

August						
M	T	W	T	F	S	S
		14	15	16		
19	20	21	22	23		
26	27	28	29	30		
September						
M	T	W	T	F	S	S
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		
23	24	25	26	27		
30	1	2	3	4		

Essential Standards :

RF.3.3	RL.3.3	RI.3.2	HW.3.1	C.3.2	L.3.1
	RL.3.6	RI.3.3		C.3.6	L.3.2
		RI.3.6			L.3.4

Unit 1
Characters & Life Science

Approximately 31 Days

***Fall Break is Sep 30-Oct 4

Revised as of 9/9/24

Supporting Standards:

RF.3.4	RL.3.1	RI.3.1	C.3.3
	RL.3.4	RI.3.4	C.3.5
	RL.3.7	RI.3.7	C.3.7
	RL.3.10	RI.3.10	

October						
M	T	W	T	F	S	S
7	8	9	10	11		
14	15	16	17	18		
21	22	23	24	25		
28	29	30	31	1		
November						
M	T	W	T	F	S	S
4	5	6	7	8		
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

Unit 2
Exploring Government, Citizenship, and Diverse Populations

Approximately 36 Days

***Thanksgiving Break is November 27-29

Essential Standards :

RF.3.3	RL.3.6	RI.3.2	HW.3.1	C.3.2	L.3.1
	RL.3.7	RI.3.7			L.3.2
		RI.3.9			L.3.4

Supporting Standards:

RF.3.4	RL.3.1	RI.3.1	C.3.3
	RL.3.4	RI.3.4	C.3.6
	RL.3.10	RI.3.10	

Strategies and Skills to Build Knowledge

Grade 3 Unit 1

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RI.3.10	Ask Questions	•	•		
	RI.3.10	Create Mental Images	•		•	
	RI.3.10	Fix-Up: Reread to Clarify or Confirm Understanding	•		•	
Comprehension to Build Knowledge	RI.3.2	Determine Main Idea and Recount Key Details	•	•	•	✓
	RI.3.5 RI.3.3	Describe Compare-and-Contrast Relationships and Connections in a Text	•	•		✓
	RI.3.9	Compare and Contrast the Most Important Points in Two Texts on the Same Topic	•	•	•	✓
	RI.3.1	Refer Explicitly to the Text to Draw Inferences		•	•	✓
	RL.2.4*	Understand Features of Poetry			•	
Vocabulary	L.3.4 RI.3.4	Use Context Clues to Determine the Meaning of Unknown Words	•	•	•	✓
Writing	C.3.2 C.3.6	Write to a Text-Based Prompt: Informative/Explanatory Essay	•	•	•	✓
Grammar and Language	L.1.1*	Form and Use Regular Plural Nouns	•			✓
	L.3.1	Use Abstract Nouns	•			✓
	L.3.1	Form and Use Regular Present Tense Verbs		•		✓
	L.3.1	Ensure Subject/Verb Agreement			•	✓
	L.3.1	Form Simple Sentences			•	✓
Foundational Skills: • Fluency • Word Study	RF.3.4	F: Pausing—Short Pauses	•	•		
	RF.3.3	WS: Short Vowels	•			
	RF.3.3	WS: Long a (VCe, ai, ay, a)		•		
	RF.3.3	WS: Long o (VCe, oa, ow, o)			•	
	RF.3.3	WS: Long u (VCe, ue, ew, u)			•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•		•	
	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation	•		•	

ILP- Interdisciplinary Literacy Practices

*Below grade level skill.

• = Strategy or skill introduced for the first time

• = Previously taught strategy or skill

✓ = Strategy and skill assessed on the Unit Assessment

Strategies and Skills to Build Knowledge

Grade 3 Unit 2

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RL.3.10 RL.3.1	Draw Inferences	•	•		
	RL.3.10	Make Connections	•		•	
	RL.3.10	Fix-Up: Reread to Clarify or Confirm Understanding	•			
	RL.3.10	Fix-Up: Read Out Loud to Support Comprehension			•	
Comprehension to Build Knowledge	RL.3.10	Recount Story Details	•	•		✓
	RL.3.5	Refer to Parts of Stories	•	•		✓
	RL.3.3	Describe Characters and Explain How Their Actions Contribute to Events	•	•	•	✓
	RL.3.9	Compare and Contrast the Plots of Stories	•	•	•	✓
	RL.3.7	Explain How Illustrations Contribute to a Story		•	•	✓
	RL.3.5	Analyze Poetic Structure and Nonliteral Language			•	
Vocabulary	RL.3.4	Distinguish Literal from Nonliteral Language—Similes	•	•		✓
	L.3.4 RL.3.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	✓
Writing	C.3.1	Write to a Text-Based Prompt: Opinion Essay	•	•	•	✓
Grammar and Language	L.3.1	Use Adjectives and Adverbs Correctly	•			✓
	L.3.1	Form and Use Irregular Past-Tense Verbs		•		✓
	L.3.1	Form and Use Regular Future Tense Verbs			•	✓
Foundational Skills: • Fluency • Word Study	RF.3.4	F: Expression—Characterization/Feelings	•	•		
	RF.3.3	WS: Long e (VCe, ea, ee, ey, y, ie, e)	•			
	RF.3.3	WS: Long i (i_e, igh, y, ie, i)		•		
	RF.3.3	WS: Compound Words			•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation	•	•	•	

ILP- Interdisciplinary Literacy Practices

• = Strategy or skill introduced for the first time.

• = Previously taught strategy or skill.

✓ = Strategy and skill assessed on the Unit Assessment.

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Ask Questions	RI 3.10	
	Create Mental Images	RI 3.10	
	Fix-Up: Reread to Clarify or Confirm Understanding	RI 3.10	
Comprehension to Build Knowledge	Determine Main Idea and Recount Key Details	RI 3.2	✓
	Describe Compare-and-Contrast Relationships and Connections in a Text	RI 3.5	✓
	Compare and Contrast the Most Important Points in Two Texts on the Same Topic	RI 3.9	✓
Vocabulary	Use Context Clues to Determine the Meaning of Unknown Words	L3.4, RI 3.4	✓
Writing	Write to a Text-Based Prompt: Informative/Explanatory Essay	C.3.2	✓
Grammar and Language	Form and Use Regular Plural Nouns	L.1.1	✓
	Use Abstract Nouns	L3.1	✓
Foundational Skills: Word Study and Fluency	F: Pausing—Short Pauses	RF 3.4	
	WS: Short Vowels	RF 3.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	ILP4	
	State, Clarify, and Support Ideas in a Constructive Conversation	ILP4	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are *not* assessed in this unit.

Spelling Pattern

Words with Short Vowels	product
	upset
	contact
	helpful
	address
	until
	bread
	listen

Vocabulary

General Academic (Tier 2)	“Animal Disguises” advantage (4) blending in (5) frigid (5) remain (4) survive (4)	“Animals’ Tools for Survival” balanced (8) characteristics (6) claws (6) surfaces (6) webbed (6)	<p>To support differentiated vocabulary instruction, have students identify words they don’t recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p> <div data-bbox="1039 1323 1364 1743"> <p>Making Meaning with Words</p> <table border="1"> <thead> <tr> <th>Word</th> <th>My Definition</th> <th>My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	My Definition	My Sentence																								
	Word	My Definition		My Sentence																										
Domain-Specific (Tier 3)	“Animal Disguises” adaptation (4) camouflage (4) coral (5) predators (4) prey (4) traits (4)	“Animals’ Tools for Survival” mammals (6) “The Remarkable Teeth of a Shark” species (9)																												

“Making Meaning with Words” and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 1 Comprehensive Literacy Planner

Essential Question: How do living things adapt to change?

 Phonics and Word Study
 Comprehension
 Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar / Language Lessons (30-45 MIN.)	1. Introduce the Knowledge Focus: Animal Adaptations Introduce the Blueprint ILP4	4. "Animal Disguises" Determine Main Idea and Recount Key Details RI.3.1 RI.3.2	RI.3.2 7. "Animal Disguises" Build Vocabulary, Determine the Meaning of Domain-Specific Vocabulary Using Context Clues Begin the Blueprint L.3.4 a,e L.3.5	10. "Animals' Tools for Survival" First Reading: Create Mental Images to Learn about Adaptations RF.3.4	13. Compare and Contrast the Most Important Points in Two Texts on the Same Topic RI.3.9
	2. "Animal Disguises" First Reading: Ask Questions to Learn about Adaptations RI.3.1	5. Review Short Vowels and Reading Big Words Strategy RI.3.4 L.3.4d	8. "Animal Disguises" Grammar in Context: Form and Use Regular Nouns (Concrete and Abstract) L.3.1a,b,c Phonics & Word Study Resource Book: Lesson 1	12. "Animals' Tools for Survival" Describe Compare-and-Contrast Relationships and Connections in a Text ILP4 Add to the Blueprint RI.3.5 Phonics & Word Study Resource Book: Lesson 2	15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task ILP4 Phonics & Word Study Resource Book: Lesson 3
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. RL RI 3.10				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Create an Adapted Animal: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write an Informative/ Explanatory Essay: Read a Mentor Text C.3.2b,c,f	6. Write an Informative/ Explanatory Essay: Analyze Facts and Details from a Print Source C.3.2c C.3.6	9. Write an Informative/ Explanatory Essay: Analyze Facts and Details from a Video C.3.2c C.3.6	11. Write an Informative/ Explanatory Essay: Analyze an Author's Organization C.3.2b C.3.6	14. Grammar: Form and Use Concrete and Abstract Nouns L.3.1b,c
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 1 progress-monitoring assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Ask Questions	RI.3.10	
Comprehension to Build Knowledge	Determine Main Idea and Recount Key Details	RI.3.2	✓
	Describe Compare-and-Contrast Relationships and Connections in a Text	RI.3.5/3.3	✓
	Compare and Contrast the Most Important Points in Two Texts on the Same Topic	RI.3.9	✓
	Refer Explicitly to the Text to Draw Inferences	RI.3.1	✓
Vocabulary	Use Context Clues to Determine the Meaning of Unknown Words	L.3.4 / RI.3.4	✓
Writing	Write to a Text-Based Prompt: Informative/Explanatory Essay	C.3.2	✓
Grammar and Language	Form and Use Regular Present Tense Verbs	L.3.1	✓
Foundational Skills: Word Study and Fluency	F: Pausing—Short Pauses	RF.3.4	
	WS: Long a (VCe, ai, ay, a)	RF.3.3	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Pattern

Words with Long a	able
	became
	afraid
	raise
	indicate
	Tuesday
	explained hooray

Vocabulary

General Academic (Tier 2)	<p>“Animal Coverings” Arctic Circle (13) functions (12) classified (12) role (13) various (16)</p>	<p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p>
Domain-Specific (Tier 3)	<p>“Animal Coverings” amphibians (13) contour feathers (16) dewlap (15) down feathers (16) flight feathers (16) guard layer (12) keratin (14) mucus (14) reptiles (14) scales (14) toxins (13) undercoat (12)</p>	

Making Meaning with Words

Word	My Definition	My Sentence

“Making Meaning with Words” and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 2 Comprehensive Literacy Planner

Essential Question: How do living things adapt to change?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar / Language Lessons (30-45 MIN.)	<p>RI.3.1</p> <p>1. "Animal Coverings" First Reading: Ask Questions to Learn about Animal Coverings</p> <p>RF.3.4</p> <p>2. Review Long a (Vc, ai, ay, a)</p> <p>RI.3.4</p>	<p>4. "Animal Coverings" Recount Key Ideas and Determine Main Idea</p> <p>RI.3.2</p> <p>5. "Animal Coverings" Refer Explicitly to the Text to Draw Inferences</p> <p>RI.3.1</p> <p>Phonics & Word Study Resource Book: Lesson 1</p>	<p>7. "Animal Coverings" Grammar in Context: Review Regular Verbs/ Verb Tenses (Simple Present)</p> <p>L.3.1a,d,e</p> <p>8. "Animal Coverings" Close Readings: Describe Compare-and-Contrast Relationships and Connections in a Text</p> <p>RI.3.5/3.3</p> <p>Phonics & Word Study Resource Book: Lesson 2</p>	<p>10. "Animal Coverings" Close Reading: Describe Compare-and-Contrast Relationships and Connections in a Text</p> <p>RI.3.3</p> <p>RI.3.5</p> <p>Phonics & Word Study Resource Book: Lesson 3</p>	<p>12. Close Reading: Compare and Contrast the Most Important Points in Two Texts on the Same Topic</p> <p>RI.3.9</p> <p>14. Build knowledge: Discuss the Blueprint and Build Toward the Culminating Task</p>
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. <p>See additional small-group suggestions on the Unit Foldout.</p> <p style="text-align: right;">RLRI.3.10</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Read Independently	Add to the Blueprint Read Independently	Create an Adapted Animal: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	<p>3. Write an Informative/ Explanatory Essay: Read and Analyze the Text-Based Prompt</p> <p>C.3.2</p>	<p>6. Write an Informative/ Explanatory Essay: Find Facts and Details in a Print Source</p> <p>C.3.6</p>	<p>9. Write an Informative/ Explanatory Essay: Gather Evidence from a Video Source</p> <p>C.3.2c</p>	<p>11. Write an Informative/ Explanatory Essay: Organize Your Ideas</p> <p>C.3.2b C.3.2f, g</p>	<p>13. Grammar: Review Regular Verb Tenses</p> <p>L.3.1a,d,e</p>
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	<p>Monitor students' progress using the informal assessment opportunities in each lesson.</p> <p>You may wish to administer the Week 2 progress-monitoring assessment at the end of the week.</p>				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Create Mental Images	RI.3.10	
	Fix-Up: Reread to Clarify or Confirm Understanding	RI.3.10	
Comprehension to Build Knowledge	Determine Main Idea and Recount Key Details	RI.3.2	✓
	Compare and Contrast the Most Important Points in Two Texts on the Same Topic	RI.3.9	✓
	Refer Explicitly to the Text to Draw Inferences	RI.3.1	✓
	Understand Features of Poetry	RL.3.5	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases	L.3.4 / RI.3.4	✓
Writing	Write to a Text-Based Prompt: Informative/Explanatory Essay	C.3.2	✓
Grammar and Language	Ensure Subject/Verb Agreement	L.3.1	✓
	Form Simple Sentences	L.3.1	✓
Foundational Skills: Word Study and Fluency	WS: Long o (VCe, oa, ow, o)	RF.3.3	
	WS: Long u (VCe, ue, ew, u)	RF.3.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	ILP 4	
	State, Clarify, and Support Ideas in a Constructive Conversation	ILP 4	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Pattern

Words with Long o and Long u	float
	flew
	broken
	united
	obey
	continue
	tomorrow
	contribute

Vocabulary

General Academic (Tier 2)	<p>“One Body, Many Adaptations”</p> <p>consume (24)</p> <p>scarce (23)</p> <p>special features (20)</p> <p>sheds (22)</p> <p>frigid (20)</p>	<p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p> <div data-bbox="950 1323 1274 1753" data-label="Table"> <table border="1"> <caption>Making Meaning with Words</caption> <thead> <tr> <th>Word</th> <th>My Definition</th> <th>My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	My Definition	My Sentence																											
Word	My Definition		My Sentence																													
Domain-Specific (Tier 3)	<p>“One Body, Many Adaptations”</p> <p>Arabian camel (23)</p> <p>Bactrian camel (23)</p> <p>blubber (20)</p> <p>structural adaptations (20)</p>																															

“Making Meaning with Words” and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 3 Comprehensive Literacy Planner

Essential Question: How do living things adapt to change?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar / Language Lessons (30–45 MIN.)	1. "One Body, Many Adaptations" First Reading: Create Mental Images to Learn about Adaptations RF.3.4	4. "One Body, Many Adaptations" Close Reading: Recount Key Details and Explain How They Support the Main Idea RI.3.2	7. "One Body, Many Adaptations" Close Reading: Refer Explicitly to the Text to Draw Inferences about Animal Adaptations Add to the Blueprint RI.3.1	9. Close Reading: Compare and Contrast the Most Important Points in Two Texts on the Same Topic RJ.3.9	12. "Something Told the Wild Geese" Introduce the Genre: Poetry RL.3.5
	2. Review Long o (VCe, oa, ow, o), Long u (VCe, ue, ew, u) RI.3.4	5. Grammar in Context: Form Simple Sentences/Regular Subject-Verb Agreement L.3.4f Phonics & Word Study Resource Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3	14. Unit Wrap-Up: Share Real-World Perspectives
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Confering	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
Writing Lessons (15 MIN.)	3. Write an Informative/Explanatory Essay: Draft an Effective Opening Paragraph C.3.2b	6. Write an Informative/Explanatory Essay: Incorporate Facts and Details from Sources C.3.2c,f	8. Write an Informative/Explanatory Essay: Edit for Correct Subject/Verb Agreement C.3.2g L.3.1e,f	11. Write an Informative/Explanatory Essay: Edit to Check Capitalization, Punctuation, and Spelling C.3.2g L.3.2a	13. Write an Informative/Explanatory Essay: Evaluate and Reflect on Writing
	Provide time for independent writing and peer and teacher-student confering. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Unit 1 progress-monitoring assessment at the end of the week.				

RL | RI. 3.10

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Draw Inferences	RL.3.10 / 3.1	
	Make Connections	RL.3.10	
	Fix-Up: Reread to Clarify or Confirm Understanding	RL.3.10	
Comprehension to Build Knowledge	Recount Story Details	RL.3.10	✓
	Refer to Parts of Stories	RL.3.5	✓
	Describe Characters and Explain How Their Actions Contribute to Events	RL.3.3	✓
	Compare and Contrast the Plots of Stories	RL.3.9	✓
Vocabulary	Distinguish Literal from Nonliteral Language—Similes	RL.3.4	✓
	Use Context Clues to Determine the Meaning of Words and Phrases	L.3.4 / RL.3.4	✓
Writing	Write to a Text-Based Prompt: Opinion Essay	C.3.1	✓
Grammar and Language	Use Adjectives and Adverbs Correctly	L.3.1	✓
Foundational Skills: Word Study and Fluency	F: Expression—Characterization/Feelings	RF.3.4	
	WS: Long e (VCe, ea, ee, ey, y, ie, e)	RF.3.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	ILP 4	
	State, Clarify, and Support Ideas in a Constructive Conversation	ILP 4	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Pattern

Words with Long e	really only either piece cheese compete monkey medium
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Vocabulary

General Academic (Tier 2)	<p>“Two Fables from Aesop: ‘The Dog and the Bone’ and from ‘The Ant and the Dove’”</p> <p>creek (5) gratefully (5) mark (5) moral (4) reflection (4) satisfaction (5)</p>	<p>“Two Famous Poems: from ‘The Ballad of John Henry’ and from ‘The Village Blacksmith’”</p> <p>brawny (8) brow (8) measured (8) crisp (8) striking (7)</p>	<p>To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p> <div data-bbox="1036 1339 1372 1774" data-label="Form"> <p>Making Meaning with Words</p> <table border="1"> <thead> <tr> <th>Word</th> <th>My Definition</th> <th>My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div>	Word	My Definition	My Sentence																														
Word	My Definition	My Sentence																																		
Domain-Specific (Tier 3)		<p>“Two Famous Poems: from ‘The Ballad of John Henry’ and from ‘The Village Blacksmith’”</p> <p>locomotive (7) sexton (8)</p>																																		

“Making Meaning with Words” and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 1 Comprehensive Literacy Planner

Essential Question: How do our actions influence our lives?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar & Language Lessons (30-45 MIN.)	1. Introduce the Knowledge Focus: Ways Characters Shape Stories Introduce the Blueprint ILP 4	4. "Two Fables from Aesop" Recount Story Details (Fable) RL.3.10	7. "Two Fables from Aesop" Describe Characters and Explain How Their Actions Contribute to Events RL.3.3 Begin the Blueprint	10. "Two Famous Poems" First Reading: Make Connections to Learn about Characters' Actions RL.3.10	13. Compare and Contrast the Plots of Stories RL.3.9
	2. "Two Fables from Aesop" First Reading: Draw Inferences about Characters' Actions RL.3.10 RL.3.1	5. Review Long e (VCe, ea, ee, ey, y, ie, e) RF.3.3	8. "Two Fables from Aesop" Grammar in Context: Explain the Function of Adjectives and Adverbs L.3.1 Phonics & Word Study Resource Book: Lesson 1	12. "Two Famous Poems" Build Vocabulary: Distinguish Literal from Nonliteral Language-Similes RL.3.4 Add to the Blueprint Phonics & Word Study Resource Book: Lesson 2	15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task ILP 4 Phonics & Word Study Resource Book: Lesson 3
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout. RLIRI 3.10				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Create a Decision-Making Guide: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: Read a Mentor Opinion Essay	6. Write an Opinion Essay: Analyze an Author's Reasons	9. Write an Opinion Essay: Analyze an Author's Evidence	11. Write an Opinion Essay: Analyze an Author's Organization	14. Grammar: Use Adjectives and Adverbs
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 1 progress-monitoring assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Draw Inferences	RL3.10 / 3-1	
Comprehension to Build Knowledge	Recount Story Details	RL3.10	✓
	Refer to Parts of Stories	RL3.5	✓
	Describe Characters and Explain How Their Actions Contribute to Events	RL3.3	✓
	Compare and Contrast the Plots of Stories	RL3.9	✓
	Explain How Illustrations Contribute to a Story	RL3.7	✓
Vocabulary	Distinguish Literal from Nonliteral Language—Similes	RL3.4	✓
	Use Context Clues to Determine the Meaning of Words and Phrases	L3.4, RL3.4	✓
Writing	Write to a Text-Based Prompt: Opinion Essay	C3.1	✓
Grammar and Language	Form and Use Irregular Past-Tense Verbs	L3.1	✓
Foundational Skills: Word Study and Fluency	F: Expression—Characterization/Feelings	RF3.4	
	WS: Long i (i_e, igh, y, ie, i)	RF3.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	ILP4	
	State, Clarify, and Support Ideas in a Constructive Conversation	ILP4	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Pattern

Words with Long i	myself
	tries
	final
	bright
	write
	provided
	science
island	

Vocabulary

General Academic (Tier 2)

“The Tale of King Midas: A Greek Myth”

appetizing (16)

bear (16)

blurted (14)

delightfully (12)

folly (15)

generosity (13)

giddily (14)

gust (13)

melodious (13)

nectar (13)

petals (12)

satyr (13)

fonder (12)

To support differentiated vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.

Making Meaning with Words

Word	My Definition	My Sentence

“Making Meaning with Words” and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 2 Comprehensive Literacy Planner

Essential Question: How do our actions influence our lives?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, Grammar & Language Lessons (30–45 MIN.)	1. <i>"The Tale of King Midas: A Greek Myth"</i> First Reading: Draw Inferences to Learn about Characters' Actions <i>RL.3.10</i>	4. <i>"The Tale of King Midas: A Greek Myth"</i> Summarize the Plot (Myth) <i>RL.3.10</i> <i>RL.3.5</i>	7. <i>"The Tale of King Midas: A Greek Myth"</i> Grammar in Context: Form and Use Irregular Past Tense Verbs <i>L.3.1</i>	10. <i>"The Tale of King Midas: A Greek Myth"</i> Close Reading: Describe Characters and Explain How Their Actions Contribute to Events <i>RL.3.3, ILP.4</i> Add to the Blueprint	12. Close Reading: Compare and Contrast the Plots of Stories <i>RL.3.9</i>
	2. Review Long i (i_e, igh, y, ie, i) <i>RF.3.3</i>	5. <i>"The Tale of King Midas: A Greek Myth"</i> Explain How Illustrations Contribute to a Story <i>RL.3.7</i>	8. <i>"The Tale of King Midas: A Greek Myth"</i> Distinguish Literal from Nonliteral Language—Similes <i>RL.3.4</i>	14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task <i>ILP.4</i>	
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> • Scaffold reading behaviors and strategies using small-group texts and teacher's guides. • Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. • Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> • Ensure that all students read independently to build volume and stamina. • Confer with a few students on their text selections, application of strategies, and knowledge building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Read Independently	Add to the Blueprint Read Independently	Create a Decision-Making Guide: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: Read and Analyze the Text-Based Prompt <i>C.3.1</i>	6. Write an Opinion Essay: Develop Opinion and Reasons <i>C.3.1</i>	9. Write an Opinion Essay: Gather Text Evidence <i>C.3.1</i>	11. Write an Opinion Essay: Organize Your Opinion Essay <i>C.3.1</i>	13. Grammar: Form and Use Irregular Past Tense Verbs <i>L.3.1</i>
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 2 progress-monitoring assessment at the end of the week.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Make Connections <i>RL.3.10</i>	
	Fix-Up: Read Out Loud to Support Comprehension <i>RL.3.10</i>	
Comprehension to Build Knowledge	Describe Characters and Explain How Their Actions Contribute to Events <i>RL.3.3</i>	✓
	Compare and Contrast the Plots of Stories <i>RL.3.9</i>	✓
	Explain How Illustrations Contribute to a Story <i>RL.3.7</i>	✓
	Analyze Poetic Structure and Nonliteral Language <i>RL.3.5</i>	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases <i>L3.4, RL.3.4</i>	✓
Writing	Write to a Text-Based Prompt: Opinion Essay <i>C.3.1</i>	✓
Grammar and Language	Form and Use Regular Future Tense Verbs <i>L3.1</i>	✓
Foundational Skills: Word Study and Fluency	WS: Compound Words <i>RF3.3</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP4</i>	
	State, Clarify, and Support Ideas in a Constructive Conversation <i>ILP4</i>	

Strategies and skills in red are introduced for the first time in this unit.

✓ = Strategies and skills are assessed on the Unit Assessment. Skills with no check mark are not assessed in this unit.

Spelling Pattern

Compound Words	underline underwater everyone firefighter sometimes something whatever cardboard
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Vocabulary

General Academic (Tier 2)	<p>"Uncle Parrot's Wedding"</p> <p>beamed (23) campfire (22) crowed (20) flustered (21) kernel (20) nuisance (21) partake (24) peck (20) shrub (20) soak (22) resist (20)</p>	<p>To support differential vocabulary instruction, have students identify words they don't recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p>																																
		<p>Making Meaning with Words</p> <table border="1"> <thead> <tr> <th>Word</th> <th>My Definition</th> <th>My Sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.</p>	Word	My Definition	My Sentence																													
Word	My Definition	My Sentence																																

Week 3 Comprehensive Literacy Planner

Essential Question: How do our actions influence our lives?

Phonics and Word Study
Comprehension
Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5
Read-Aloud (10 MIN.)	Choose a recommended trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, Grammar & Language Lessons (30-45 MIN.)	1. "Uncle Parrot's Wedding: A Cuban Folktale" First Reading: Make Connections to Learn about Characters' Actions <i>RL.3.10</i>	4. "Uncle Parrot's Wedding: A Cuban Folktale" Close Reading: Explain How Illustrations Contribute to a Story <i>RL.3.7</i>	7. "Uncle Parrot's Wedding: A Cuban Folktale" Close Reading: Describe Characters and Explain How Their Actions Contribute to Events <i>RL.3.3</i>	9. Close Reading: Compare and Contrast the Plots of Stories <i>RL.3.9</i>	12. "The Walrus and the Carpenter" Analyze Poetic Structure and Nonliteral Language <i>RL.3.5</i>
	2. Review Compound Words <i>RF.3.3</i>	5. Grammar in Context: Form and Use Regular Future Tense Verbs <i>L.3.1</i>	Add to the Blueprint	10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task <i>ILP4</i>	14. Unit Wrap-Up: Share Real-World Perspectives <i>ILP4</i>
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge building tasks. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Create a Decision-Making Guide: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: Introduce the Topic, Opinion, and Reason <i>C.3.1</i>	6. Write an Opinion Essay: Incorporate Text Evidence to Support Your Opinion <i>C.3.1</i>	8. Write an Opinion Essay: Edit for Correct Form and Use of Verb Tenses <i>C.3.1</i>	11. Write an Opinion Essay: Use Linking Words and Phrases to Connect Ideas <i>C.3.1</i>	13. Write an Opinion Essay: Evaluate and Reflect on Writing <i>C.3.1</i>
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	<p>Monitor students' progress using the informal assessment opportunities in each lesson.</p> <p>You may wish to administer the Unit 2 progress-monitoring assessment at the end of the week.</p>				