

December				
M	T	W	T	F
	3	4	5	6
9	10	11	12	13
16	17	18	19	20
January				
M	T	W	T	F
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
February				
M	T	W	T	F
3	4	5	6	7

Unit 3
Technology and Themes Across Cultures

Approximately 38 Days

***Winter Break is Dec. 23 - Jan 3

Essential Standards :

RF.3.3	RL.3.2	RI.3.3	HW.3.1	C.3.1	L.3.1
	RL.3.3	RI.3.5			L.3.2
	RL.3.9	RI.3.8			L.3.4

Supporting Standards :

RF.3.4	RL.3.4	RI.3.2	C.3.3	L.3.3
	RL.3.5	RI.3.4	C.3.4	L.3.5
	RL.3.6	RI.3.6	C.3.7	
	RL.3.10	RI.3.10		

February				
M	T	W	T	F
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
March				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
April				
M	T	W	T	F
31	1	2	3	4

Unit 4
Exploring the Interconnected World

Approximately 38 Days

***Spring Break is April 7-11

Essential Standards :

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

Supporting Standards :

RF.3.4	RL.3.4	RI.3.2	L.3.3
	RL.3.5	RI.3.4	L.3.5
	RL.3.7	RI.3.5	
	RL.3.10	RI.3.10	

Strategies and Skills to Build Knowledge

Grade 3 Unit 5

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RI.3.10	Draw Inferences	•	•		
	RI.3.10	Distinguish Between Important and Unimportant Information	•		•	
	RI.3.10	Fix-Up: Read Out Loud to Support Comprehension	•			
	RI.3.10	Fix-Up: Read More Slowly and Think About the Words			•	
Comprehension to Build Knowledge	RI.3.3/3.5	Describe Cause/Effect Relationships and Connections in a Text	•	•	•	✓
	RI.3.6	Distinguish Reader's Point of View from That of the Author	•	•		✓
	RI.3.7	Use Text Features to Locate Information		•		✓
	RI.3.7	Use Information Gained from Illustrations and Words (Photographs)	•		•	✓
	RI.3.9	Compare and Contrast the Important Points in Two Texts on the Same Topic		•	•	✓
	RL.3.5	Analyze Poetic Structure			•	
	RI.3.8	Explain How Reasons Support Specific Points an Author Makes in a Text	•	•	•	✓
Vocabulary	L.3.5	Distinguish Shades of Meaning Among Related Words (States of Mind)	•	•		
	L.3.4 RI.3.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	✓
Writing	C.3.1	Process Writing: Opinion Essay	•	•	•	✓
Grammar & Language	L.3.1	Use Coordinating Conjunctions/Produce Compound Sentences	•			✓
	L.3.1	Use Subordinating Conjunctions/Produce Complex Sentences		•		✓
	L.3.1	Produce Simple, Compound, and Complex Sentences			•	✓
Foundational Skills: • Fluency • Word Study	RF.3.4	F: Pausing—Full Stops	•			
	RF.3.4	F: Inflection/Intonation—Pitch		•		
	RF.3.3	WS: VCe Syllable Pattern	•			
	RF.3.3	WS: Vowel-r Syllable Pattern		•		
	RF.3.3	WS: Inflectional Endings -ed, -ing			•	
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 6

		Week 1	Week 2	Week 3	Assessed Skills	
Metacognitive & Fix-Up	RL.3.10	Make Connections	•	•		
	RL.3.10	Summarize and Synthesize	•		•	
	RL.3.10	Fix-Up: Reread to Clarify or Confirm Understanding	•			
	RL.3.10	Fix-Up: Read On to Clarify or Confirm Understanding			•	
Comprehension to Build Knowledge	RL.3.3	Explain How Characters' Actions Influence Story Events	•	•	•	✓
	RL.3.2	Determine the Central Message or Lesson in a Story	•	•	•	✓
	RL.3.9	Compare and Contrast Themes in Stories by the Same Author	•	•	•	✓
	L.3.4	Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases	•	•	•	✓
	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	•	•	•	
Writing	C.3.3	Write a Narrative Response to a Text-Based Prompt	•			
	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			•	✓
Grammar & Language	L.3.1	Form and Use Irregular Plural Nouns	•			✓
	L.3.1	Choose Between Regular, Comparative, and Superlative Adjectives or Adverbs Depending on What Is to Be Modified		•		✓
	L.3.3	Recognize the Difference Between Written and Spoken English	•		•	
Foundational Skills: • Fluency • Word Study	RF.3.4	F: Inflection/Intonation—Pitch	•			
	RF.3.4	F: Expression—Dramatic Expression		•		
	RF.3.3	WS: Irregular Plurals	•			
	RF.3.3	WS: Long oo and Short oo		•		
	RF.3.3	WS: /ou/ as in How and Out			•	
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	Draw Inferences <i>R1.3.10</i>	
	Distinguish Between Important and Unimportant Information <i>R1.3.10</i>	
	Fix-Up: Read Out Loud to Support Comprehension <i>R1.3.10</i>	
Comprehension to Build Knowledge	Describe Cause/Effect Relationships and Connections in a Text <i>R1.3.3 R1.3.5</i>	✓
	Distinguish Reader's Point of View from That of the Author <i>R1.3.4</i>	✓
	Use Information Gained from Illustrations and Words (Photographs) <i>R1.3.7</i>	✓
Vocabulary	Distinguish Shades of Meaning Among Related Words (States of Mind) <i>L.3.5</i>	
	Use Context Clues to Determine the Meaning of Words and Phrases <i>L.3.4 R1.3.4</i>	✓
Writing	Process Writing: Opinion Essay <i>C.3.1</i>	✓
Grammar and Language	Use Coordinating Conjunctions/Produce Compound Sentences <i>L.3.1</i>	✓
Foundational Skills: Word Study and Fluency	F: Pausing—Full Stops <i>RF.3.4</i>	
	WS: VCe Syllable Pattern <i>RF.3.3</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>1LP4</i>	
	State, Clarify, and Support Ideas in a Constructive Conversation <i>1LP4</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 VCe Syllable Pattern	desire enclose surprise recognize whole huge telephone extreme
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Vocabulary

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)	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.
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)	

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 1 Comprehensive Literacy Planner

Essential Question: What is the value of innovation?

 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: Advancements in Technology" Introduce the Blueprint	4. "Dr. Shirley Jackson's Scientific Mind" Distinguish Reader's Point of View from That of the Author <i>RI.3.6</i>	7. "Dr. Shirley Jackson's Scientific Mind" Use Information Gained from Illustrations and Words <i>RI.3.7</i> Begin the Blueprint	10. "From Phone Calls to Videochat" First Reading: Distinguish Between Important and Unimportant Information to Learn about Advancements in Technology <i>RI.3.10</i>	13. "From Phone Calls to Videochat" Distinguish Shades of Meaning Among Related Words <i>L.3.5</i>
	2. "Dr. Shirley Jackson's Scientific Mind" First Reading: Draw Inferences to Learn about Advancements in Technology <i>RI.3.10</i>	5. Review VCe Syllable Pattern <i>RF.3.3</i>	8. "Dr. Shirley Jackson's Scientific Mind" Grammar in Context: Use Coordinating Conjunctions/ Produce Compound Sentences <i>L.3.1</i> Phonics & Word Study Resource Book: Lesson 1	12. "From Phone Calls to Videochat" Describe the Logical Connection Between Parts of a Text Add to the Blueprint <i>RI.3.5</i> 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 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.				
	Set Personal Learning Goals	Read Independently	Begin the Blueprint	Add to the Blueprint	Create a Time Line: Step 1, p. 10
	Read Independently		Read Independently	Read the Vocabulary Practice Text	Read Independently
Writing Lessons (15 MIN.)	3. Write an Opinion Essay: Brainstorm Your Opinion <i>C.3.1</i>	6. Write an Opinion Essay: Evaluate Online Sources <i>C.3.1</i>	9. Write an Opinion Essay: Gather Information and Take Notes from Online Sources <i>C.3.1</i>	11. Write an Opinion Essay: Organize Your Essay <i>C.3.1</i>	14. Grammar: Use Coordinating Conjunctions to Form Compound Sentences <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 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 <i>RI.3.10</i>	
Comprehension to Build Knowledge	Describe Cause/Effect Relationships and Connections in a Text <i>RI.3.3 RI.3.5</i>	✓
	Distinguish Reader's Point of View from That of the Author <i>RI.3.6</i>	✓
	Use Text Features to Locate Information <i>RI.3.7</i>	✓
	Compare and Contrast the Important Points in Two Texts on the Same Topic <i>RI.3.9</i>	✓
Vocabulary	Distinguish Shades of Meaning Among Related Words (States of Mind) <i>L.3.5</i>	
	Use Context Clues to Determine the Meaning of Words and Phrases <i>L.3.4 RI.3.4</i>	✓
Writing	Process Writing: Opinion Essay <i>C.3.1</i>	✓
Grammar and Language	Use Subordinating Conjunctions/Produce Complex Sentences <i>L.3.1</i>	✓
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation–Pitch <i>RF.3.4</i>	
	WS: Vowel-r 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 Vowel-r Syllable Pattern	force pattern perfect squirm sturdy mother over perform
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Vocabulary

General Academic (Tier 2)	<p>"Thomas Edison: A Curious Mind"</p> <p>attended (15)</p> <p>concentrate (15)</p> <p>device (15)</p> <p>developed (14)</p> <p>laboratory (14)</p> <p>experiments (15)</p> <p>inspiration (12)</p> <p>obtained (16)</p> <p>produced (16)</p> <p>suspected (12)</p> <p>translated (13)</p> <p>transmitted (15)</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="901 1312 1242 1753" data-label="Table"> <table border="1"> <caption>Making Meaning with Words</caption> <thead> <tr> <th>Word</th> <th>Any 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	Any Definition	My Sentence																														
Word	Any Definition		My Sentence																																
Domain-Specific (Tier 3)	<p>"Thomas Edison: A Curious Mind"</p> <p>phonograph (15)</p> <p>stock ticker (14)</p> <p>telegraph operator (13)</p>																																		

"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 is the value of innovation?

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. "Thomas Edison: A Curious Mind" First Reading: Draw Inferences to Learn about Advancements in Technology <i>R1.3.10</i>	4. "Thomas Edison: A Curious Mind" Use Text Features to Locate Information <i>R1.3.7</i>	7. "Thomas Edison: A Curious Mind" Grammar in Context: Use Subordinating Conjunctions/ Produce Complex Sentences <i>L.3.1</i>	10. "Thomas Edison: A Curious Mind" Close Reading: Distinguish Reader's Point of View from That of the Author Add to the Blueprint <i>R1.3.6</i>	12. Close Reading: Compare and Contrast the Important Points in Two Texts on the Same Topic <i>R1.3.9</i>
	2. Review Vowel-r Syllable Pattern <i>RF.3.3</i>	5. "Thomas Edison: A Curious Mind" Distinguish Shades of Meaning Among Related Words <i>L.3.5</i>	8. "Thomas Edison: A Curious Mind" Close Reading: Describe Logical Connections Between Parts of a Text		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 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	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 <i>C.3.1</i>	6. Write an Opinion Essay: Incorporate Research to Support Your Opinion <i>C.3.1</i>	9. Write an Opinion Essay: Use Linking Words and Phrases to Connect Ideas <i>C.3.1</i>	11. Write an Opinion Essay: Provide a Concluding Statement or Section <i>C.3.1</i>	13. Grammar: Use Subordinating Conjunctions to Form Complex Sentences <i>L.3.1</i>
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 Week 2 progress-monitoring assessment at the end of the week.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Distinguish Between Important and Unimportant Information	R. 3.10	
	Fix-Up: Read More Slowly and Think About the Words	R. 3.10	
Comprehension to Build Knowledge	Describe Cause/Effect Relationships and Connections in a Text	R. 3.3 / R. 3.5	✓
	Use Information Gained from Illustrations and Words (Photographs)	R. 3.7	✓
	Compare and Contrast the Important Points in Two Texts on the Same Topic	R. 3.9	✓
	Analyze Poetic Structure	RL. 3.5	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases	L. 3.4 R. 3.4	✓
Writing	Process Writing: Opinion Essay	C. 3.1	✓
Grammar and Language	Produce Simple, Compound, and Complex Sentences	L. 3.1	✓
Foundational Skills: Word Study and Fluency	WS: Inflectional Endings -ed, -ing	RF. 3.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	L.P. 4	
	State, Clarify, and Support Ideas in a Constructive Conversation	L.P. 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 Inflectional Endings (-ed, -ing)	studying feeling pointed recommended scratching waited carried using
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Vocabulary

General Academic (Tier 2)	<p>"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)</p>	<p>"My Smartphone Isn't Very Smart" calculate (29) install (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> <div data-bbox="1047 1318 1396 1764" 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																																		
Domain-Specific (Tier 3)	<p>"Hear All About It!" American Sign Language (21) deafness (20)</p>	<p>"My Smartphone Isn't Very Smart" app (28) email (28) Internet (28) smartphone (28)</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: What is the value of innovation?

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. "Hear All About It!" First Reading: Distinguish Between Important and Unimportant Information to Learn About Advancements in Technology <i>RI.3.10</i>	4. "Hear All About It!" Close Reading: Describe the Logical Connection Between Parts of a Text <i>RI.3.5</i>	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 <i>RI.3.9</i>	12. "My Smartphone Isn't Very Smart" Analyze Poetic Structure <i>RL.3.5</i>
	2. Review Inflectional Endings (-ed, -ing) <i>RF.3.3</i>	5. Grammar in Context: Produce Simple, Compound, and Complex Sentences <i>L.3.1</i> Phonics & Word Study Resource Book: Lesson 1	<i>RI.3.7</i> 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: Demonstrate Knowledge and 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 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 <i>C.3.1</i>	6. Write an Opinion Essay: Revise to Maintain a Formal Voice <i>C.3.1</i>	8. Write an Opinion Essay: Edit to Improve Paragraphing <i>C.3.1</i>	11. Write an Opinion Essay: Edit for Correct Use of Coordinating and Subordinating Conjunctions <i>C.3.1</i>	13. Write an Opinion Essay: Use Technology to Publish 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 ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Unit 5 progress-monitoring assessment at the end of the week.				

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 to Build Knowledge	Explain How Characters' Actions Influence Story Events	RL.3.3	✓
	Determine the Central Message or Lesson in a Story	RL.3.2	✓
	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	L.3.4	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases	L.3.4	
Writing	Write a Narrative Response to a Text-Based Prompt	C.3.3	
Grammar and Language	Form and Use Irregular Plural Nouns	RF.3.3	✓
	Recognize the Difference Between Written and Spoken English	L.3.3	
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation–Pitch	RF.3.4	
	WS: Irregular Plurals	RF.3.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	LP.4	
	State, Clarify, Support, Evaluate, and Compare Ideas in 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

Irregular Plurals	leaves
	women
	people
	wolves
	fungi
	lives
	geese
themselves	

Vocabulary

General Academic (Tier 2)	<p>"Addison and Rocky"</p> <p>lively (4) piteously (5) Pomeranian (4) privilege (5) recital (4) retired (5) vigorous (5) whimpering (5)</p>	<p>"A President for Everyone"</p> <p>designate (6) honor (8)</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="1039 1312 1388 1764" 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																														
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Domain-Specific (Tier 3)		<p>"A President for Everyone"</p> <p>campaign (6) election (6) slogan (6)</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: 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 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: Making Decisions Introduce the Blueprint	4. "Addison and Rocky" Build Vocabulary: Determine the Meanings of Words	7. "Addison and Rocky" Explain How Characters' Actions Influence Story Events <i>RL.3.3</i> Begin the Blueprint	10. "A President for Everyone" First Reading: Summarize and Synthesize to Learn About Solving Problems <i>RL.3.10</i>	13. "Addison and Rocky" and "A President for Everyone" Compare and Contrast Plots and Themes in Stories by the Same Author <i>RL.3.9</i>
	2. "Addison and Rocky" First Reading: Make Connections to Learn About Solving Problems <i>RL.3.10</i>	5. Review Irregular Plurals <i>RF.3.3</i>	8. "Addison and Rocky" Grammar in Context: Form and Use Irregular Nouns <i>RF.3.3</i> Phonics & Word Study Resource Book: Lesson 1	12. "A President for Everyone" Determine the Central Message or Lesson in a Story Add to the Blueprint <i>RL.3.2</i> 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 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.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Create a Realistic Fiction Genre Poster: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write a Narrative Response: Read and Analyze a Source Text <i>C.3.3</i>	6. Write a Narrative Response: Read and Analyze a Text-Based Prompt <i>C.3.3</i>	9. Write a Narrative Response: Read Closely to Find Details and Events <i>C.3.3</i>	11. Write a Narrative Response: Draft a Response <i>C.3.3</i>	14. Write a Narrative Response: Revise and Edit a Response <i>C.3.3</i>
Independent Writing & Confering	<ul style="list-style-type: none"> 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 Week 1 progress-monitoring assessment at the end of the week.				

Week 2 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Make Connections <i>RL.3.10</i>	
Comprehension to Build Knowledge	Explain How Characters' Actions Influence Story Events <i>RL.3.3</i>	✓
	Determine the Central Message or Lesson in a Story <i>RL.3.2</i>	✓
	Compare and Contrast Themes in Stories by the Same Author <i>RL.3.9</i>	✓
	Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases <i>L.3.4</i>	✓
	Recount Key Story Events <i>RL.3.10</i>	
Vocabulary	Distinguish Reader's Point of View from That of a Character <i>RL.3.6</i>	
	Use Context Clues to Determine the Meaning of Words and Phrases <i>L.3.4</i>	
Writing	Write an Information/Explanatory Response to a Text-Based Prompt <i>C.3.2</i>	
Grammar and Language	Choose Between Regular, Comparative, and Superlative Adjectives or Adjectives or Adverbs Depending on What Is to Be Modified <i>L.3.1</i>	✓
Foundational Skills: Word Study and Fluency	F: Expression-Dramatic-Expression <i>RF.3.4</i>	
	WS: Long oo and Short oo <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 Long oo and Short oo	choose loose soup fruit foolish good lose through
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Vocabulary

General Academic (Tier 2)	<p>"Rapping Magicians"</p> <p>afford (15) attend (13) interrupted (14) magical (15) magnificent (12) real-looking (13) registration (13) rhyme (2)</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="906 1285 1247 1726" 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> <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 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 trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar / Language Lessons (30–45 MIN.)	1. "Rapping Magicians" <i>RL 3.10</i> First Reading: Make Connections to Learn About Solving Problems	4. "Rapping Magicians" Recount Key Story Events <i>RL 3.10</i>	7. "Rapping Magicians" Grammar in Context: Adjective/Adverb Review <i>L.3.1</i>	10. "Rapping Magicians" Close Reading: Determine the Central Message or Lesson in a Story Add to the Blueprint <i>RL 3.2</i>	12. Close Reading: Compare and Contrast Themes in Stories by the Same Author <i>RL 3.9</i>
	2. Review Long oo and Short oo <i>RF.3.3</i>	5. "Rapping Magicians" Distinguish Reader's Point of View from That of a Character <i>RL 3.4</i> Phonics & Word Study Resource Book: Lesson 1	8. "Rapping Magicians" Close Reading: Explain How a Character's Actions Influence Story Events <i>RL 3.3</i> Phonics & Word Study Resource Book: Lesson 2	14. 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 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 Realistic Fiction Genre Poster: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write an Informative/Explanatory Response: <i>C.3.2</i> Read and Analyze a Source Text	6. Write an Informative/Explanatory Response: <i>C.3.2</i> Read and Analyze a Text-Based Prompt	9. Write an Informative/Explanatory Response: <i>C.3.2</i> Read Closely to Find Text Evidence	11. Write an Informative/Explanatory Response: <i>C.3.2</i> Draft a Response	13. Write an Informative/Explanatory Response: Revise and Edit a Response <i>C.3.2</i>
Independent Writing & Conferring	<ul style="list-style-type: none"> 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 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 trade book or a selection from the Read-Aloud Handbook.				
Metacognitive, Comprehension, Vocabulary, Word Study, & Grammar / Language Lessons (30–45 MIN.)	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 RL.3.3	7. "The Big Game" Close Reading: Determine the Central Message or Lesson in a Story Add to the Blueprint RL.3.2	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.3.2
	2. Review /ou/ as in How and Out RF.2.3	5. Grammar in Context: Recognize the Difference Between Written and Spoken English L.3.3 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: Demonstrate Knowledge and 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 Realistic Fiction Genre Poster: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write an Opinion Response: Read and Analyze Source Texts C.3.1	6. Write an Opinion Response: Read and Analyze a Text-Based Prompt C.3.1	8. Write an Opinion Response: State and Support an Opinion Using Text Evidence C.3.1	11. Write an Opinion Response: Draft a Response C.3.1	13. Write an Opinion Response: Revise and Edit a Response C.3.1
Independent Writing & Conferring	<ul style="list-style-type: none"> 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.				