3rd Grade-Unit3

			L.3.1	L.3.2		L.3.4					L.3.3	L.3.5						L.3.1	1 3 3	7:0:7	L.3.4			3.3		L.3.5				
			C.3.1						::	-	C.3.3	C.3.4	3.7					C.3.3					<u>s:</u>			_				
		Indards	HW.3.1			ů.			andarc	_			C.3.7				ndarde	HW.3.1					andard	RI.3.2		RI.3.4	RI.3.5	RI.3.10		
	;	Essential Standards:	RI.3.3 H	RI.3.5		RI.3.8			Supporting Standards:		KI.3.2	RI.3.4	RI.3.6	DI 2 10	20.50		Essential Standards	RI.3.6	RI 3 9				ting St	4	+	2	7	01		
7555	ı	Essen	RL.3.2 R	RL.3.3 R	+	RL.3.9 R			Suppo		KL.3.4	RL.3.5	RL.3.6	RI 3 10	VE.3.10		Fssen	RL.3.2	RI 3.6		KL.3.9		Supporting Standards:	RL.3.4		RL.3.5	RL.3.7	RL.3.10		
5			-	<u>~</u>		R					KF.3.4								<u>~</u>		- K			RF.3.4						
) -			RF.3.3							L	<u> </u>							RF.3.3												7.2
				- Unit 3	Technology and Themes Across	Cultures			Approximately 38 Days			***Winter Break is Dec. 23 - Jan 3				1				Unit 4	Exploring the Interconnected World		Approximately 38 Days		Pelation		***Spring Break is April 7-11			
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		Model	-	5	12	19		⊥	6	16	23	30		_	9			L	13	20	27		Т	9	13	20	27		T	е
	December	December	3	4 ;	11	18	January	^	8	15	22	29	February	W	2		February	*	12	19	26	March	W	5	12	19	26	April	Μ	2
			-	w (0.	17		F	7	14	21	28		T	4			-	1	18	25		_	4	11	18	25		T	-
		-	Σ	7 0	ח	16		Σ	9	13	20	27		M	က			Σ	10	17	24		Σ	ъ	10	17	24		Σ	31

Strategies and Skills to Build Knowledge

			Week	Week 2	Week	Assessed Skills
	RI.3.10	Draw Inferences	•	•		
Metacognitive & Fix-Up	RI.3.10	Distinguish Between Important and Unimportant Information	•		•	
ти-ор	RI.3.10	Fix-Up: Read Out Loud to Support Comprehension	•			
	RI.3.10	Fix-Up: Read More Slowly and Think About the Words			•	
	RI.3.3/3.5	Describe Cause/Effect Relationships and Connections in a Text	•	•	•	1
	RI.3.6	Distinguish Reader's Point of View from That of the Author	•	•		1
Comprehension	RI.3.7	Use Text Features to Locate Information		•		1
to Build Knowledge	RI.3.7	Use Information Gained from Illustrations and Words (Photographs)	•		•	1
	RI.3.9	Compare and Contrast the Important Points in Two Texts on the Same Topic		•	•	1
	RL.3.5	Analyze Poetic Structure			•	
	RI.3.8	Explain How Reasons Support Specific Points an Author Makes in a Text	•	•	•	1
Vocabulary	L.3.5	Distinguish Shades of Meaning Among Related Words (States of Mind)	•	•		
roousulary	L.3.4 RI.3.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	1
Writing	C.3.1	Process Writing: Opinion Essay	•	•	•	4
Grammar &	L.3.1	Use Coordinating Conjunctions/Produce Compound Sentences	•			1
Language	L.3.1	Use Subordinating Conjunctions/Produce Complex Sentences		•		1
	L.3.1	Produce Simple, Compound, and Complex Sentences			•	1
	RF.3.4	F: Pausing—Full Stops	•			
Foundational Skills:	RF.3.4	F: Inflection/Intonation—Pitch		•		
• Fluency	RF.3.3	WS: VCe Syllable Pattern	•			
Word Study	RF.3.3	WS: Vowel-r Syllable Pattern		•		
	RF.3.3	WS: Inflectional Endings -ed, -ing			•	
Speaking and	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
Listening to Demonstrate Knowledge	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation	•	•	•	

ILP- Interdisciplinary Literacy Practices

ullet = 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

			Week	Week	Week	Assessed Skills
	RL.3.10	Make Connections	•	•		
Metacognitive & Fix-Up	RL.3.10	Summarize and Synthesize	•		•	
i ix-op	RL.3.10	Fix-Up: Reread to Clarify or Confirm Understanding	•			
	RL.3.10	Fix-Up: Read On to Clarify or Confirm Understanding			•	
	RL.3.3	Explain How Characters' Actions Influence Story Events	•	•	•	1
	RL.3.2	Determine the Central Message or Lesson in a Story	•	•	•	1
Comprehension to Build Knowledge	RL.3.9	Compare and Contrast Themes in Stories by the Same Author	•	•	•	1
Build Knowledge	L.3.4	Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases	•	•	•	1
	RL.3.10	Recount Key Story Events		•		
	RL.3.6	Distinguish Reader's Point of View from That of a Character		•		
	RL.3.2	Explain Author's Purpose and Message in a Poem			•	
Vocabulary	L.3.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	
	C.3.3	Write a Narrative Response to a Text-Based Prompt	•			
Writing	C.3.2	Write an Informative/Explanatory Response to a Text-Based Prompt		•		
	C.3.1	Write an Opinion Response to a Text-Based Prompt			•	1
	L.3.1	Form and Use Irregular Plural Nouns	•			4
Grammar & Language	L.3.1	Choose Between Regular, Comparative, and Superlative Adjectives or Adverbs Depending on What Is to Be Modified		•		1
	L.3.3	Recognize the Difference Between Written and Spoken English	•		•	
Foundational	RF.3.4	F: Inflection/Intonation—Pitch	•			
Skills:	RF.3.4	F: Expression—Dramatic Expression		•		
FluencyWord Study	RF.3.3	WS: Irregular Plurals	•			
- Word Olddy	RF.3.3	WS: Long oo and Short oo		•		
	RF.3.3	WS: /ou/ as in How and Out			•	
Speaking and	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
Listening to Demonstrate Knowledge	ILP 4	State, Clarify, and Support Ideas in a Constructive Conversation	•	•	٠	

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 Learning Goals

Skills and Strategies to Build Knowledge

	Draw Inferences R1.3.10					
Metacognitive & Fix-Up	Distinguish Between Important and Unimportant Information $R1.3.10$					
	Fix-Up: Read Out Loud to Support Comprehension R1. 3.10					
	Describe Cause/Effect Relationships and Connections in a Text R13.3 R13.5	1				
Comprehension to Build Knowledge	Distinguish Reader's Point of View from That of the Author $R = 1.3$, $Q = 1.3$	1				
_	Use Information Gained from Illustrations and Words (Photographs) $R1.3.7$	1				
Vocabulary	Distinguish Shades of Meaning Among Related Words (States of Mind)					
vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases 1.3.4 R.I. 3.4	1				
Writing	Process Writing: Opinion Essay C. 3.	1				
Grammar and Language	Use Coordinating Conjunctions/Produce Compound Sentences	1				
Foundational Skills:	F: Pausing—Full Stops RF. 3, 4					
Word Study and Fluency	WS: VCe Syllable Pattern RF. 3, 3					
Speaking & Listening to	Engage Effectively in Whole-Class and Peer Discussions					
Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation $\mu \rho \gamma$					

Spelling Pattern

Vocabulary

	T T
Words with VCe Syllable Pattern	desire enclose surprise recognize whole huge telephone extreme

General Academic (Tier 2)	"Shirley Jackson's Scientific Mind" advances (5) affected (4) communications (5) curious (5) degree (5) discoveries (5) drive (5) experiment (4) features (5) innovations (5) performed (4) succeed (5)	"From Phone Calls to Videochat" concept (7) connect (7) distant (6) installed (7) inventor (6) manuals (7) technology (6) trends (8)
Domain- Specific (Tier 3)	"Shirley Jackson's Scientific Mind" physicist (5)	"From Phone Calls to Videochat" operator (7) push-button (8) rotary (8) smartphones (8)

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.

Word My Definition My Sentence							

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.

[&]quot;Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Week I Comprehensive Literacy Planner

Essential Question: What is the value of innovation?

	Day 1	Day 2	Day 3	Day 4	Day 5	
Read-Aloud (10 MIN.)	Choose a recommended	trade book or a selection fr	om the Read-Aloud Handbook	C		
Metacognitive, Comprehension,	"Introduce the Knowledge Focus: Advancements in Technology" Introduce the Blueprint	4. "Dr. Shirley Jackson's Scientific Mind" Distinguish Reader's Point of View from That of the Author	7. "Dr. Shirley Jackson's Scientific Mind" Use Information Gained from Illustrations and Words R13.7 Begin the Blueprint	10. "From Phone Calls to Videochat" First Reading: Distinguish Between Important and Unimportant Information to Learn about Advancements in Technology	13. "From Phone Calls to Videochat" Distinguish Shades of Meaning Among Related Words L. 3.5	
Vocabulary, Word Study,	2. "Dr. Shirley Jackson's	5. Review VCe Syllable Pattern	8. "Dr. Shirley Jackson's	12. "From Phone Calls to Videochat"	15. Build	
& Grammar / Language Lessons (30–45 MIN.)	Scientific Mind*		Scientific Mind	Describe the Logical	Knowledge: Discuss the Blueprint	
	First Reading: Draw Inferences to Learn	RF.3.3	Grammar in Context: Use Coordinating	Connection Between Parts of a Text	and Build	
	about Advancements in Technology		Conjunctions/ Produce Compound	Add to the Blueprint	Toward the Culminating Task	
	RI, 3,10		Sentences L.3.1	R1.3,5		
			Phonics & Word Study Resource Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3	
Reading	Build fluency using the I Revisit complex texts in	reader's theater scripts and	oll-group texts and teacher's g Reader's Theater Handbook le			
Reading & Conferring	Confer with a few stude	read independently to build nts on their text selections,	l volume and stamina. application of strategies, and k e Research and Inquiry Projec			
	Set Personal	Read Independently	Begin the Blueprint	Add to the Blueprint	Create a Time Line:	
	Learning Goals Read Independently		Read Independently	Read the Vocabulary Practice Text	Step 1, p. 10 Read Independently	
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: Brainstorm Your Opinion C. 3, \	6. Write an Opinion Essay: Evaluate Online Sources	9. Write an Opinion Essay: Gather Information and Take Notes from Online Sources	11. Write an Opinion Essay: Organize Your Essay	14. Grammar: Use Coordinating Conjunctions to Form Compound Sentences	
Independent Writing & Conferring		dent writing and peer and te f students who have similar			L.3.1	
Assessment 🎺			ment opportunities in each les			

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Draw Inferences $R1.3.1D$	
	Describe Cause/Effect Relationships and Connections in a Text $R1.3.3$ $R1.3.5$	1
Comprehension	Distinguish Reader's Point of View from That of the Author R1. 3. 6	1
to Build Knowledge	Use Text Features to Locate Information R.I. 3. 7	1
	Compare and Contrast the Important Points in Two Texts on the Same Topic R1. 3.9	1
Vocabulary	Distinguish Shades of Meaning Among Related Words (States of Mind) L. 3, 5	
vocabulal y	Use Context Clues to Determine the Meaning of Words and Phrases L , 3, 4 R , 3, 4	1
Writing	Process Writing: Opinion Essay (.3.)	1
Grammar and Language	Use Subordinating Conjunctions/Produce Complex Sentences	1
Foundational Skills:	F: Inflection/Intonation—Pitch RF. 3, 4	
Word Study and Fluency	WS: Vowel-r Syllable Pattern RF. 3, 3	
Speaking & Listening to	Engage Effectively in Whole-Class and Peer Discussions $P = P = P$	
Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation	

Spelling Pattern

Words with Vowel-r Syllable Pattern	force pattern perfect squirm sturdy mother over perform	
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General Academic (Tier 2)	"Thomas Edison: A Curious Mind" attended (15) concentrate (15) device (15) developed (14) laboratory (14) experiments (15) inspiration (12) obtained (16) produced (16) suspected (12) translated (13) transmitted (15)	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 Sentance
Domain- Specific (Tier 3)	"Thomas Edison: A Curious Mind" phonograph (15) stock ticker (14) telegraph operator (13)	"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

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.

Week 2 Comprehensive Literacy Planner

Essential Question: What is the value of innovation?

	Day 1	Day 2	Day 3	Day 4	Day 5	
Read-Aloud (10 min.)	Choose a recommended	trade book or a selection fro	om the Read-Aloud Handboo	k.		
Metacognitive, Comprehension,	1. "Thomas Edison: A Curious Mind" First Reading: Draw Inferences to Learn about Advancements in Technology 21.3,1	4. "Thomas Edison: A Curious Mind" Use Text Features to Locate Information R 1. 3. 7	7. "Thomas Edison: A Curious Mind" Grammar in Context: Use Subordinating Conjunctions/ Produce Complex Sentences L. 3.	10. "Thomas Edison: A Curious Mind" Close Reading: Distinguish Reader's Point of View from That of the Author Add to the Blueprint	12. Close Reading: Compare and Contrast the Important Points in Two Texts on the Same Topic	
Comprehension, Vocabulary, Word Study, & Grammar / Language Lessons (30–45 MIN.)	2. Review Vowel-r Syllable Pattern R.F., 3.3	5. "Thomas Edison: A Curious Mind" Distinguish Shades of Meaning Among Related Words L. 3. 5	8. "Thomas Edison: A Curious Mind" Close Reading: Describe Logical Connections Between Parts of a Text	R1.3.4	14. Build Knowledge: Discuss the Blueprin and Build Toward the Culminating Task	
		Phonics & Word Study Resource Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3		
Small-Group Reading Independent Reading & Conferring	Build fluency using the Revisit complex texts in See additional small-gro During independent tin Ensure that all students	iors and strategies using sma reader's theater scripts and Texts for Close Reading. up suggestions on the Unit F ne: read independently to build		lessons.		
			e Research and Inquiry Proje			
	Read Independently	Read the Vocabulary Practice Text Read Independently	Read Independently	Add to the Blueprint Read Independently	Create a Time Line: Step 2, p. 18 Read Independently	
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: State Your Opinion	6. Write an Opinion Essay: Incorporate Research to Support Your Opinion (2.3.)	9. Write an Opinion Essay: Use Linking Words and Phrases to Connect Ideas	11. Write an Opinion Essay: Provide a Concluding Statement or Section	13. Grammar: Use Subordinating Conjunctions to Forn Complex Sentences	
Independent Writing & Conferring		ident writing and peer and to of students who have similar	eacher-student conferring.	C. 3. I	L,3.1	
Assessment 🎺			ment opportunities in each le nitoring assessment at the er			

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Distinguish Between Important and Unimportant Information R. 1. 3.10	
meacognitive a rix op	Fix-Up: Read More Slowly and Think About the Words	
Comprehension to Build Knowledge	Describe Cause/Effect Relationships and Connections in a Text $R1, 3, 3 \mid R1, 3, 5$	1
	Use Information Gained from Illustrations and Words (Photographs)	1
	Compare and Contrast the Important Points in Two Texts on the Same Topic R1. 3. 9	1
	Analyze Poetic Structure RL, 3, 5	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L. 3.4 R.L. 3.4	1
Writing	Process Writing: Opinion Essay C. 3, 1	1
Grammar and Language	Produce Simple, Compound, and Complex Sentences	1
Foundational Skills: Word Study and Fluency	WS: Inflectional Endings -ed, -ing RF. 3. 3	
Speaking & Listening	Engage Effectively in Whole-Class and Peer Discussions	
to Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation	

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

Spelling Pattern

Words with Inflectional Endings (-ed, -ing)	studying feeling pointed recommended scratching waited carried using
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General Academic (Tier 2)	"Hear All About It!" alongside (24) converts (22) exchange (22) independent (22) innovation (20) institute (20) integrate (22) participation (20) playing a role (20) solve (22) technologies (20)	"My Smartphone Isn't Very Smart" calculate (29) install (28)	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 May Definition May Sentence
Domain- Specific (Tier 3)	"Hear All About It!" American Sign Language (21) deafness (20)	"My Smartphone Isn't Very Smart" app (28) email (28) Internet (28) smartphone (28)	"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

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

Week 3 Comprehensive Literacy Planner

Essential Question: What is the value of innovation?

	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,	1. "Hear All About It!" First Reading: Distinguish Between Important and Unimportant Information to Learn About Advancements in Technology 21.3.10	4. "Hear All About It!" Close Reading: Describe the Logical Connection Between Parts of a Text R1.3.5	7. "Hear All About It!" Close Reading: Use Information Gained from Illustrations and Words Add to the Blueprint	9. Close Reading: Compare and Contrast the Important Points in Two Texts on the Same Topic R. I. 3. 9	12. "My Smartphon Isn't Very Smart" Analyze Poetic Structure RL, 3, 5
Word Study, & Grammar	2. Review Inflectional	5. Grammar in	R1.3,7	10. Build Knowledge:	14. Unit Wrap-Up:
Language	Endings (-ed, -ing)	Context: Produce Simple,		Discuss the Blueprint	Demonstrate Knowledge and
(30–45 min.)	RF. 3. 3	Compound, and Complex Sentences		and Build Toward the Culminating Task	Share Real-World Perspectives
		Phonics & Word Study Resource Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3	
Independent Reading & Conferring	Build fluency using the reade Revisit complex texts in Texts See additional small-group sug During independent time: Ensure that all students read Confer with a few students or See additional independent sug	for Close Reading. Igestions on the Unit Foldout. Independently to build volum In their text selections, applicat	e and stamina. ion of strategies, and knowled		
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Create a Time Line: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: Use Linking Words and Phrases to Improve Sentence Fluency C.3.1	6. Write an Opinion Essay: Revise to Maintain a Formal Voice C. 3.1	8. Write an Opinion Essay: Edit to Improve Paragraphing C, 3, 1	11. Write an Opinion Essay: Edit for Correct Use of Coordinating and Subordinating Conjunctions (, 3,)	13. Write an Opinion Essay: Use Technology to Publish Writing
ndependent Vriting & Conferring	Provide time for independent v Meet with small groups of stud				
Assessment 🎺	Monitor students' progress using You may wish to administer the			veek.	

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Make Connections RL. 3.10	
	Summarize and Synthesize RL. 3.10	
	Fix-Up: Reread to Clarify or Confirm Understanding RL 3.10	
Comprehension	Explain How Characters' Actions Influence Story Events RL3.3	1
	Determine the Central Message or Lesson in a Story $RL, 3, 2$	1
to Build Knowledge	Compare and Contrast Themes in Stories by the Same Author RL 3.9	1
	Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases $1.3.4$	1
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases $\angle 3, 4$	
Writing	Write a Narrative Response to a Text-Based Prompt (. 3. 3	
Grammar and Language	Form and Use Irregular Plural Nouns RF. 3, 3	1
Graniniar and Language	Recognize the Difference Between Written and Spoken English 1.3.3	
Foundational Skills:	F: Inflection/Intonation-Pitch RF. 3, 4	
Word Study and Fluency	WS: Irregular Plurals RF. 3, 3	
Speaking & Listening to	Engage Effectively in Whole-Class and Peer Discussions	
Demonstrate Knowledge	State, Clarify, Support, Evaluate, and Compare Ideas in Constructive Conversation	

Spelling Pattern

Irregular Plurals	leaves women people wolves fungi lives geese themselves
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General Academic (Tier 2)	"Addison and Rocky" lively (4) piteously (5) Pomeranian (4) privilege (5) recital (4) retired (5) vigorous (5) whimpering (5)	"A President for Everyone" designate (6) honor (8)	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 May Definition May Sentance
Domain- Specific (Tier 3)		"A President for Everyone" campaign (6) election (6) slogan (6)	"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

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.

Week I Comprehensive Literacy Planner

Essential Question: What helps us solve problems?

	Day 1	Day 2	Day 3	Day 4	Day 5	
Read-Aloud (10 min.)	Choose a recommended t	rade book or a selection fro	om the Read-Aloud Handboo	k.		
	1. Introduce the Knowledge Focus: Making Decisions	4. "Addison and Rocky" Build Vocabulary:	7. "Addison and Rocky" Explain How	10. "A President for Everyone" First Reading:	13. "Addison and Rocky" and "A President for Everyone	
Metacognitive,	Introduce the Blueprint	Determine the Meanings of Words	Influence RL3, 3	Summarize and Synthesize to Learn About Solving Problems RL 3.10	Compare and Contrast Plots and Themes in Stories by the	
Comprehension, Vocabulary, Word Study, & Grammar/			Begin the Blueprint		Same Author RL. 3, 9	
	2. "Addison and	5. Review Irregular	8. "Addison	12. "A President	15. Build Knowledge:	
Language	Rocky" First Reading:	Plurals	and Rocky" Grammar in Context:	for Everyone" Determine the	Discuss the Blueprint	
Lessons (30–45 MIN.)	Make Connections to Learn About	RF. 3.3	Form and Use Irregular Nouns	Central Message or Lesson in a Story	and Build Toward the Culminating Task	
(**************************************	Solving Problems		RF3.3	Add to the Blueprint RL. 3, 2		
			Phonics & Word Study Resource Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3	
Small-Group	Meet with small groups	of students to:				
Reading	Scaffold reading behavior	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 1	exts for Close Reading.				
	See additional small-group suggestions on the Unit Foldout.					
Independent Reading &	During independent time:					
Conferring	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.					
			e Research and Inquiry Proje			
	Set Personal	Read Independently	Begin the Blueprint	Add to the Blueprint	Create a Realistic	
	Learning Goals		Read Independently	Read the Vocabulary	Fiction Genre Poster:	
	Read Independently			Practice Text	Step 1, p. 10 Read Independently	
Writing Lessons	3. Write a <i>C</i> .3.3	6. Write a	9. Write a	11. Write a	14. Write a	
(15 MIN.)	Narrative Response: Read and Analyze	Narrative Response: Read and Analyze	Narrative Response: Read Closely to Find	Narrative Response: Draft a Response	Narrative Response: Revise and Edit	
(1.5 ////////////////////////////////////	a Source Text	a Text-Based Prompt	Details and Events	c.33	a Response	
Independent Writing & Conferring	(1) 10 公司建筑的建筑规则的整理编码的交流的公司等证的公司公司等证法	C. 3, 3 dent writing and peer and of students who have simila	#016.0 milli 2016 4 (14.0 Y 15) 4 . 세계 24.0 P 15 P 15 P 16 P 16 P 16 P 16 P 16 P 16		C,3,3	
	Manitor students' are	s using the informal ac-	mont opportunities is as at la			
Assessment 🎺			ment opportunities in each le nitoring assessment at the en			

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Make Connections R.L. 3. 10	
Comprehension to Build Knowledge	Explain How Characters' Actions Influence Story Events RL , 3 3	1
	Determine the Central Message or Lesson in a Story	1
	Compare and Contrast Themes in Stories by the Same Author RL. 3, 9	
	Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases $4.3.4$	1
	Recount Key Story Events RL 3,10	
	Distinguish Reader's Point of View from That of a Character RL. 3. (p	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases 1, 3, 4	
Writing	Write an Information/Explanatory Response to a Text-Based Prompt $(3, 2)$	
Grammar and Language	Choose Between Regular, Comparative, and Superlative Adjectives or Adjectives or Adverbs Depending on What Is to Be Modified	1
Foundational Skills:	F: Expression—Dramatic-Expression RF. 3, 4	
Word Study and Fluency	WS: Long oo and Short oo RF. 3, 3	
Speaking & Listening to	Engage Effectively in Whole-Class and Peer Discussions	
Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation ILP	

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

Spelling Pattern

Words with Long oo and Short oo choose loose soup fruit foolish good lose through

General Academic	"Rapping Magicians" afford (15) attend (13) interrupted (14) magical (15) magnificent (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.		
(Tier 2)	registration (13) rhyme (2)	Making Meaning with Words Word My Definition My Sentance "Making Meaning with Words" and other		
		"Making Meaning with Words" and other Vocabulary Resources can be found onlin in the Benchmark Advance Library.		

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

Week 2 Comprehensive Literacy Planner

Essential Question: What helps us solve problems?

Phonics and Word Study Comprehension Writing & Language

	Day 1	Day 2	Day 3	Day 4	Day 5		
Read-Aloud (10 MIN.)	Choose a recommended	d trade book or a selection fi	rom the Read-Aloud Handboo	ok.			
Metacognitive, Comprehension,	1. "Rapping RL Magicians" 3, 10 First Reading: Make Connections to Learn About Solving Problems	4. "Rapping Magicians" Recount Key Story Events RL. 3.10	7. "Rapping Magicians" Grammar in Context: Adjective/Adverb Review	10. "Rapping Magicians" Close Reading: Determine the Central Message or Lesson in a Story	12. Close Reading: Compare and Contrast Themes in Stories by the Same Author RL. 3, 9		
Vocabulary,	2. Review Long oo	5. "Rapping	8. "Rapping	Add to the Blueprint	14. Build Knowledge:		
Word Study, & Grammar	and Short oo	Magicians" Distinguish Reader's	Magicians" Close Reading:	RL 3, 2	Discuss the Blueprint		
Coraminar / Language Lessons (30–45 MIN.)	RF. 3. 3	Point of View from That of a Character RL. 3. 4	Explain How a Character's Actions Influence RL. 3. 3 Story Events		and Build Toward the Culminating Task		
		Phonics & Word Study Resource Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3			
	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.						
	See additional small-group suggestions on the Unit Foldout.						
Independent	During independent time:						
Reading & Conferring	Ensure that all students read independently to build volume and stamina. Conformith a found udget on their text selections application of strategies and knowledge building tasks.						
,	 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	Read the Vocabulary	Read Independently	Add to the Blueprint	Create a Realistic		
	Independently	Practice Text		Read Independently	Fiction Genre Poster: Step 2, p. 18		
		Read Independently			Read Independently		
Writing Lessons (15 MIN.)	3. Write an Informative/ Explanatory Response: C.3. 2 Read and Analyze a Source Text	6. Write an Informative/ Explanatory Response: (2, 3, 2) Read and Analyze a Text-Based Prompt	9. Write an Informative/ Explanatory C. 3. 2 Response: Read Closely to Find Text Evidence	11. Write an Informative/ Explanatory Response: C. 3. 2 Draft a Response	13. Write an Informative/ Explanatory Response: Revise and Edit a Response C. 3. 2		
Independent Writing & Conferring		endent writing and peer and s of students who have simil					
	Monitor students' progr	ess using the informal assess	sment opportunities in each l	esson.			

You may wish to administer the Week 2 progress-monitoring assessment at the end of the week.

Assessment 🝑

Week Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Summarize and Synthesize RL3.10	
	Fix-Up: Read On to Clarify or Confirm Understanding RL. 3.10	
Comprehension to Build Knowledge	Explain How Characters' Actions Influence Story Events RL 3, 3	1
	Determine the Central Message or Lesson in a Story R 3 Q	1
	Compare and Contrast Themes in Stories by the Same Author $RL.3.9$	1
	Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases $\lfloor 1, 3 \rfloor$	1
	Explain Author's Purpose and Message in a Poem RL. 3, 2	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases $1,3,4$	
Writing	Write an Opinion Response to a Text-Based Prompt	1
Grammar and Language	Recognize the Difference Between Written and Spoken English \angle , 3 , 3	
Foundational Skills: Word Study and Fluency	WS: /ou/ as in How and Out RF. 3.3	
Speaking & Listening to	Engage Effectively in Whole-Class and Peer Discussions	
Demonstrate Knowledge	State, Clarify, and Support Ideas in a Constructive Conversation	

Spelling Pattern

How and Out flower crowd	How and Out	Words with /ou/ as in	announce around about however
	1.2.1.2	How and Out	

General Academic (Tier 2)	"The Big Game" chugging (22) congratulates (23) fault (23) high-powered (22) nudge (20) droop (23) rivals (20) strutting (20) strolling (20)	"Choices" conquer (28) regret (29)	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
Domain- Specific (Tier 3)	"The Big Game" ump(ire) (21, 23)		"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

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.

Week 3 Comprehensive Literacy Planner

Essential Question: What helps us solve problems?

	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,	1. "The Big Game" First Reading: Summarize and Synthesize to Learn About Solving Problems RL. 3.10	4. "The Big Game" Close Reading: Explain How Characters' Actions Contribute to Events	7. "The Big Game" Close Reading: Determine the Central Message or Lesson in a Story Add to the Blueprint	9. Close Reading: Compare and Contrast Themes in Stories by the Same Authors RL. 3, 9	12. "Choices" Explain Author's Central Message in a Poem RL. 3. Q			
Word Study, & Grammar	2. Review /ou/	5. Grammar in Context: Recognize the Difference Between Written and Spoken English	RL, 3, 2	Discuss the Blueprint Den	14. Unit Wrap-Up:			
/ Language	as in How and Out				Demonstrate Knowledge and Share Real-World Perspectives			
Lessons (30–45 MIN.) Small-Group Reading Independent Reading & Conferring	RF. 9.3			and Build Toward the Culminating Task				
		Phonics & Word Study Resource Book: Lesson 1	Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3				
	 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. 							
	 During independent time: 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	Add to the Blueprint	Create a Realistic Fiction Genre Poster: Step 3, p. 26	Write to Demonstrate Knowledge			
		Practice Text Read Independently	Read Independently					
				Read Independently				
Writing Lessons (15 MIN.)	3. Write an C,3, Opinion Response: Read and Analyze Source Texts	6. Write an (*. 3,) Opinion Response: Read and Analyze a Text-Based Prompt	8. Write an Opinion Response: State and Support an Opinion Using Text Evidence	11. Write an Opinion Response: Draft a Response	13. Write an Opinion Response: Revise and Edit a Response			
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 6 progress-monitoring assessment at the end of the week.							