



Grade 3: Unit 1 Overview  
**Women in Early Aviation**  
**Sequence of Events/Drawing Conclusions**

Each Designated ELD unit is divided into 3 parts. Each part includes a structured instructional flow but is not divided up into 30-minute, daily lessons. Pacing within each part and unit will be determined by the teacher and based upon students’ needs and learning outcomes. Each part and unit culminates in opportunities for students to apply their content and language learning in expressive performance tasks (oral and/or written). These expressive tasks offer teachers opportunities for assessing student understandings and progress in English proficiency and will guide the direction and pace of English language development (ELD) instruction.

Google presentations have been created for each unit; each presentation contains all texts and links to texts and videos. Text is at the heart of each part and unit and the instructional flow follows the familiar *before, during, and after reading* structure. Elements and routines for effective instruction for English learners are integral to each part and unit and should be observable, daily. These elements and routines include:

- Language objectives/expressive tasks (oral and written)
- Expressive vocabulary development
- Specific language targets
- Inclusive and accountable communication
- Productive student interactions
- Sentence frames that guide oral fluency
- Form-based feedback

### Unit 1 Overview

**Grade 3: Unit 1: This unit uses chants, videos, and informational texts to explore Women in Early Aviation through the guiding question “What traits did early aviation pioneers need in order to be successful?”**

<p><b>Texts in the Presentation</b>  <b>Video(s): <i>A Famous First, Amelia Earhart, Bessie Coleman, Women Pilots Today</i></b></p> <p><b>Reading A-Z Text(s)</b>  <i>Amelia Earhart: A Legend in Flight</i> and <i>Bessie Coleman</i></p>	<p><b>CCSS ELA/Literacy Standards:</b>            RI 3.1 (details and examples); 3.2 (main ideas &amp; summaries); 3.4 (vocabulary); 3.7 (interpret information and explain its contribution to the message); 3.9 (integrate information from two or more texts)            W 3.7 (participate in shared research and writing projects) ;3.8 (gather relevant information, take notes, organize)            S&amp;L 3.1; 3.6 (register)            L 3.4 (unknown words); 3.5 (condensing ideas)</p>
<p><b>ELD Standard(s): <i>Interacting in Meaningful Ways</i></b>            ELD.PI.3.1.EX(ask &amp; answer questions); ELD.PI.3.2.EX (collaborative writing); ELD.PII 3.3.EX (offering opinions); ELD.PI 3.5.EX (listening attentively); ELD.PI 3.10.EX (writing); ELD.PI 3.11.EX (supporting opinions); ELD.PI 3.12.EX (retell experiences)</p>	<p><b>ELD Standard(s): <i>Learning How English Works</i></b>            ELD.PII 3.2.EX (cohesion- referents; b- connectors); ELD.PII 3.3.EX (verbs &amp; verb phrases); ELD.PII 3.4.EX (nouns &amp; noun phrases); ELD.PII 3.5.EX (modifying to add details); ELD.PII 3.6 (connecting ideas)</p>



## Grade 3: English Language Development Planner

Designated ELD

### Unit 1 Overview

**Grade 3: Unit 1: This unit uses chants, videos, and informational texts to explore Women in Early Aviation through the guiding question “What traits did early aviation pioneers need in order to be successful?”**

Part 1 (10 days)	Part 1a (5 days)	Part 2 (10 days)	Part 2 a(5 days)	Part 3 (5 days)
<p><u>Content Objective:</u> Students will view <i>A Famous First, Amelia Earhart</i>, and read <i>Amelia Earhart: A Legend in Flight</i> to learn about Amelia Earhart, what she did, and why she is considered a legend.</p> <p><u>Language Objective:</u> Students will collaboratively, with teacher, develop a summary organizer to share the main points of the reading with a partner and develop related questions to investigate.</p> <ul style="list-style-type: none"> <li>• Background overview (song, pictorial, video clip)</li> <li>• Pre-reading fluency</li> <li>• Set Purpose for reading</li> <li>• Text dependent questions</li> <li>• Graphic organizer</li> <li>• Language patterns</li> <li>• Student interaction</li> </ul>	<p><u>Content Objective:</u> Students will revisit texts to clarify their learning about Amelia Earhart, what she did, and why she is considered a legend.</p> <p><u>Language Objective:</u> Students will ask and answer text dependent questions about the texts. Students will integrate evidence from text and video sources into their summaries.</p> <ul style="list-style-type: none"> <li>• Language patterns</li> <li>• Text dependent questions</li> <li>• Student interaction</li> <li>• Writing/dictation</li> <li>• Chant</li> </ul>	<p><u>Content Objective:</u> Students will view <i>Bessie Coleman, Women Pilots Today</i> and read <i>Bessie Coleman</i> to learn about Bessie Coleman, what she did, and how it has influence women in aviation today.</p> <p><u>Language Objective:</u> Students will collaboratively, with teacher, develop a summary organizer to share the main points of the reading with a partner and develop related questions to investigate.</p> <ul style="list-style-type: none"> <li>• Background overview (pictorial, video clip)</li> <li>• Pre-reading fluency</li> <li>• Set Purpose for reading</li> <li>• Text dependent questions</li> <li>• Graphic organizer</li> <li>• Language patterns</li> <li>• Student interaction</li> </ul>	<p><u>Content Objective:</u> Students will revisit texts to clarify their learning about Bessie Coleman, what she did, and how it has influence women in aviation today.</p> <p><u>Language Objective:</u> Students will ask and answer text dependent questions about the texts. Students will integrate evidence from text and video sources into their summaries.</p> <ul style="list-style-type: none"> <li>• Language patterns</li> <li>• Text dependent questions</li> <li>• Student interaction</li> <li>• Writing/dictation</li> <li>• Chant</li> </ul>	<p><b>PERFORMANCE TASK</b></p> <p><b>Oral Expressive Task:</b> Students will contribute to a class collaborative paragraph about similarities and differences between Bessie Coleman and Amelia Earhart. They will also contribute to the revising and editing of the class collaborative paragraph.</p> <ul style="list-style-type: none"> <li>• Student interaction</li> <li>• Language patterns</li> </ul> <p><b>Written Expressive Task:</b> Students will write an informative/explanatory essay that uses facts, definitions, and details to explain how they are similar and different and how we see their impact today. It should include illustrations.</p> <ul style="list-style-type: none"> <li>• Language patterns</li> <li>• Text dependent questions</li> <li>• Student interaction</li> <li>• Writing/dictation</li> </ul>
<p><b>Content Vocabulary:</b> winged machines, Atlantic Ocean, accomplishments, challenge, designed, equator, expeditions, historic, instruments, legend, navigator, opportunity, perished, plummeted, publicist, routes, stunts, airlines, air shows, bloomers, storm</p> <p><b>Target Grammatical Forms and Features:</b></p> <p><b>Sequence of Events:</b> verb tenses, adverb clauses, signal words showing chronological order</p>		<p><b>Content Vocabulary:</b> barnstormer, biplane, cockpit, Curtiss Jenny, discrimination, enlisted, international, loop-the-loop, manicurist, mechanic, pioneer, sharecroppers, solo</p> <p><b>Target Grammatical Forms and Features:</b></p> <p><b>Sequence of Events:</b> verb tenses, adverb clauses, signal words showing chronological order</p> <p><b>Making Inferences/Drawing Conclusions:</b> Comparative adjectives, adverb clauses telling why</p>		<p><b>Target Grammatical Forms and Features</b></p> <p><b>Compare &amp; Contrast:</b> conjunctions, adjectives, comparative adjectives</p> <p><b>Making Inferences/Drawing Conclusions:</b> Comparative adjectives, adverb clauses telling why</p>



**PART 1 Instructional Sequence: *Women in Early Aviation: Amelia Earhart***

**Approximately 10 Days**

**BEFORE READING (3 days)**

**Day 1**

- If the functional language is new to students, use Generic Instructional Sequence for **Sequencing Events** to teach functional language ([link here](#)). This teaches concept and grammatical features (signal words, language patterns) for **Sequencing Events** using familiar content.

**Day 2**

- **Show Slide 2.** Ask students the question, “What is a legend?” Have them think-write-pair-share and make a circle map with their ideas about what makes someone a legend.
- Show the video, **Famous Firsts** with the purpose: Watch to learn about why people consider Amelia Earhart a legend.
- Following the video, facilitate a conversation around what Amelia Earhart did and why she is considered a legend. Add new ideas to the circle map.

**Day 3**

- **Show Slide 3.** Assess and build background knowledge. Show students the map of Amelia Earhart’s Trip around the World. Point out the starting place (Oakland) and introduce necessary vocabulary: *route, equator, opportunity, navigate/navigator*

**DURING READING (4-5 days)**

**Day 4-6**

- **Show Slide 4.** Set purpose for reading **Amelia Earhart: A Legend in Flight: “Read to find out about what Amelia Earhart did and why she is considered a legend”**
- **Read and Ask Text-Dependent Questions**
- Create the graphic organizer (flow chart) which will support comprehension of *Sequencing Events* in **Amelia Earhart: A Legend in Flight** and complete it as you read.
- Teach vocabulary in context
- Teach language and grammar in context.
- Ask text dependent questions (below)
- Provide language patterns (below) to support student responses
- Facilitate collaborative conversations/student interaction

**PART 1: Read/Listen to find out about Amelia Earhart.**

**Pages 4-6:**

- Purpose: Read/Listen to find out why Amelia Earhart’s 1932 flight was such an accomplishment.
- Question(s): *Why was this flight such an accomplishment? What made flying over the Atlantic so dangerous?*

**Page 7-8**

- Purpose: Read/Listen to find out about the first airplanes
- Question(s): *What are some key details about the first airplanes?*

**Pages 9-10**

- Purpose: Read/Listen to find out about what Amelia was like as a child.
- Question(s): *How might have Amelia’s personality as a child influenced her later accomplishments?*

**PART 2: Read/Listen to find out about more about Amelia’s life**

**Pages 11-13**

- Purpose: Read/Listen to find out about what Amelia did when she wasn’t flying.
- Question(s): *What is the main idea of this section? Explain the key details.*

**Pages 14-15**

- Purpose: Read/Listen to find out about what Amelia felt was her greatest challenge.
- Question(s): *What did Amelia think was her greatest challenge?*

**PART 3: Read/Listen to find out about what happened on Amelia’s last flight**

**Pages 16-18**

- Purpose: Read/Listen to find out about what was different about Amelia’s route around the world from the first pilot’s.
- Question(s): *What was different about Amelia’s route? Why did no one doubt her flying skill?*

**Pages 19-21**

- Purpose: Read/Listen to find out about what happened to Amelia.
- Question(s): *What are some of the theories about what happened to Amelia?*



**PART 1 Instructional Sequence: *Women in Early Aviation: Amelia Earhart*  
Approximately 10 Days (continued)**

**Days 7-8**

- **Set Purpose for viewing *Amelia Earhart*: Watch to find out more about why people consider Amelia Earhart a legend.**
- Students will view the video and record notes on the video viewing guide or other graphic organizer.

**AFTER READING/VIEWING: Expressive Task (oral) Days 9-10**

ASK: "Think...What did you learn from *Amelia Earhart's Biography* (video) and *Amelia Earhart: A Legend in Flight* (text)

- Ask students: *Why is Amelia Earhart considered a legend?* **think-write-pair-share**
- Check for understanding. Listen for accurate use of content and functional language.
- Record student responses on summary organizer to illustrate and organize main points of the reading.

**Language Patterns (*Sequence of Events & Drawing Conclusions*)**

<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
Puts the events in order. Do you think Amelia is a legend? Why?	In chronological order, describe important events in Amelia's the text. Why do you think people consider Amelia Earhart a legend?	In chronological order, describe important events in the texts. Using details you learned in the texts, explain why she is considered a legend.
Chooses words from a word bank. <ol style="list-style-type: none"> <li>1. Wright brothers invent the airplane.</li> <li>2. Amelia Earhart is born in Kansas.</li> <li>3. Amelia Earhart attends her first air show.</li> <li>4. First female passenger on Atlantic flight</li> <li>5. First solo Atlantic flight</li> <li>6. Amelia disappears on flight around the world.</li> </ol>	<b>In 1897, Amelia Earhart was born in Kansas. Then in 1903, the Wright brothers invented the airplane. She attended her first air show in 1918 and was the first female passenger on Atlantic flight in 1928. In 1932, she was the first woman to fly solo across the Atlantic. In 1937, she disappeared on flight around the world.</b>	<b>Amelia Earhart was born in Kansas in 1897. In 1903, the Wright brothers invented the airplane and in 1918, Amelia attended her first air show. She became the first female passenger on Atlantic flight in 1928 and by 1932, she had become the first woman to fly solo across the Atlantic. She considered a flight around the world to be the biggest challenge and in 1937, she attempted it. Unfortunately, during this trip, she disappeared and was never seen again.</b>



**PART 1a Instructional Sequence: *Women in Early Aviation: Amelia Earhart***  
***Approximately 5 Days***

**DURING READING**

**Days 1-2**

- Revisit *Amelia Earhart's Biography* (video) and *Amelia Earhart: A Legend in Flight* (text)
- Ask text dependent questions
- Have students complete graphic organizer (tree map) which will support comprehension (*sequence of events & drawing conclusions*)
- Provide language patterns to support students' responses
- Facilitate collaborative conversations/student interaction
- Teach/review vocabulary in context
- Teach/review language and grammar in context.

**AFTER READING**

**Expressive Task (writing)**

**Days 3-5**

**WRITING:** *Write an informative/explanatory that describes the important events that in Amelia's life in chronological order. Using details you learned from the texts, explain why she is considered a legend.*



**PART 2 Instructional Sequence: *Women in Early Aviation: Bessie Coleman***

**Approximately 10 Days**

**BEFORE READING (2 days)**

**Day 1**

- Review the functional language for **Sequencing Events** and reteach functional language if necessary ([link here](#)).

**Day 2**

- **Show Slide 7.** Ask students the question, “What were some challenges Amelia Earhart faced in early aviation? What were some traits that made her successful?” Have them think-write-pair-share and make a tree with their ideas about challenges and traits of success.

**DURING READING (4-5 days)**

**Day 3-5**

- **Show Slide 8.** Set purpose for reading **Bessie Coleman** “*Read to find out about what Bessie Coleman did and why it was important.*”
- **Read and Ask Text-Dependent Questions**
- Create the graphic organizer (flow chart) which will support comprehension of *Sequencing Events* in **Bessie Coleman** and complete it as you read.
- Teach vocabulary in context
- Teach language and grammar in context.
- Ask text dependent questions (below)
- Provide language patterns (below) to support student responses
- Facilitate collaborative conversations/student interaction

**PART 1: Read/Listen to find out about Bessie Coleman.**

**Page 4:** Question(s): *What is the main idea of this section?*

**Pages 5-7**

- Purpose: Read/Listen to find out about what life was like when Bessie Coleman was young.
- Question(s): *Where did Bessie live when she was a child? What was life like for her family?*

**PART 2: Read/Listen to find out about more about Bessie Coleman’s life**

**Page 8-10**

- Purpose: Read/Listen to find out about what happened when Bessie moved to Chicago.
- Question(s): *Why did Bessie move to Chicago? What was life like for African Americans? What made Bessie realize that she wanted to be a pilot?*

**Pages 11-12**

- Purpose: Read/Listen to find out about Bessie’s trip to France.
- Question(s): *How did Bessie prepare for her trip to France? How did Robert Abbott help Bessie Coleman?*

**PART 3: Read/Listen to find out about the steps Bessie took to put an end to discrimination**

**Pages 13-18**

- Purpose: Read/Listen to find out about what Bessie did when she returned to America.
- Question(s): *What is the main idea of this section? Explain the key details. How was Bessie killed?*

**Pages 13-18**

- Purpose: Read/Listen to find out about what happened to Bessie’s dream after her death.
- Question(s): *After Bessie died, what dream of Bessie’s came true? What is Bessie’s legacy?*

**Days 6-7**

- **Set Purpose for viewing **Bessie Coleman Biography**: *Watch to find out more about Bessie Coleman’s life.***
- Students will view the video and record notes on the video viewing guide or other graphic organizer.



**PART 2 Instructional Sequence: *Women in Early Aviation: Bessie Coleman*  
Approximately 10 Days (continued)**

**AFTER READING/VIEWING: Expressive Task (oral) Days 9-10**

ASK: "Think...What did you learn from *Bessie Coleman's Biography* (video) and *Bessie Coleman* (text)

- Ask students: *Why is Amelia Earhart considered a legend?* **think-write-pair-share**
- Check for understanding. Listen for accurate use of content and functional language.
- Record student responses on summary organizer to illustrate and organize main points of the reading.

**Language Patterns (Sequence of Events & Drawing Conclusions)**

<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>
Puts the events in order. What is Bessie Coleman's legacy?	In chronological order, describe important events in the texts. What is Bessie Coleman's legacy?	In chronological order, describe important events in the texts about Bessie Coleman. Using details you learned in the texts, explain her legacy.
Chooses words from a word bank.		



**PART 2a Instructional Sequence: *Women in Early Aviation: Bessie Coleman***  
***Approximately 5 Days***

**DURING READING**

**Days 1-2**

- Revisit *Bessie Coleman Biography* (video) and *Bessie Coleman* (text)
- Ask text dependent questions
- Have students complete graphic organizer (tree map) which will support comprehension (*sequence of events & drawing conclusions*)
- Provide language patterns to support students' responses
- Facilitate collaborative conversations/student interaction
- Teach/review vocabulary in context
- Teach/review language and grammar in context.

**AFTER READING**

**Expressive Task (writing)**

**Days 3-5**

**WRITING:** *Write an informative/explanatory that describes the important events that in Bessie's life in chronological order. Using details you learned from the texts, explain why she is considered a legend.*



**PART 3 Performance Task: *Women in Early Aviation: Amelia Earhart & Bessie Coleman***  
**Approximately 7 Days**

**Day 1**

- If the functional language is new to students, use Generic Instructional Sequence for *Comparing and Contrasting* to teach functional language ([link here](#)). This teaches concept and grammatical features (signal words, language patterns) for *Comparing and Contrasting* using familiar content.

**Day 2**

- Revisit key information in Bessie Coleman and Amelia Earhart texts. Reread, review, and discuss what students learned about important traits that made them successful in early aviation. Make a circle map for each. Ask questions from each of the previous oral expressive tasks.
- Facilitate collaborative conversations/student interaction

**Day 3**

- Using information from the circle maps from Day 1, elicit answers from students:  
***Compare the Bessie Coleman and Amelia Earhart. How are they similar and how are they different?***
- Complete graphic organizer/Thinking Map (Venn Diagram/Double Bubble) which will support comprehension (describing/comparing and contrasting). Include information from the texts.
- Facilitate collaborative conversations/student interaction

**Days 4-5**

Introduce the video, **Women Pilots Today**. Ask students, How have the actions of Bessie Coleman and Amelia Earhart influenced women pilots today? Use evidence from the texts to support your answers.

**Day 6**

Performance Task (oral)

- Students will contribute to a class paragraph (shared-interactive writing) about how the similarities and differences between Bessie Coleman and Amelia Earhart and how their lives have influenced women in aviation today. Students will also contribute to the revising and editing of the class paragraph.

**Days 7-8**

Performance Task (written)

**ASK:** “What traits did early aviation pioneers need to be successful? How have Amelia Earhart and Bessie Coleman influenced women in aviation today?”

Write a paragraph that explains how Bessie Coleman and Amelia Earhart were similar and different and how their lives have influenced women in aviation today. Use evidence from the texts to support your answer.

**Possible answers:**

**Example Language Patterns (*Comparing and Contrasting using key details from text, drawing conclusions*)**

***Women in Early Aviation: Amelia Earhart & Bessie Coleman***

Emerging	Expanding	Bridging
<p>___ is ___. ___ and ___ live in the ___.</p> <p>There are ___ in the ___.</p>	<p>Both ___ and ___ have ___. The ways ___ and ___ are different is that ___ is ___ but ___ is ___.</p>	<p>___ is ___ and ___, whereas ___ is ___.</p> <p>Both ___ and ___ have ___ but ___ has ___ while ___ has ___.</p>