict</i>	Gather information from the read-aloud and add it to the class civilization chart
Lesson 6	<p>Describe the everyday life of the ancient Romans</p> <p>Describe the many structures the ancient Romans built, including roads, bridges, aqueducts, and amphitheaters</p> <p>Compare and contrast the three categories of people in ancient Rome: patricians, plebeians, and slaves</p>	<p>Make predictions before “Daily Roman Life in the City, Part I” about what daily life was like in ancient Rome, based on the images and text heard thus far, and then compare the actual outcomes to predictions</p> <p>Summarize the main ideas presented in “Daily Roman Life in the City, Part I”</p>	<p>Sayings and Phrases: “When in Rome, do as the Romans do”</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root, such as <i>fortune</i> and <i>Fortuna</i></p> <p>Word Work: <i>Ingenious</i></p>	<p>Make personal connections to everyday life in Rome as a child</p> <p>Gather information from the read-aloud and add it to the class civilization chart</p>
Lesson 7	<p>Compare and contrast ancient Greek and Roman women; and patricians, plebeians, and slaves</p> <p>Explain that women did not have as many rights as men in Roman society</p>	<p>Make predictions before “Daily Roman Life in the City, Part II” about what daily life was like in ancient Rome, based on the images and text heard thus far, and then compare the actual outcomes to predictions</p>	<p>Use a known root word as a clue to the meaning of an unknown word with the same root, such as <i>family</i> and <i>familia</i></p> <p>Word Work: <i>Chaos</i></p>	Practice note-taking to summarize information from the read-aloud
Pausing Point				
Lesson 8	<p>Describe the life and contributions of Julius Caesar</p> <p>Compare and contrast a monarchy and a republic; and patricians, plebeians, and slaves</p>	<p>Sequence some of the events of Julius Caesar’s life</p> <p>Use sequencing words as appropriate</p>	<p>Sayings and Phrases: “climbing the ladder”</p> <p>Word Work: <i>Negotiate</i></p>	<p>Gather information from the read-aloud and add it to the class civilization chart</p> <p>Make personal connections to the attributes of a good leader</p>
Lesson 9	<p>Describe the life and contributions of Julius Caesar</p> <p>Describe the role of Cleopatra</p>	Give oral presentations about reasons and examples that support one’s opinion regarding	Sayings and Phrases: “the die is cast” and “crossing the Rubicon”	Use a graphic organizer to brainstorm examples and reasons pertaining to Rome’s

Domain 4: The Ancient Roman Civilization (20 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
	of Egypt in the ancient Roman civilization Compare and contrast a republic and a dictatorship	the most meaningful contribution of ancient Rome (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace	Word Work: <i>Uncivilized</i>	most meaningful contribution Begin development of an opinion paragraph by providing examples and reasons that support an opinion of why a particular contribution of ancient Rome is the most meaningful to our culture today
Lesson 10	Describe the life and contributions of Augustus Caesar as first emperor of Rome Explain the significance of the <i>Pax Romana</i> and how it affected the life of Romans Compare and contrast Octavian and Julius Caesar	Give oral presentations about reasons and examples that support one's opinion regarding the most meaningful contribution of ancient Rome (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace	Word Work: <i>Influence</i>	Use the information categorized in the brainstorming graphic organizer to introduce a topic and group related information for an opinion paragraph Begin drafting an opinion paragraph Use linking words and phrases such as <i>because, therefore, since, and for example</i> to connect opinion and reasons
Lesson 11	Identify a few factors that led to the decline of ancient Rome Understand that Rome had favorable and unfavorable emperors and give examples of both	Make predictions before and during "The Decline of the Roman Empire" about what caused the decline of the empire and about the cause of the smoke in an image, based on the images and text heard thus far, and then compare the actual outcomes to predictions	Sayings and Phrases: "fiddling while Rome burned" Word Work: <i>Witnessed</i>	Continue to draft and revise an opinion paragraph
Lesson 12	Explain why the Roman Empire split into two parts: the Western and the Eastern empires Describe the development of Christianity during the Roman Empire, including the persecution of Christians Describe the rise of the Byzantine Empire Identify Constantine the Great as the first Roman emperor to make laws to end the persecution of Christians, and describe his other contributions Identify Justinian as a Byzantine emperor, and describe his contributions		Determine the meaning of the new word formed when a known affix is added to a known word, such as <i>mono-</i> and <i>monotheistic</i> Word Work: <i>Dominant</i>	Gather information from the read-aloud and add it to the class civilization chart Edit opinion paragraph using an editing checklist Create title for opinion paragraph Create final copy of opinion paragraph
Lesson 13	Identify some of the contributions of the ancient	Give oral presentations about reasons and examples that	Sayings and Phrases: "Rome wasn't built in a day"	Prepare and publish a final copy of an opinion paragraph

Domain 4: The Ancient Roman Civilization (20 days)

Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
<p>Roman civilization, and describe how they have influenced the present</p> <p>Identify Latin as the language of ancient Rome and the origin of the Romance languages</p> <p>Describe how the work of archaeologists has helped us gain information about the ancient Roman civilization</p> <p>Compare and contrast the Roman, Julian, and Gregorian calendars</p>	<p>support one's opinion regarding the most meaningful contribution of ancient Rome (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace</p>	<p>Determine the meaning of the new word formed when a known affix is added to a known word, such as <i>re-</i> and <i>republic</i>; and <i>un-</i> and <i>uncivilized</i></p> <p>Word Work: <i>Legacy</i></p>	

Pausing Point

Domain Assessment

Domain 5: Light and Sound (15 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p>Identify the sun as Earth's main source of light and name other light sources</p> <p>Identify light as a form of energy that travels in waves</p> <p>Explain why light is so important</p> <p>Describe how light waves travel in different mediums</p> <p>Explain how shadows are formed</p>	<p>Make a prediction during "What Is Light?" about why Alfie is lying in the shade, based on the title, images, and text heard thus far, and compare to information provided later in the read-aloud</p>	<p>Sayings and Phrases: "I will be your eyes if you will be my ears"</p> <p>Use the known root <i>lum</i> as a clue to the meaning of the newly learned word <i>illuminates</i></p> <p>Word Work: <i>Energy</i></p>	<p>Through hands-on exploration of materials, conduct research that builds knowledge about light concepts</p> <p>Create a Light and Sound Log</p> <p>Categorize things that are sources of energy and ways in which we use energy</p>
Lesson 2	<p>Interpret information about the way light is transmitted, reflected, and absorbed from the diagram Light Hitting Different Objects</p> <p>Categorize items as convex or concave</p> <p>Demonstrate understanding of the literary terms <i>narrator</i>, <i>setting</i>, <i>dialogue</i>, <i>third person</i>, and <i>point of view</i> by using these words in discussing the story elements of "Reflection and Mirrors"</p> <p>Describe the three types of mirrors: plane, concave, and convex</p>		<p>Sayings and Phrases: "this fish is the size of a whale"</p> <p>Word Work: <i>Concave</i> and <i>Convex</i></p>	<p>Through hands-on exploration of materials, conduct research that builds knowledge about light concepts in "Reflection and Mirrors"</p> <p>Make personal connections to concepts related to light presented in "Reflection and Mirrors" through hands-on activities and the Light and Sound Log</p> <p>Categorize objects as concave or convex</p>
Lesson 3	<p>Interpret information about the way each lens bends light in the diagram Convex and Concave Lenses</p> <p>Explain how light is refracted</p> <p>Compare and contrast transparent, translucent, and opaque objects</p>		<p>Word Work: <i>Opaque</i>, <i>Translucent</i>, and <i>Transparent</i></p>	<p>Through hands-on exploration of materials, conduct research that builds knowledge about light concepts in "Refraction and Lenses"</p> <p>Make personal observations of the refraction of light when looking at a straw in a glass of water and connect this experience to the description and explanation in the text</p> <p>Make personal connections to concepts related to light presented in "Refraction and Lenses" through hands-on activities and the Light and Sound Log</p> <p>Categorize objects as transparent, translucent, or opaque</p>

Domain 5: Light and Sound (15 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 4	<p>Use the acronym <i>ROY G BIV</i> to sequence the colors of the rainbow</p> <p>Interpret the diagram Reflection and Color to describe the relationship between what happens when light hits an object and the effect it has on the color we see, using language that pertains to time, sequence, and cause/effect</p> <p>Interpret information about different wavelengths of light from the diagram Light Energy from the Sun</p>	<p>Make a prediction prior to the read-aloud about what causes a rainbow, based on the images observed in the introduction, and compare to information provided during “What Is Color?”</p>	<p>Word Work: <i>Spectrum</i></p>	<p>Through hands-on exploration of materials, conduct research that builds knowledge about light concepts in “What Is Color?”</p> <p>Make personal connections to concepts related to light presented in “What Is Color?” through engagement in discussion about rainbows, hands-on activities, and the Light and Sound Log</p> <p>Categorize statements as describing a spectrum or not describing a spectrum</p>
<i>Pausing Point</i>				
Lesson 5	<p>Recall the sense of hearing and the corresponding sensory organ</p> <p>Describe how sound waves travel in different mediums</p> <p>Identify sources of sound</p> <p>Identify types of sounds that the characters experience in New York City</p>	<p>Observe and describe different types of vibrations</p>	<p>Sayings and Phrases “his bark is worse than his bite”</p> <p>Use the known root <i>aud-</i> as a clue to the meaning of unknown words, such as <i>auditorium</i>, <i>auditory</i>, and <i>audience</i></p> <p>Word Work: <i>Vibration</i></p>	
Lesson 6	<p>Describe the relationship between the frequency of vibrations and the pitch of the resulting sound, using language that pertains to time, sequence, and cause/effect</p> <p>Describe the relationship between the intensity of vibrations and the loudness of the resulting sound, using language that pertains to time, sequence, and cause/effect</p> <p>Interpret information about the intensity and pitch of sounds produced by drums by referring to diagrams in “Qualities of Sound”</p>		<p>Determine the meaning of the new words formed when a known affix is added to a known word, such as <i>compose/composition</i></p> <p>Word Work: <i>Frequency</i></p>	<p>Use a Venn diagram to group related information together to aid in planning an informative writing piece comparing light and sound</p> <p>Begin development of an informative writing piece comparing light and sound by clearly stating ideas, facts, and details in the Venn diagram</p> <p>Make personal observations of musical instruments as they are played and connect this experience to the descriptions and explanations of the qualities of sound in the text</p> <p>Gather information from Light and Sound Logs, the T-Chart, and other print and digital sources and sort the information using the Venn diagram planning tool</p> <p>Categorize low-frequency and</p>

Domain 5: Light and Sound (15 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
				high-frequency sounds
Lesson 7	<p>Identify the parts of the body that create the human voice</p> <p>Explain how the human voice is produced and is able to make a wide range of sounds</p> <p>Compare and contrast the seasonal setting of autumn in this read-aloud to summer in prior read-alouds, as well as anticipate a winter setting in the next read-aloud</p>	<p>Make a prediction prior to the read-aloud about what causes our bodies to produce our voices, based on the discussion and activities in the introduction, and compare to information provided during “Voice”</p>	<p>Sayings and Phrases: “Actions speak louder than words”</p> <p>Word Work: <i>Variations</i></p>	<p>Begin drafting an informative writing piece comparing and contrasting light and sound and clearly stating ideas, facts, and details</p>
Lesson 8	<p>Describe the life and contributions of Alexander Graham Bell</p> <p>Explain the significance of the invention of the telephone</p> <p>Describe the relationship between Samuel Morse’s invention of the telegraph and Alexander Graham Bell’s invention of the telephone, using language that pertains to time, sequence, and cause/effect</p> <p>Compare and contrast the key features of the telegraph and the telephone</p> <p>Compare and contrast the key features of various stages of telephone development as shown in the image</p>		<p>Sayings and Phrases: “You hit the nail on the head”</p> <p>Determine the meaning of the new word formed when a known affix is added to a known word, such as <i>transmit/transmitter and receive/receiver</i></p> <p>Use the known root <i>tele-</i> as a clue to the meaning of unknown words with the same root, such as <i>telephone, telegraph, television, telescope, and telecommunications</i></p> <p>Word Work: <i>Telegraph</i></p>	<p>Continue drafting an informative writing piece comparing and contrasting light and sound and clearly stating ideas, facts, and details</p> <p>Use a Revising Checklist to revise an informative writing piece</p>

Pausing Point

Domain Assessment

Domain 6: The Viking Age (10 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p>With assistance, create and interpret <i>The Viking Age</i> timeline to understand the chronology of the Viking Age relative to the ancient civilizations of Mesopotamia, Egypt, Greece and Rome</p> <p>Sequence four image cards representing four time periods discussed in “Who Were the Vikings?”</p> <p>Describe the temporal relationship between the existence of the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome, with the civilization of the Viking Age in “Who Were the Vikings?” using the terms <i>BC</i>, <i>BCE</i>, <i>AD</i>, and <i>CE</i></p> <p>Compare and contrast the Vikings described in “Who Were the Vikings?” with the Romans described in <i>The Ancient Roman Civilization</i></p>		Word Work: <i>Ferocious</i>	
Lesson 2	<p>Explain how and why the Vikings traveled to other countries</p> <p>Recall that the Viking people relied on farming, fishing, and trade for their living</p> <p>Explain that the Viking people worshipped many gods and goddesses</p> <p>Identify the three orders of the Viking people: thralls, karls, and jarls</p> <p>Recall that skilled blacksmiths lived during the Viking Age and name some items they made</p>		<p>Sayings and Phrases: “his bark is worse than his bite”</p> <p>Word Work: <i>Reliable</i></p>	

Domain 6: The Viking Age (10 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 3	Describe Bjorn; his parents; his grandparents, Bjork and Afi; younger brothers, Arnsten, and Karl; his sister, Kitta; and his cousin, Toli and their traits, motivations, or feelings in "Home of the Vikings" Describe everyday life of the Viking people	Summarize the events from "Home of the Vikings"	Word Work: <i>Imposing</i>	Make personal connections to Bjorn's desire to imprint the memory of his family forever from "Viking Life" Write sentences describing everyday life during the time of the Vikings
Lesson 4	Describe images of the various Viking ships Interpret information regarding Viking Age imports and exports from a T-Chart	Summarize the events from "Viking Life"	Word Work: <i>Reluctantly</i>	Categorize and organize facts and information regarding Viking Age imports and exports in <i>The Viking Age</i>
Lesson 5	Describe the everyday family life of the Viking people Use narrative images to compare and contrast one's regular morning routine with that of Bjorn's	Make predictions about the chores Viking Age men and women might do on a daily basis prior to listening to "Family Life," and then compare the actual outcomes to predictions	Word Work: <i>Extracted</i>	Respond to a writing prompt by comparing and contrasting personal routines with those of the main character from the read-aloud
Lesson 6	Explain that <i>skalds</i> were poets who memorized and retold Viking history through sagas Use an image of a Viking Sword to explain the name Bjorn gave to his sword	Make predictions about how Bjorn's father will make Bjorn's sword in "Sagas and Swords," and then compare the actual outcomes to predictions	Word Work: <i>Sagas</i>	Compare and contrast the two main characters from the read-aloud
Lesson 7	Identify and express the mental states and emotions of Bjorn, Kitta, and Toli in "Saying Goodbye"	Make predictions about how Bjorn will feel when he has to say goodbye in "Saying Goodbye," and then compare the actual outcomes to predictions	Sayings and Phrases: "last straw" Word Work: <i>Exclaimed</i>	Respond to a writing prompt and use an image of a cargo ship to describe life on a knarr, or cargo ship, traveling to a faraway land like Bjorn
Lesson 8	Describe the Icelandic geography, and the types of houses Bjorn and Toli see from the ship Compare and contrast Norway and Iceland	Make predictions about whether Toli's and Bjorn's journey will be easy or difficult, and what kind of activities will take place aboard the cargo ship while they are out at sea in "Sailing to a to a New Land," and then compare the actual outcomes to predictions	Sayings and Phrases: "rule the roost" Determine the meaning of the new word formed when a known affix is added to a known word, such as <i>tri-</i> and <i>tripod</i> Word Work: <i>Enabled</i>	Respond to a writing prompt and describe what the main character's life will be like in Iceland

Pausing Point

Domain Assessment

Domain 7: Astronomy: Our Solar System and Beyond (15 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p>Sequence four to six sentences describing the events of a solar eclipse and a lunar eclipse as illustrated and described in "Our Planet Earth"</p> <p>Interpret information from teacher demonstrations and diagrams in "Our Planet Earth" about the movements of the earth and moon in relation to the sun, such as solar and lunar eclipses, daytime and nighttime, and the seasons</p>	<p>Make predictions about what would be included in the school's "space address" prior to hearing "Our Planet Earth" and then add the next lines to the "space address" as gleaned from the read-aloud</p>	<p>Choose words and phrases to describe the motions of the earth and moon in relation to the sun to effectively explain daytime and nighttime and the seasons</p> <p>Use the known root <i>astro-</i> as a clue to the meaning of unknown words, such as <i>astronomy</i> and <i>astronomer</i></p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial relationships, to describe the school's space address, such as <i>street, city or town, state, ZIP code, country, and planet</i></p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial relationships, such as <i>orbit, rotate, axis, tilted, and eclipse</i></p> <p>Word Work: <i>Universe</i></p>	<p>Make personal connections to concepts related to the students' position in space presented in "Our Planet Earth" through the creation of a "space address" for the school</p> <p>Make personal connections to concepts presented in "Our Planet Earth" through engagement with a class KWL chart</p> <p>Categorize and organize statements and questions about space through engagement with the KWL chart used in "Our Planet Earth"</p> <p>Categorize the sun as a star and Earth as a planet</p>
Lesson 2	<p>Using the mnemonic Many Very Energetic Mermaids Just Swam Under Neptune, sequence the names of the eight planets in their position from the sun</p> <p>Describe the sequence of the planets, the asteroid belt, and dwarf planets Ceres and Pluto as presented in "Solar System, Part I" using language that pertains to sequence and their positions in the solar system</p> <p>Interpret information about planets' day length and year length as shown in the images</p> <p>Compare and contrast the characteristics of an asteroid and a comet as shown in the images and described in "Our</p>	<p>Determine the main ideas and supporting details about a chosen research planet as presented in diverse media and formats, including from the read-alouds, discussions, images, trade books and media sources</p>	<p>Root <i>terra</i></p> <p>Word Work: <i>Core</i></p>	<p>Conduct a short research project that builds knowledge about a particular planet</p> <p>Gather information about one of the planets in our solar system from trade books and available digital sources; take brief notes using the graphic organizer provided</p> <p>Make personal connections to concepts related to their own position in space presented in "Our Solar System, Part I" through the addition of <i>Our Solar System</i> to the school's "space address" on the envelope</p> <p>Make personal connections to concepts presented in "Our Solar System, Part I" through</p>

Domain 7: Astronomy: Our Solar System and Beyond (15 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
	Solar System, Part I" Compare and contrast the characteristics of a meteoroid, a meteorite, and a meteor as shown in the images and described in "Our Solar System, Part I"			engagement with a class KWL chart Categorize and organize statements and questions about space using a KWL chart in "Our Solar System, Part I" Categorize the sun as a star and Earth as a planet Categorize the planets as inner rocky planets or outer gas giants
		2013 Core Knowledge Foundation		
Lesson 3	Sequence the names of the eight planets in order of their position from the sun Describe the relationship between a planet's atmosphere and the effect it has on the planet's temperature Compare and contrast the characteristics of a meteoroid, meteor, and meteorite Compare and contrast the planets Earth and Venus and the planets Saturn and Neptune Compare and contrast the key details as shown in the images and described in "Our Solar System, Part II" that make planet Earth unique among the planets of our solar system	Determine the main ideas and supporting details about a chosen research planet as presented in diverse media and formats, including from the read-alouds, discussions, images, trade books, and media sources (SL.3.2) Summarize content from the read-alouds presented thus far about the key characteristics that cause scientists to classify Pluto as a dwarf planet	Sayings and phrases: "the last leg of the trip," "sister planet," and "shepherd moons" Word Work: <i>Frigid</i>	Conduct a short research project that builds knowledge about a particular planet Gather information about one of the planets in our solar system from trade books and available digital sources; take brief notes using the graphic organizer provided
Lesson 4	Describe our sun, other stars, the Milky Way, other galaxies, and the universe as presented in "Galaxies," using language that pertains to their size and position in relationship to each other Describe images of galaxies, noting the galaxy shapes using the words <i>spiral</i> , <i>elliptical</i> , and <i>irregular</i> as conveyed in "Galaxies" Describe mental images of the word <i>billions</i> as conveyed by the examples in "Galaxies" Compare and contrast our sun and other stars as shown in the	Make predictions before being introduced to "Galaxies" about the next line of the school's "space address," and then add <i>Milky Way Galaxy</i> to the address on the envelope Summarize the main ideas and supporting details of "Galaxies" from the information presented through text and images	Choose words and phrases to effectively describe our solar system and the universe Sayings and phrases: "the naked eye" Word Work: <i>Irregular</i>	

Domain 7: Astronomy: Our Solar System and Beyond (15 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
	images and described in "Galaxies" Compare and contrast the key details as shown in the images and described in "Galaxies" between two different views of the Milky Way Galaxy			
Lesson 5	Describe gravity Describe the effects gravity has on Earth, within the solar system, and in the universe	Determine the main idea illustrated in the images showing the effect of mass on the force of gravity	Use the known root <i>grav-</i> as a clue to the meaning of the word <i>gravitational</i> Word Work: <i>Gravity</i>	Conduct research that builds knowledge about gravity
Pausing Point				
Lesson 6	Explain what constellations are and how they are useful Recognize and name important constellations	Describe the sequence of steps used to find north using the star patterns the Big Dipper and the Little Dipper	Determine the meaning of a new word when a known affix is added to a known word, such as <i>cluster/clustered/clustering</i> Word Work: <i>Constellations</i>	Complete a graphic organizer related to star color and temperature
Lesson 7	Explain the Big Bang Theory as an important scientific theory of the origin of the universe Describe the relationship between a guess and a theory as presented in "The Big Bang" Interpret and describe the three important pieces of evidence conveyed in the images that support the Big Bang Theory	Make predictions prior to the expanding balloon demonstration, based on the images and text heard thus far, and then compare the actual outcome to predictions Summarize the facts of the three major groups of evidence that predict the Big Bang Theory	Determine the meaning of a new word when a known affix is added to a known word, such as <i>expand/expanded/expanding/expansion</i> Word Work: <i>Expanding</i>	Conduct research that builds conceptual understanding of the expansion of the universe Make personal connections to the word <i>expanding</i> , in order to build understanding of how the universe is expanding Categorize statements about stars and galaxies as true or false
Lesson 8	Describe the life and contributions of Copernicus Distinguish beliefs and ideas that Aristotle and Aristarchus had in ancient Greece from beliefs and ideas that Copernicus and Galileo had in the early 1500s	Determine the main ideas and supporting details of the geocentric and heliocentric views of the solar system presented in "Nicolaus Copernicus" through text, diagrams, and discussion	Use the known roots <i>geo-</i> , <i>helio-</i> , <i>bio-</i> , <i>-centri</i> , <i>-ology</i> , and <i>-ography</i> to determine and better understand the meaning of unknown and newly learned words, such as <i>heliocentric</i> , <i>geocentric</i> , <i>geology</i> , <i>heliology</i> , and <i>biography</i> Distinguish shades of meaning among related words that describe degrees of certainty, such as <i>predict</i> , <i>hypothesis</i> , <i>theory</i> , <i>believe</i> , and <i>prove</i> Word Work: <i>Geocentric</i> and <i>Heliocentric</i>	Use the graphic organizer to clearly record descriptive details about the life of Nicolaus Copernicus in preparation for writing a nonfiction narrative piece in the form of a biography Form a hypothesis and define an area of interest or a passion to further explore
Lesson 9	Learn more about space exploration and the different kinds of telescopes and spacecraft	Summarize important information about the life of Nicolaus Copernicus Summarize the key points related to Pluto's classification as a dwarf planet	Word Work: <i>Triumph</i>	Draft a biography of Copernicus

Domain 7: Astronomy: Our Solar System and Beyond (15 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 10	Describe the life and contributions of Mae Jemison Compare and contrast the lives of Nicolaus Copernicus and Mae Jemison as shown in the images and described in the read-alouds	Determine the main ideas and supporting details about Copernicus's life and the significance of his ideas from information presented in diverse media and formats, including the read-aloud, images, trade books, and available media Summarize Mae Jemison's achievements	Sayings and Phrases: "launch pad" and "feather in your cap" Word Work: <i>Mission</i>	Continue to draft and revise a biography using a revision checklist

Pausing Point

Domain Assessment

Domain 8: Native Americans: Regions and Cultures (10 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p>Explain one theory of how and why nomadic hunters migrated from Asia to North America</p> <p>Explain that the ways Native Americans obtained food evolved over time to include hunting, gathering, and in some areas, fishing and farming</p> <p>Explain that Native Americans spread out across North and South America in search of food and eventually developed different languages and cultures</p>		<p>Use a known root word as a clue to the meaning of an unknown phrase with the same root, such as <i>prey</i> and <i>preyed upon</i></p> <p>Word Work: <i>Nomadic</i></p>	
Lesson 2	<p>Native Americans spread out across North and South America in search of food and eventually developed different languages and cultures</p> <p>Explain how Native Americans adapted to their environments and how these environments contributed to their cultural identity</p> <p>Describe the way in which Native Americans handed down their history from one generation to another</p> <p>Explain why native people came to be called "Indians"</p> <p>Explain that Native Americans still live throughout North America</p>	<p>Make predictions prior to hearing "Changing Ways of Life" about how the lifestyle of some groups of Native Americans changed over time based on images, and compare the actual outcomes to predictions</p>	<p>Prefix <i>sub-</i></p> <p>Word Work: <i>Environment</i></p>	
Lesson 3	<p>Identify three of the groups of Native Americans that are referred to as Mound Builders: Adena, Hopewell, and Mississippian</p> <p>Describe some characteristics of the Mound Builders cultures</p>	<p>Make predictions prior to hearing "Native Americans of the Greater Mississippi River Areas" about why Native Americans built mounds based on text heard thus far, and compare the actual outcomes to predictions</p>	<p>Sayings and Phrases: "window to the Past"</p> <p>Word Work: <i>Ceremonial</i></p>	<p>Categorize and organize details about the lifestyle of the Mound Builders</p>
Lesson 4	<p>Explain how the Ancestral Pueblo adapted to their environment and how this environment contributed to their cultural identity</p> <p>Describe some characteristics of the Ancestral Pueblo cultures</p>	<p>Make predictions prior to hearing "Native Americans of the Southwest, Part I" about how life may have been different for the Southwestern Native Americans compared to the Mound Builders based on images and text heard thus far, and compare the actual</p>	<p>Word Work: <i>Intricately</i></p>	<p>Categorize and organize details about the lifestyle of the Ancestral Pueblo</p>

Domain 8: Native Americans: Regions and Cultures (10 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
	outcomes to predictions			
Lesson 5	<p>Explain how the Hopi adapted to their environment and how this environment contributed to their cultural identity</p> <p>Describe some characteristics of the Hopi culture</p> <p>Describe the relationship between the lifestyle of the Hopi and that of the Ancestral Pueblo</p>		<p>Sayings and Phrases: “cold shoulder”</p> <p>Word Work: <i>Adopted</i></p>	Categorize and organize details about the lifestyle of the Hopi
Lesson 6	<p>Describe the relationship between the lifestyle of the Iroquois in “Native Americans of the Northeast” and that of the Hopi</p> <p>Describe the various food sources and dwellings of the Iroquois as related to their environment</p> <p>Describe some characteristics of the Iroquois cultures</p>		Word Work: <i>Cloaked</i>	Categorize and organize details about the lifestyle of the Iroquois
Lesson 7	<p>Describe the various food sources and dwellings of the Cherokee as related to their environment</p> <p>Describe some characteristics of the Cherokee culture</p>		Word Work: <i>Extended Family</i>	Categorize and organize details about the lifestyle of the Cherokee
Lesson 8	<p>Describe the various food sources and dwellings of the Inuit as related to their environment</p> <p>Describe some characteristics of Inuit culture</p> <p>Describe a map of the Arctic region and what this conveys about the climate in northern regions of North America</p>	Make personal connections orally to a particular group of Native Americans based on information given throughout the entire domain	Word Work: <i>Inhospitable</i>	Categorize and organize details about the lifestyle of the Inuit
Pausing Point				
Domain Assessment				

Domain 9: European Exploration of North America (15 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p>Create a timeline sequencing the habitation and exploration of the Americas by the Native Americans, Vikings, and other Europeans</p> <p>Determine the main ideas of the read-aloud, recount the key details and explain how they support the main ideas of the exploration of the Spice Islands</p> <p>Determine the habitation and exploration of the Americas by the Native Americans, Vikings, and other Europeans</p>	<p>Make predictions prior to “1492: A Year That Changed the World” about what happened in 1492 that changed the world based on the title, images, and text heard thus far, and then compare the actual outcomes to predictions</p> <p>Determine some of the main ideas and supporting details of the read-aloud as presented in the song “1492”</p>	Word Work: <i>Propose</i>	<p>Categorize facts about the habitation and exploration of the Americas as related to the Native Americans, Vikings, and other Europeans</p>
Lesson 2	<p>Continue learning about Christopher Columbus</p> <p>Compare and contrast the most important points and key details of Columbus’s first and second voyages</p>	<p>Make predictions prior to “Columbus and the Conquistadors” about what areas Columbus would find on his second voyage based on the title, images, and text heard thus far, and then compare the actual outcomes to predictions</p> <p>Give oral presentations about Columbus’s explorations with appropriate facts and relevant descriptive details (using visual displays when appropriate), using appropriate volume and clear enunciation at an understandable pace</p> <p>Summarize (orally and in writing) facts about the explorations of Christopher Columbus from “Columbus and the Conquistadors”</p>	<p>Prefix: <i>trans-</i></p> <p>Word Work: <i>Conquistadors</i></p>	<p>Categorize and organize facts about the explorations of Christopher Columbus in an expedition log</p>
Lesson 3	<p>Explain the significance of Christopher Columbus and Juan Ponce de León in the early Spanish exploration of the Americas</p> <p>Locate on a map or globe key places explored and visited by the Spanish (the Caribbean Sea, the West Indies, Puerto Rico, Cuba, and the Gulf of Mexico)</p> <p>Describe the encounters between early explorers and Native Americans</p>	<p>Make predictions prior to the read-aloud about what Juan Ponce de León found in Florida based on the text heard thus far, and then compare the actual outcomes to predictions</p> <p>Give oral presentations about Juan Ponce de León’s explorations</p> <p>Summarize (orally and in writing) facts about the explorations of Juan Ponce de León</p>	Word Work: <i>Colonization</i>	<p>Categorize and organize facts about the explorations of Juan Ponce de León and add to expedition log</p>

Domain 9: European Exploration of North America (15 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 4	Explain the significance of Hernando de Soto in the early Spanish exploration of the Americas	Make predictions prior to read-aloud about why Hernando de Soto went on an expedition and where he explored based on the text heard thus far, and then compare the actual outcomes to predictions Give oral presentations about Hernando de Soto's explorations	Sayings and Phrases: "last straw" Word Work: <i>Disastrous</i>	Categorize and organize facts about the explorations of Hernando de Soto and add to expedition log
Lesson 5	Explain the significance of Francisco Vasquez de Coronado in the early Spanish exploration of the Americas	Give oral presentations about Francisco Vasquez de Coronado's explorations	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty, such as <i>knew</i> , <i>believed</i> , <i>heard</i> , and <i>suspected</i> Word Work: <i>Investigate</i>	Categorize and organize facts about the explorations of Francisco Vasquez de Coronado and add to expedition log
Pausing Point				
Lesson 6	Identify St. Augustine, Florida, as the oldest continuously-inhabited European settlement in the continental United States Describe the purpose of missionary settlements in early Spanish exploration of North America Describe the similarities and differences between missionaries and conquistadors	Give oral presentations about the Spanish missions and missionaries Summarize (orally and in writing) facts about the Spanish missions and missionaries	Sayings and Phrases: "feather in your cap" Word Work: <i>Achievements</i>	Make personal connections to the concept of an achievement Categorize and organize facts about the Spanish missions and missionaries and add to expedition log
Lesson 7	Explain the importance to the Europeans of finding a Northwest Passage Describe the contributions of John Cabot in exploring North America in the search for a Northwest Passage Compare and contrast John Cabot and Christopher Columbus	Give oral presentations about John Cabot's explorations	Word Work: <i>Navigational</i>	Categorize and organize facts about John Cabot and add to expedition log
Lesson 8	Describe the contributions of Henry Hudson in exploring North America in search of a Northwest Passage	Give oral presentations about Henry Hudson's explorations	Sayings and Phrases: "Touch and go" Word Work: <i>Unfamiliar</i>	Categorize and organize facts about the explorations of Henry Hudson and add to expedition log
Lesson 9	Describe the contributions of Samuel de Champlain in exploring North America in search of a Northwest Passage	Give oral presentations about Samuel de Champlain's explorations	Word Work: <i>Envisioned</i>	Categorize and organize facts about the explorations of Samuel de Champlain and add to expedition log

Pausing Point

Domain 9: European Exploration of North America (15 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Domain Assessment				

Domain 10: Colonial America (15 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p>Describe some of the reasons people came to North America from England and other countries</p> <p>Explain some of the early challenges faced by the English in establishing colonies in North America</p> <p>Compare and contrast the characteristics of the three colonial regions</p>	<p>Make predictions prior to “The English Colonies” about why Roanoke Island is called the Lost Colony based on the text heard thus far, and then compare the actual outcomes to predictions</p>	Word Work: <i>Established</i>	Work together to create a timeline of the Americas
Lesson 2	<p>Identify Jamestown as the first permanently settled English colony in North America, and recall that it was established in 1607</p> <p>Identify King James, investors in the Virginia Company of London, Captain Christopher Newport, Pocahontas and the Powhatan, and Captain John Smith as key people relative to the settlement of the Jamestown colony</p> <p>Identify the <i>Discovery</i>, <i>Susan Constant</i>, and <i>Godspeed</i> as the three ships that brought the English settlers to Jamestown</p>	<p>Predict why colonists came to Jamestown in 1607</p>	Word Work: <i>Laden</i>	<p>Add information from the read-aloud to a timeline</p> <p>Create a 13 colonies organizer</p>
Lesson 3	<p>Describe the relationship between the colonists and Native Americans</p> <p>Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle and New England colonies</p> <p>Identify King James, investors in the Virginia Company of London, Captain Christopher Newport, Captain John Smith, Pocahontas—also known as Matoaka [<i>mah-toe-ah-kah</i>—and the Powhatan, Lord Delaware, and John Rolfe as key people relative to the settlement of the Jamestown colony</p>	<p>Follow up on predictions made after “The Founding of Jamestown” about what John Smith’s plan for Jamestown will be, based on the images and text heard thus far, and then compare the actual outcomes to predictions</p> <p>Make predictions during “Jamestown and the Powhatan”—about why Captain Newport would transport a ship laden with dirt across the Atlantic Ocean, based on the images and text heard thus far, and then compare the actual outcomes to predictions</p>	<p>Sayings and Phrases: “beat around the bush” and “change of heart”</p> <p>Word Work: <i>Consequently</i></p>	<p>Make personal connections to events and experiences in “Jamestown and the Powhatan” by expressing their own point of view regarding the connection between Pocahontas and Jamestown</p> <p>Add information to the 13 colonies organizer</p>

Domain 10: Colonial America (15 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
	<p>Explain the term <i>starving time</i> as it relates to the Jamestown colony</p> <p>Identify tobacco as the cash crop that preserved Jamestown</p>			
Lesson 4	<p>Locate Virginia, North Carolina, and South Carolina in the Southern region and identify them as colonies</p> <p>Identify Charles II, indentured servants, and enslaved Africans as key people relative to the settlement of the Carolina colonies</p> <p>Describe the role of slavery in the colonial time period and why the Southern colonies relied so much more heavily upon enslaved labor than the Middle colonies and New England colonies</p> <p>Identify the three cash crops and their importance in the Southern colonies: tobacco, rice, and indigo</p>		Word Work: <i>Transformed</i>	<p>Add information to the Timeline of the Americas</p> <p>Add information to the 13 colonies organizer</p>
Lesson 5	<p>Listen to learn about the founding of Maryland and Georgia colonies</p> <p>Compare and contrast the Virginia House of Burgesses and the Maryland General Assembly</p>		<p>Sayings and Phrases: “beggars can’t be choosers”</p> <p>Word Work: <i>Inevitable</i></p>	Add information to the 13 colonies organizer
Lesson 6	<p>Identify some of the industries of New England, such as timber, shipbuilding, and fishing</p> <p>Identify King James, the Pilgrims, the Virginia Company, William Brewster, William Bradford, Samoset, Squanto, Chief Massasoit, and the Wampanoag as key people relative to the settlement of the Plymouth colony</p> <p>Describe the industries and other characteristics of the New England region</p>	<p>Make predictions before “Religious Freedom and the First Thanksgiving” about how the New England colonies may be different from the Southern; and about where the Pilgrims ended up after their voyage, based on the images and text heard thus far, and then compare the actual outcomes to predictions</p>	Word Work: <i>Optimistic</i>	Add information to the 13 colonies organizer

Domain 10: Colonial America (15 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 7	Identify key details about the founding of Massachusetts Bay Colony, Connecticut, Rhode Island, and New Hampshire Describe how the different colonies in the New England region grew out of differing ideas and beliefs about religion Compare and contrast the Pilgrims and the Puritans	Make predictions about whether or not the various founders' ideas in this read-aloud will be lasting ideas	Sayings and Phrases: "a city on a hill" Word Work: <i>Dissenter</i>	Add information to the 13 colonies organizer
Pausing Point				
Lesson 8	Identify key details about the founding of the Middle colonies of New York and New Jersey Compare and contrast the Middle colonies and the New England and Southern colonies		Word Work: <i>Dependence</i>	Add information to the 13 colonies organizer
Lesson 9	Identify key details about the founding of the Middle colonies of Pennsylvania and Delaware Compare and contrast the Quakers, Pilgrims, and Puritans	Predict how Pennsylvania got its name	Word Work: <i>Founding</i>	Add information to the 13 colonies organizer
Lesson 10	Describe everyday life in the colonies Compare and contrast colonial life with the present day	Make predictions before "Colonial Life" about what everyday colonial life was like	Word Work: <i>Compulsory</i>	Write a letter from the first-person perspective of a child in colonial times
Lesson 11	Describe some of the events that led to the American Revolution Explain the statement "no taxation without representation" Identify some of the colonial leaders, and explain why they became known as the Founding Fathers of the United States Identify July 4, 1776, as the date the Founding Fathers agreed to the Declaration of Independence Describe images of the Boston Tea Party and the Boston Massacre		Word Work: <i>Uninhabited</i> Sayings and Phrases: "actions speak louder than words" Prefix: <i>in-</i> Word Work: <i>Independence</i>	Write a paragraph describing an imagined ship Create an American Revolution acrostic Complete the timeline of the Americas Add to the American Revolution acrostic

Pausing Point

Domain Assessment

Domain 11: Ecology (10 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Lesson 1	<p>Describe ecology as the study of relationships between living things and their environment</p> <p>Describe and provide an example of a habitat</p> <p>Explain why certain organisms live in certain habitats and how they adapt to those habitats</p> <p>Describe and provide an example of an ecosystem</p> <p>Determine the main ideas of "Animals and Their Habitats"; recount the key details pertaining to animals, habitats, and ecosystems and explain how they support the main ideas of ecology and interconnected environments</p>	<p>Make predictions prior to and after "Animals and Their Habitats" about how a person is connected to an ant or bee based on the text heard thus far, and prepare to compare the actual outcomes to predictions in the next read-aloud</p>	Word Work: <i>Tolerant</i>	<p>Categorize and organize images of animals into their appropriate ecosystems</p>
Lesson 2	<p>Sequence three to four trophic levels of a food chain illustrating the cycle of producers, consumers, and decomposers from "Food Chains, Part I"</p> <p>Describe the relationship of producers, consumers, and decomposers in a food chain, using language that pertains to time, sequence, and cause/effect</p>	<p>Make a prediction prior to "Food Chains, Part I" about how a person is connected to an ant or bee based on the text heard thus far, and compare the actual outcomes to predictions</p> <p>Summarize in writing, read-aloud content pertaining to the relationship of producers, consumers, and decomposers in the cycle of a food chain</p>	Word Work: <i>Producers</i>	<p>Make personal connections to food chains in "Food Chains, Part I" by exploring one's own neighborhood and observing connections in nature</p> <p>Categorize and organize images of organisms into producers, consumers, and decomposers</p>
Lesson 3	<p>Describe the relationship between the trophic levels in a food chain and food web in "Food Chains, Part II" and between the tiers of an energy pyramid</p> <p>Interpret information about producers, consumers, and decomposers from the tiers of an energy pyramid</p>	<p>Summarize the possible food chains and food webs in various ecosystems</p>	Word Work: <i>Tier</i>	<p>Categorize and organize the trophic levels of various food chains and food webs</p>
Lesson 4	<p>Describe the relationship between human actions and the balance of nature</p> <p>Compare and contrast natural disruptions and human disruptions to the balance of nature</p>	<p>Make predictions prior to "Balance of Nature" about why balance in nature would be important and what problems could occur if there was not balance in nature, and then compare the actual outcomes to predictions</p>	Word Work: <i>Static</i>	<p>Respond to a writing prompt</p>

Domain 11: Ecology (10 days)

	Reading/Text Analysis	Speaking and Listening	Language and Vocabulary	Writing
Pausing Point				
Lesson 5	Describe the relationship between natural changes and human changes and their effect on the balance of nature Explain how ecosystems are affected by changes in the environment Interpret information about the four layers of Earth from a diagram	Give oral presentations with appropriate facts and relevant descriptive details about natural disasters, using appropriate volume and clear enunciation at an understandable pace	Sayings and Phrases: “on its last legs” Word Work: <i>Periodic</i>	Categorize and organize the four layers of Earth Summarize the definition of a natural disaster and the effects it has on the environment
Lesson 6	Explain how humans affect ecosystems and the environment Describe and identify human-made threats to the environment	Make predictions prior to “Human Changes to the Environment” about how humans may have changed the environment over time based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions	Word Work: <i>Toxic</i>	Conduct a short research project that builds knowledge about the Dust Bowl Gather information about the Dust Bowl from print and visual sources; take brief notes on sources and sort evidence into provided categories
Lesson 7	Identify different types of resources including renewable and non-renewable Explain the importance of conservation and recycling to the health of the environment Identify different ways to protect and restore the environment Interpret information from a diagram of the three ‘R’s—reduce, reuse, and recycle	Make predictions prior to “Protecting the Environment” about how humans can help protect and restore the environment based on the text heard thus far, and then compare the actual outcomes to predictions Give oral presentations with appropriate facts and relevant descriptive details about ways to reduce, reuse, and recycle in the classroom to help conserve resources and protect the environment, using appropriate volume and clear enunciation at an understandable pace	Word Work: <i>Irreversible</i>	Conduct a short research project that builds knowledge about ways to reduce, reuse, and recycle in the classroom Categorize and organize the steps of and ways to reduce, reuse, and recycle

Pausing Point**Domain Assessment**