

| August | | | | | | |
|-----------|----|----|----|----|--|--|
| M | T | W | T | F | | |
| | | 14 | 15 | 16 | | |
| 19 | 20 | 21 | 22 | 23 | | |
| 26 | 27 | 28 | 29 | 30 | | |
| September | | | | | | |
| M | T | W | T | F | | |
| 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 | | |

Unit 1
Characters & Life Science

Approximately 31 Days

***Fall Break is Sep 30-Oct 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 |

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 | | |
| 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 | | |
| 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 3

| | | Week 1 | Week 2 | Week 3 | Assessed Skills | |
|--|------------|---|--------|--------|-----------------|---|
| Metacognitive & Fix-Up | RI.3.10 | Distinguish Between Important and Unimportant Information | • | • | | |
| | RI.3.10 | Summarize and Synthesize | • | | • | |
| | RI.3.10 | Fix-Up: Read More Slowly and Think About the Words | • | | | |
| | RI.3.10 | Fix-Up: Reread to Clarify or Confirm Understanding | | | • | |
| Comprehension to Build Knowledge | RI.3.5/3.3 | Describe Cause/Effect Relationships and Connections in a Text | • | • | | ✓ |
| | RI.3.7 | Use Information Gained from Graphic Features and Text | • | • | • | ✓ |
| | RI.3.3 | Describe Sequential Relationships and Connections in a Text | • | | • | ✓ |
| | RI.3.2 | Determine Main Idea and Recount Key Details | | • | | ✓ |
| | RI.3.1 | Use Text Evidence to Draw Inferences | | • | | ✓ |
| | RI.3.9 | Compare and Contrast the Most Important Points in Two Texts on the Same Topic | | • | • | ✓ |
| | RL.3.5 | Analyze Nonliteral Language in a Poem | | | • | |
| Vocabulary | L.3.4 | Use Context Clues to Determine the Meaning of Words and Phrases | • | • | • | ✓ |
| | RI.3.4 | | | | | |
| Writing | C.3.2 | Process Writing: Informative/Explanatory Essay | • | • | • | ✓ |
| Grammar and Language | L.3.1 | Form and Use Irregular Past-Tense Verbs | • | | | ✓ |
| | L.3.1 | Form and Use Regular Past-Tense Verbs | | • | | ✓ |
| | L.3.1 | Ensure Pronoun-Antecedent Agreement | | | • | ✓ |
| Foundational Skills: • Fluency • Word Study | RF.3.4 | F: Inflection/Intonation—Pitch | • | | | |
| | RF.3.4 | F: Phrasing—Units of Meaning in Complex Sentences | | • | | |
| | RF.3.3 | WS: r-Controlled Vowels (/är/, /ôr/) | • | | | |
| | RF.3.3 | WS: r-Controlled Vowels (-er, -ir, -ur) | | • | | |
| | RF.3.3 | WS: Closed Syllable Pattern | | | • | |
| 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

Strategies and Skills to Build Knowledge

Grade 3 Unit 4

| | | Week 1 | Week 2 | Week 3 | Assessed Skills |
|--|-----------------|--|--------|--------|-----------------|
| Metacognitive & Fix-Up | RL.3.10 | Ask Questions | • | • | |
| | RL.3.10 | Create Mental Images | • | | • |
| | RL.3.10 | Fix-Up: Read On to Clarify or Confirm Understanding | • | | |
| | RL.3.10 | Fix-Up: Stop and Think About the Author's Purpose | | | • |
| Comprehension to Build Knowledge | RL.3.6 | Distinguish Reader's Point of View from That of the Narrator or the Characters | • | • | ✓ |
| | RL.3.5 | Describe How Each Part of a Drama Builds on the Previous Parts | • | | • |
| | RL.3.7 | Explain How Illustrations Contribute to a Story | | • | |
| | RL.3.9 | Compare and Contrast Stories with Similar Characters | | • | • |
| | not KAS aligned | Analyze Point of View in a Poem | | | • |
| | RL.3.10 | Recount Story Details | | • | |
| Vocabulary | L.3.4 | Use Context Clues to Determine the Meaning of Words and Phrases | • | • | • |
| | RL.3.4 | Distinguish Literal from Nonliteral Language | • | | • |
| | C.3.3 | Write to a Text-Based Prompt: Narrative | • | • | • |
| Writing | L.3.1 | Form and Use Comparative and Superlative Adjectives | • | | • |
| | L.3.1 | Form and Use Comparative and Superlative Adverbs | | • | |
| | L.3.2 | Use Commas and Quotation Marks in Dialogue | | | • |
| Foundational Skills: • Fluency • Word Study | RF.3.4 | F: Expression—Anticipation/Mood | • | | |
| | RF.3.4 | F: Speed/Pacing—Slow | | • | |
| | RF.3.3 | WS: Open Syllable Pattern | • | | |
| | RF.3.3 | WS: Consonant -le Syllable Pattern | | • | |
| | RF.3.3 | WS: Vowel Team Syllable Pattern | | | • |
| 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 | Distinguish Between Important and Unimportant Information | R1.3.10 | |
| | Summarize and Synthesize | R1.3.10 | |
| | Fix-Up: Read More Slowly and Think About the Words | R1.3.10 | |
| Comprehension to Build Knowledge | Describe Cause/Effect Relationships and Connections in a Text | R1.3.5 R1.3.3 | ✓ |
| | Use Information Gained from Graphic Features and Text | R1.3.7 | ✓ |
| | Describe Sequential Relationships and Connections in a Text | R1.3.3 | ✓ |
| Vocabulary | Use Context Clues to Determine the Meaning of Words and Phrases | L.3.4 R1.3.4 | ✓ |
| Writing | Process Writing: Informative/Explanatory Essay | C.3.2 | ✓ |
| Grammar and Language | Form and Use Irregular Past-Tense Verbs | L.3.1 | ✓ |
| Foundational Skills: Word Study and Fluency | F: Inflection/Intonation–Pitch | RF.3.4 | |
| | WS: r-Controlled Vowels (/är/, /ör/) | 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 r-Controlled Vowels (/är/, /ör/) | alarm charge starving forgot import ornament forward carnivore |
|---|---|

Vocabulary

| | | | |
|---------------------------|--|--|---|
| General Academic (Tier 2) | <p>“Working Together”</p> <ul style="list-style-type: none"> several (5) citizens (5) floodwater (4) fortunately (5) officials (5) predicted (4) protect (4) residents (4) responsibility (5) result (5) sandbags (5) service (4) volunteers (5) | <p>“Election Day”</p> <ul style="list-style-type: none"> amendment (7) constitution (7) express (8) office (6) victory (7) cast (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> |
| Domain-Specific (Tier 3) | <p>“Working Together”</p> <ul style="list-style-type: none"> federal (4) | <p>“Election Day”</p> <ul style="list-style-type: none"> ballot (6) candidates (6) election (6) office (6) polls (6) president (6) | <p>“Making Meaning with Words” and other Vocabulary Resources can be found online in the Benchmark Advance Library.</p> |

Making Meaning with Words

| Word | My Definition | My Sentence |
|------|---------------|-------------|
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| | | |

Week 1 Comprehensive Literacy Planner

Essential Question: Why do people participate in government?

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: Government for the People Introduce the Blueprint | 4. "Working Together" Describe Cause/ Effect Relationships and Connections in a Text <i>R.1.3.3</i> <i>R.1.3.5</i> | 7. "Working Together" Use Information Gained from Graphic Features: Maps, Photos, and Captions Begin the Blueprint | 10. "Election Day" First Reading: Summarize and Synthesize to Learn About Government <i>R.1.3.10</i> | 13. Build Vocabulary: Determine the Meaning of Domain-Specific Vocabulary <i>L.3.4</i> |
| | 2. "Working Together" First Reading: Distinguish Between Important and Unimportant Information to Learn about Government <i>R.1.3.10</i> | 5. Review r-Controlled Vowels (/är/, /ör/) <i>RF.3.3</i> | 8. "Working Together" Grammar in Context: Irregular Verbs <i>L.3.1</i> Phonics & Word Study Resource Book: Lesson 1 | 12. "Election Day" Describe Sequential Relationships and Connections in a Text <i>R.1.3.3</i> Add to the Blueprint Phonics & Word Study Resource Book: Lesson 2 | 15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3 |
| 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 <u>fluency</u> 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> | | | | |
| | Set Personal Learning Goals Read Independently | Read Independently | Begin the Blueprint Read Independently | Add to the Blueprint Read the Vocabulary Practice Text | Create a Call-to-Action Poster: Step 1, p. 10 Read Independently |
| Writing Lessons (15 MIN.) | 3. Write an Informative/ Explanatory Essay: Brainstorm Your Topic <i>C.3.2</i> | 6. Write an Informative/ Explanatory Essay: Evaluate Online Sources <i>C.3.2</i> | 9. Write an Informative/ Explanatory Essay: Gather Information and Take Notes from Online Sources <i>C.3.2</i> | 11. Write an Informative/ Explanatory Essay: Organize Your Essay <i>C.3.2</i> | 14. Grammar: Form and Use Irregular 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 ✓ | <p>Monitor students' progress using the informal assessment opportunities in each lesson.</p> <p>You may wish to administer the Week 1 progress-monitoring assessment at the end of the week.</p> | | | | |

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

| | | | |
|---|---|---------------|---|
| Metacognitive & Fix-Up | Distinguish Between Important and Unimportant Information | R1.3.10 | |
| Comprehension to Build Knowledge | Describe Cause/Effect Relationships and Connections in a Text | R1.3.3 R1.3.5 | ✓ |
| | Use Information Gained from Graphic Features and Text | R1.3.7 | ✓ |
| | Determine Main Idea and Recount Key Details | R1.3.2 | ✓ |
| | Use Text Evidence to Draw Inferences | R1.3.1 | ✓ |
| | Compare and Contrast the Most Important Points in Two Texts on the Same Topic | R1.3.9 | ✓ |
| Vocabulary | Use Context Clues to Determine the Meaning of Words and Phrases | L.3.4 R1.3.4 | ✓ |
| Writing | Process Writing: Informative/Explanatory Essay | C.3.2 | ✓ |
| Grammar and Language | Form and Use Regular Past-Tense Verbs | L.3.1 | ✓ |
| Foundational Skills: Word Study and Fluency | F: Phrasing—Units of Meaning in Complex Sentences | RF.3.4 | |
| | WS: r-Controlled Vowels (-er, -ir, -ur) | RF.3.3 | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in Whole-Class and Peer Discussions | LP 4 | |
| | State, Clarify, and Support Ideas in a Constructive Conversation | LP 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 r-Controlled Vowels (-er, -ir, -ur) | circus |
| | summer |
| | serve |
| | occur |
| | return |
| | thirteen |
| | dangerous |
| | caterpillar |

Vocabulary

| General Academic (Tier 2) | <p>"Fighters for Rights"</p> <ul style="list-style-type: none"> conditions (16) convince (15) passengers (13) protested (13) public (12) refused (13) register (12) rights (12) strike (15) | <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="906 1297 1247 1738" 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> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> </div> | Word | My Definition | My Sentence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|---|--|-------------|---------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Word | My Definition | | My Sentence | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Domain-Specific (Tier 3) | <p>"Fighters for Rights"</p> <ul style="list-style-type: none"> Jim Crow Laws (12) migrant workers (14) segregated (12) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

Week 2 Comprehensive Literacy Planner

Essential Question: Why do people participate in government?

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>1. "Fighters for Rights" First Reading: Distinguish Between Important and Unimportant Information to Learn about Government <i>R.1.3.10</i></p> <p>2. Review r-Controlled Vowels (-er, -ir, -ur) <i>RF.3.3</i></p> | <p>4. "Fighters for Rights" Recount Key Details and Determine Main Idea <i>R.1.3.2</i></p> <p>5. "Fighters for Rights" Use Information Gained from Graphic Features: Time Lines <i>R.1.3.7</i></p> <p>Phonics & Word Study Resource Book: Lesson 1</p> | <p>7. "Fighters for Rights" Grammar in Context: Review Regular Verbs/ Verb Tenses <i>L.3.1</i></p> <p>8. "Fighters for Rights" Close Reading: Describe Cause/Effect Relationships and Connections in a Text <i>R.1.3.3 R.1.3.5</i></p> <p>Phonics & Word Study Resource Book: Lesson 2</p> | <p>10. "Fighters for Rights" Close Reading: Use Text Evidence to Draw Inferences About Participating in Government</p> <p>Add to the Blueprint <i>R.1.3.1</i></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 <i>R.1.3.9</i></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> | | | | |
| 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 a Call-to-Action Poster: Step 2, p. 18 Read Independently |
| Writing Lessons (15 MIN.) | <p>3. Write an Informative/ Explanatory Essay: Introduce Your Topic <i>C.3.2</i></p> | <p>6. Write an Informative/ Explanatory Essay: Develop Your Topic with Specific Details <i>C.3.2</i></p> | <p>9. Write an Informative/ Explanatory Essay: Use Linking Words and Phrases to Connect Your Ideas <i>C.3.2</i></p> | <p>11. Write an Informative/ Explanatory Essay: Provide a Concluding Statement or Section <i>C.3.2</i></p> | <p>13. Grammar: Form and Use Regular Past Tense Verbs <i>L.3.1</i></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 | Summarize and Synthesize <i>R. 3.10</i> | |
| | Fix-Up: Reread to Clarify or Confirm Understanding <i>R. 3.10</i> | |
| Comprehension to Build Knowledge | Use Information Gained from Graphic Features and Text <i>R. 3.7</i> | ✓ |
| | Describe Sequential Relationships and Connections in a Text <i>R. 3.3</i> | ✓ |
| | Compare and Contrast the Most Important Points in Two Texts on the Same Topic <i>R. 3.9</i> | ✓ |
| | Analyze Nonliteral Language in a Poem <i>R. 3.5</i> | |
| Vocabulary | Use Context Clues to Determine the Meaning of Words and Phrases <i>L. 3.4 R. 3.4</i> | ✓ |
| Writing | Process Writing: Informative/Explanatory Essay <i>C. 3.2</i> | ✓ |
| Grammar and Language | Ensure Pronoun-Antecedent Agreement <i>L. 3.1</i> | ✓ |
| Foundational Skills: Word Study and Fluency | WS: Closed Syllable Pattern <i>RF. 3.3</i> | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i> | |
| | State, Clarify, and Support Ideas in a Constructive Conversation <i>ILP 4</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

| | |
|------------------------------------|---|
| Words with Closed Syllable Pattern | button collect lesson problem subject suddenly except basket |
|------------------------------------|---|

Vocabulary

| General Academic (Tier 2) | <p>"African Americans and Women Get the Right to Vote"</p> <p>amendment (20) denied (21) ensure (21) insisted (21) poll (21) precious (20) taxes (21) Union (23) vote (20)</p> | <p>"Lincoln Monument: Washington"</p> <p>centuries (28) million (28) monument (28) moonlight (28) thousand (28) timeless (28)</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>"African Americans and Women Get the Right to Vote"</p> <p>Fifteenth Amendment (20) suffrage (22) Voting Rights Act (21)</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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Week 3 Comprehensive Literacy Planner

Essential Question: Why do people participate in government?

| |
|------------------------|
| 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>"African Americans and Women Get the Right to Vote"</i> First Reading: Summarize and Synthesize to Learn About Government RI.3.10 | 4. <i>"African Americans and Women Get the Right to Vote"</i> Close Reading: Analyze Sequential Relationships and Connections in Texts RI.3.3 | 7. <i>"African Americans and Women Get the Right to Vote"</i> Close Reading: Use Information Gained from Graphic Features to Demonstrate Understanding Add to the Blueprint RI.3.7 | 9. Close Reading: Compare and Contrast the Most Important Points in Two Texts on the Same Topic RI.3.9 | 12. <i>"Lincoln Monument: Washington"</i> Analyze Nonliteral Language in a Poem RL.3.5 |
| | 2. Review Closed Syllable Pattern RF.3.3 | 5. Grammar in Context: Ensure Pronoun-Antecedent Agreement L.3.1 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. | | | | |
| | Read Independently | Read the Vocabulary Practice Text Read Independently | Add to the Blueprint Read Independently | Create a Call-to-Action Poster: Step 3, p. 26 Read Independently | Write to Demonstrate Knowledge |
| Writing Lessons (15 MIN.) | 3. Write an Informative/ Explanatory Essay: Revise to Improve Sentence Fluency C.3.2 | 6. Write an Informative/ Explanatory Essay: Revise to Include Domain-Specific Vocabulary C.3.2 | 8. Write an Informative/ Explanatory Essay: Edit for Correct Pronoun-Antecedent Agreement C.3.2 L.3.1 | 11. Write an Informative/ Explanatory Essay: Edit to Check Capitalization, Punctuation, and Spelling C.3.2 | 13. Publish the Writing: Include Illustrations to Aid Comprehension C.3.2 |
| Independent Writing & Confering | 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 3 progress-monitoring assessment at the end of the week. | | | | |

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

| | | |
|---|---|---|
| Metacognitive & Fix-Up | Ask Questions <i>RL. 3.10</i> | |
| | Create Mental Images <i>RL. 3.10</i> | |
| | Fix-Up: Read On to Clarify or Confirm Understanding <i>RL. 3.10</i> | |
| Comprehension to Build Knowledge | Distinguish Reader's Point of View from That of the Narrator or the Characters <i>RL. 3.6</i> | ✓ |
| | Describe How Each Part of the Drama Builds on the Previous Parts <i>RL. 3.5</i> | ✓ |
| Vocabulary | Use Context Clues to Determine the Meaning of Words and Phrases <i>L. 3.4 RL. 3.4</i> | ✓ |
| | Distinguish Literal from Nonliteral Language: Hyperbole, Idioms <i>RL. 3.4</i> | ✓ |
| Writing | Write to a Text-Based Prompt: Narrative <i>C. 3. 3</i> | ✓ |
| Grammar and Language | Form and Use Comparative and Superlative Adjectives <i>L. 3.1</i> | ✓ |
| Foundational Skills: Word Study and Fluency | F: Expression—Anticipation/Mood <i>RF. 3.4</i> | |
| | WS: Open Syllable Pattern <i>RF. 3.3</i> | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i> | |
| | State, Clarify, and Support Ideas in a Constructive Conversation <i>ILP 4</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

| | |
|---|----------|
| Words with Open Syllable Pattern | because |
| | decrease |
| | future |
| | locate |
| | open |
| | receive |
| | unit |
| | potatoes |

Vocabulary

| General Academic (Tier 2) | "Cinderella's Very Bad Day" blanketed (5) boiled (5) crowed (4) demanded (4) gather (4) kindling (4) naturally (5) stepmother (5) stepsisters (4) thunder (5) toil (4) | "Cinderella, Too Much for Words" afford (6) compose (8) contractions (6) delectable (8) delicate (6) instant (6) prepare (8) repeat (7) horrendous (7) | 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------------|--|--|--|------|---------------|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Making Meaning with Words</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #0056b3; color: white;">Word</th> <th style="background-color: #008000; color: white;">My Definition</th> <th style="background-color: #cc0000; color: white;">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> <p style="margin-top: 10px;">"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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Week 1 Comprehensive Literacy Planner

Essential Question: What makes people view the same experience in different ways?

| |
|------------------------|
| 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: Comparing Points of View Introduce the Blueprint RL.3.4 | 4. “Cinderella’s Very Bad Day” Distinguish Reader’s Point of View from That of the Narrator or the Characters RL.3.6 | 7. “Cinderella’s Very Bad Day” Distinguish Literal from Nonliteral Language: Hyperbole RL.3.4 Begin the Blueprint | 10. “Cinderella, Too Much for Words” First Reading: Create Mental Images of Characters and Events to Learn About Perspective RL.3.10 | 13. Distinguish Literal from Nonliteral Language: Idioms RL.3.4 |
| | 2. “Cinderella’s Very Bad Day” First Reading: Ask Questions About Characters and Events to Learn About Point of View RL.3.10 | 5. Review Open Syllable Pattern RF.3.3 | 8. “Cinderella’s Very Bad Day” Grammar in Context: Form and Use Comparative and Superlative Adjectives L.3.1 Phonics & Word Study Resource Book: Lesson 1 | 12. “Cinderella, Too Much for Words” Describe How Each Part of a Drama Builds on Previous Parts RL.3.5 Add to the Blueprint Phonics & Word Study Resource Book: Lesson 2 | 15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task 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 <u>fluency</u> 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. | | | | |
| | Set Personal Learning Goals Read Independently | Read Independently | Begin the Blueprint Read Independently | Add to the Blueprint Read the Vocabulary Practice Text | Create a Scene with Different Perspectives: Step 1, p. 10 Read Independently |
| Writing Lessons (15 MIN.) | 3. Write a Narrative Journal Entry: Read a Prompt and Mentor Text C.3.3 | 6. Write a Narrative Journal Entry: Use Events and Details from a Source Text C.3.3 | 9. Write a Narrative Journal Entry: Develop the Character C.3.3 | 11. Write a Narrative Journal Entry: Develop the Character’s Voice C.3.3 | 14. Grammar: Form and Use Comparative and Superlative Adjectives L.3.1 |
| 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 <i>RL.3.10</i> | |
| Comprehension to Build Knowledge | Distinguish Reader's Point of View from That of the Narrator or the Characters <i>RL.3.4</i> | ✓ |
| | Explain How Illustrations Contribute to a Story <i>RL.3.7</i> | |
| | Recount Story Details <i>RL.3.10</i> | |
| | Compare and Contrast Stories with Similar Characters <i>RL.3.9</i> | ✓ |
| Vocabulary | Use Context Clues to Determine the Meaning of Words and Phrases <i>RL.3.4 L.3.4</i> | ✓ |
| Writing | Write to a Text-Based Prompt: Narrative Text <i>C.3.3</i> | ✓ |
| Grammar and Language | Form and Use Comparative and Superlative Adverbs <i>L.3.1</i> | ✓ |
| Foundational Skills: Word Study and Fluency | F: Speed/Pacing—Slow <i>RF.3.4</i> | |
| | WS: Consonant -le Syllable Pattern <i>RF.3.3</i> | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i> | |
| | State, Clarify, and Support Ideas in a Constructive Conversation <i>ILP 4</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

| | |
|--|----------|
| Words with Consonant -le Syllable Pattern | handle |
| | needle |
| | triple |
| | tackle |
| | bicycle |
| | terrible |
| | fable |
| | gentle |

Vocabulary

| | | |
|----------------------------------|---|---|
| General Academic (Tier 2) | <p>"Rabbit and Coyote"</p> <p>abundance (12)</p> <p>approached (13)</p> <p>favorite (16)</p> <p>figure (13)</p> <p>fleeing (14)</p> <p>gathering (14)</p> <p>gobbled (15)</p> <p>investigate (14)</p> <p>pesky (12)</p> <p>reflection (15)</p> <p>spied (13)</p> <p>state (16)</p> <p>waded (16)</p> <p>weary (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) | |

Making Meaning with Words

| Word | Any Definition | My Sentence |
|------|----------------|-------------|
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"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week 2 Comprehensive Literacy Planner

Essential Question: What makes people view the same experience in different ways?

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. "Rabbit and Coyote" First Reading: Ask Questions About Characters and Events to Learn About Perspective RL.3.10 RL.3.4 | 4. "Rabbit and Coyote" Recount Key Details (Folktale) RL.3.10 | 7. "Rabbit and Coyote" Grammar in Context: Form and Use Comparative and Superlative Adverbs L.3.1 | 10. "Rabbit and Coyote" Close Reading: Distinguish Reader's Point of View from That of the Character Add to the Blueprint RL.3.6 | 12. Close Reading: Compare and Contrast Stories with Similar Characters RL.3.9 |
| | 2. Review Consonant -le Syllable Pattern RF.3.3 | 5. "Rabbit and Coyote" Explain How Illustrations Contribute to a Story RL.3.7 Phonics & Word Study Resource Book: Lesson 1 | 8. "Rabbit and Coyote" Close Reading: Distinguish Reader's Point of View from That of the Narrator RL.3.6 Phonics & Word Study Resource Book: Lesson 2 | Phonics & Word Study Resource Book: Lesson 3 | 14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task |
| 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 <u>fluency</u> 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 Scene with Different Perspectives: Step 2, p. 18 Read Independently |
| Writing Lessons (15 MIN.) | 3. Write a Narrative Journal Entry: Read the Prompt and Checklist C.3.3 | 6. Write a Narrative Journal Entry: Use Events and Descriptions from a Source Text C.3.3 | 9. Write a Narrative Journal Entry: Develop the Character C.3.3 | 11. Write a Narrative Journal Entry: Develop the Character's Voice C.3.3 | 13. Grammar: Form and Use Comparative and Superlative Adverbs L.3.1 |
| 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 | Create Mental Images <i>RL.3.10</i> | |
| | Fix-Up: Stop and Think About the Author's Purpose <i>RL.3.10</i> | |
| Comprehension to Build Knowledge | Describe How Each Part of a Drama Builds on the Previous Parts <i>RL.3.5</i> | ✓ |
| | Compare and Contrast Stories with Similar Characters <i>RL.3.9</i> | ✓ |
| | Analyze Point of View in a Poem <i>Not KAS aligned</i> | |
| Vocabulary | Use Context Clues to Determine the Meaning of Words and Phrases <i>L.3.4 RL.3.4</i> | ✓ |
| | Distinguish Literal from Nonliteral Language <i>RL.3.4</i> | ✓ |
| Writing | Write to a Text-Based Prompt: Narrative Text <i>C.3.3</i> | ✓ |
| Grammar and Language | Form and Use Comparative and Superlative Adjectives <i>L.3.1</i> | ✓ |
| | Use Commas And Quotation Marks in Dialogue <i>L.3.2</i> | ✓ |
| Foundational Skills: Word Study and Fluency | WS: Vowel Team Syllable Pattern <i>RF.3.3</i> | |
| Speaking & Listening to Demonstrate Knowledge | Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i> | |
| | State, Clarify, and Support Ideas in a Constructive Conversations <i>ILP 4</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

| | |
|---|---|
| Words with Vowel Team Syllable Patterns | coach exhausted release remaining toilet youth highlight oatmeal |
|---|---|

Vocabulary

| General Academic (Tier 2) | <p>"The Trial of Rabbit"</p> <p>accused (20) accusers (24) confused (20) furious (21) hubbub (22) involved (23) promising (24) recall (24) resume (23) ridiculous (21) spoiled (21) tropical (20) trial (20)</p> | <p>"Fish in a Bowl"</p> <p>adventurous (28) flippers (28) motionless (28) scuba gear (28) stares (28) toll (28)</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>"The Trial of Rabbit"</p> <p>seedlings (21)</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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Week 3 Comprehensive Literacy Planner

Essential Question: What makes people view the same experience in different ways?

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. "The Trial of Rabbit" First Reading: Create Mental Images of Characters and Events to Learn About Characters' Perspective RL.3.10 | 4. "The Trial of Rabbit" Close Reading: Distinguish Literal from Nonliteral Language RL.3.4 | 7. "The Trial of Rabbit" Close Reading: Describe How Each Part of a Drama Builds on Previous Parts Add to the Blueprint RL.3.5 | 9. Close Reading: Compare and Contrast Stories with Similar Characters RL.3.9 | 12. "Fish in a Bowl" Analyze Point of View in a Poem -not KAS aligned |
| | 2. Review Vowel Team Syllable Pattern RF.3.3 | 5. Grammar in Context: Form and Use Superlative Adjectives L.3.1 | Phonics & Word Study Resource Book: Lesson 1 | 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 & 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 | Add to the Blueprint Read Independently | Create a Scene with Different Perspectives: Step 3, p. 26 Read Independently | Write to Demonstrate Knowledge |
| Writing Lessons (15 MIN.) | 3. Write a Narrative Journal Entry: Use Dialogue to Dramatize Events | 6. Write a Narrative Journal Entry: Use Description and Temporal Language to Develop Events | 8. Write a Narrative Journal Entry: Revise to Improve Dialogue | 11. Write a Narrative Journal Entry: Edit for Correct Form and Use of Comparatives and Superlatives | 13. Write a Narrative Journal Entry: Evaluate and Reflect on Writing |
| 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 Unit 4 progress-monitoring assessment at the end of the week. | | | | |