3rd grade - Unit 4

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		

December

M	T	W	T	F
2	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 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	
	RL.3.7	RI.3.5	L.3.5
	RI.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

Strategies and Skills to Build Knowledge

Category	Standard	Skill	Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RL/RI.3.10	Apply Strategies	● (red)	●	●	
	RI.3.10	Fix-Up: Stop and Think About the Author's Purpose	●			
	RL.3.10	Fix-Up: Read Out Loud to Support Comprehension			●	
Comprehension to Build Knowledge	RI.3.6	Distinguish Reader's Point of View from That of the Author	●	●		✔
	RL.3.3	Explain How Characters' Actions Contribute to Events	●		●	✔
	RL.3.7	Explain How a Text's Illustrations Contribute to the Story	●	●	●	✔
	RI.3.7	Use Text Features to Locate Information		●		✔
	RI.3.8	Explain How Reasons Support Specific Points an Author Makes in a Text	● (red)	●		
	RL/RI.3.9	Compare and Contrast Key Points in Two Texts on the Same Topic		●	●	✔
	RL.3.4	Understand Nonliteral Language: Metaphor			● (red)	
Vocabulary	L.3.4	Use Context Clues to Determine the Meaning of Words and Phrases	●	●	●	✔
	L.3.5	Identify Real-Life Connections Between Words and Their Uses	● (red)	●		✔
Writing	C.3.3	Process Writing: Narrative	● (red)	●	●	✔
Grammar and Language	L.3.1	Review Verb Tenses (Simple Past, Present, and Future)	●			
	L.3.2	Form and Use Possessives		● (red)		✔
	L.3.2	Use Commas and Question Marks in Dialogue		● (red)	●	✔
	L.3.3	Choose Words and Phrases for Effect			● (red)	✔
	L.3.3	Recognize and Observe Differences Between the Conventions of Spoken and Written Standard English			● (red)	✔
Foundational Skills: • **Fluency** • **Word Study**	RF.3.4	F: Confirm and Correct Word Recognition and Understanding	●			
	RF.3.4	F: Speed/Pacing—Varied		●		
	RL.3.3	WS: Suffixes -er, -or	●			
	RF.3.3	WS: Homophones		●		
	RF.3.3	WS: Variant Vowel /ô/			●	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	●	●	●	
	ILP 4	State, Clarify, Support, Evaluate, and Compare 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

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RL/RI.3.10	Apply Strategies	•	•	•	
	RL/RI.3.10	Fix-Up: Read More Slowly and Think About the Words	•			
	RL/RI.3.10	Fix-Up: Reread to Clarify or Confirm Understanding			•	
Comprehension to Build Knowledge	RL.3.2	Determine the Central Message	•	•		✔
	RL.3.10	Recount Story Details		•		✔
	RL.3.6	Distinguish Reader's Point of View from That of the Narrator and Characters		•		
	RI.3.7	Use Information Gained from Illustrations and Words	•		•	✔
	RL/RI.3.9	Compare and Contrast Key Points in Two Texts on the Same Topic		•	•	✔
	RI.3.3	Describe Cause/Effect Relationships and Connections in a Text	•		•	✔
	RL.3.4	Analyze Personification and Imagery in a Poem			•	
Vocabulary	L.3.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	✔
	L.3.5	Distinguish Literal from Nonliteral Language: Metaphors	•	•		✔
Writing	C.3.⅔.5	Process Writing: Research Project	•	•	•	✔
Grammar and Language	L.3.1	Use Adjectives Correctly	•			✔
	L.3.1	Ensure Pronoun-Antecedent Agreement		•		✔
	L.3.1	Ensure Subject-Verb Agreement			•	✔
Foundational Skills: • **Fluency** • **Word Study**	RF.3.4	F: Inflection/Intonation—Volume	•			
	RF.3.4	F: Confirm or Correct Word Recognition and Understanding		•		
	RF.3.3	WS: Hard and Soft c	•			
	RF.3.3	WS: Hard and Soft g		•		
	RF.3.3	WS: Diphthongs			•	
Speaking and Listening to Demonstrate Knowledge	ILP 4	Engage Effectively in Whole-Class and Peer Discussions	•	•	•	
	ILP 4	State, Clarify, Support, Evaluate, and Compare 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	**Apply Strategies** *RL	RI. 3.10*	
	Fix-Up: Stop and Think About the Author's Purpose *RI. 3.10*	
Comprehension to Build Knowledge	Distinguish Reader's Point of View from That of the Author *RI.3.6*	✔
	Explain How Characters' Actions Contribute to Events *RL. 3.3*	✔
	Explain How a Text's Illustrations Contribute to the Story *RL. 3.7*	✔
	Explain How Reasons Support Specific Points an Author Makes in a Text *RI. 3.8*	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases *L.3.4*	✔
	Identify Real-Life Connections Between Words and Their Uses *L.3.5*	✔
Writing	**Process Writing: Narrative** *C. 3.3*	✔
Grammar and Language	Review Verb Tenses (Simple Past, Perfect, and Future) *L. 3.1*	
Foundational Skills: Word Study and Fluency	**F: Confirm or Correct Word Recognition and Understanding** *RF.3.4*	
	WS: Suffixes -er, -or *RL. 3.3*	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions *1LP 4*	
	State, Clarify, Support, Evaluate, and Compare Ideas in a Constructive Conversation *1LP 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 Suffixes -er, -or	emperor
	character
	visitor
	inventor
	soldier
	actors
	painters
	players

Vocabulary

	"My St. Augustine Journal"	"A New Life in Vermont"	
General Academic (Tier 2)	lucky (4) proud (5) founded (5) residents (4) constructed (4) tourists (4)	adjust (6) gazing (6) realtor (7) divorce (7) counselor (7) board (8) await (6) arrival (6)	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)	"My St. Augustine Journal" wetland (4) explorer (5) Celsius (4) Fahrenheit (4) degrees (4) northeastern (4)		

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 a community?

	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: Communities Then and Now** — Introduce the Blueprint	**4. "My St. Augustine Journal" Identify Real-Life Connections Between Words and Their Use** — *L.3.5*	**7. "My St. Augustine Journal" Explain How Reasons Support an Author's Point of View** *RI3.8* — Begin the Blueprint	**10. "A New Life in Vermont" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Community** *RL/RI3.10*	**13. Explain How a Text's Illustrations Contribute to the Story** *RL.3.7*
	2. "My St. Augustine Journal" First Reading: Apply Metacognitive and Fluency Strategies to Learn About Community *RL/RI.3.10*	**5. Suffixes -er, -or in Context** *RL.3.3*	**8. "My St. Augustine Journal" Grammar in Context: Review Verb Tenses (Simple Past, Present, Future)** *L.3.1* — Phonics & Word Study Resource Book: Lesson 1	**12. "A New Life in Vermont" Explain How Characters' Actions Contribute to Events** — Add to the Blueprint *RL.3.3* — 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: • 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: • 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 Postcard: Step 1, p. 10 — Read Independently
Writing Lessons (15 MIN.)	**3. Write** *C.3.3* **Historical Fiction: Read and Analyze a Mentor Text**	**6. Write Historical Fiction: Brainstorm an Idea** *C.3.3*	**9. Write Historical Fiction: Develop Character and Setting** *C.3.3*	**11. Write Historical Fiction: Organize an** *C.3.3* **Event Sequence**	**14. Grammar: Review Verb Tenses** *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	Apply Strategies *RL/RI 3.10*	
Comprehension to Build Knowledge	Distinguish Reader's Point of View from That of the Author *RI.3.6*	✔
	Explain How a Text's Illustrations Contribute to the Story *RL.3.7*	✔
	Use Text Features to Locate Information *RI.3.7*	✔
	Explain How Reasons Support Specific Points an Author Makes in a Text *RI.3.8*	
	Compare and Contrast Key Points in Two Texts on the Same Topic *RL/RI.3.9*	✔
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases *L.3.4*	✔
	Identify Real-Life Connections Between Words and Their Uses *L.3.5*	✔
Writing	Process Writing: Narrative *C.3.3*	✔
Grammar and Language	Form and Use Possessives *L.3.2*	✔
	Use Commas and Question Marks in Dialogue *L.3.2*	✔
Foundational Skills: Word Study and Fluency	F: Speed/Pacing–Varied *RF.3.4*	
	WS: Homophones *RF.3.3*	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions *ILP 4*	
	State, Clarify, Support, Evaluate, and Compare 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

Homophones	board
	bored
	do
	due
	tail
	tale
	wood
	would
	wear
	where
	eight
	ate

Vocabulary

	"All Kinds of Communities"	
General Academic (Tier 2)	outdoorsy (13)	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.
	composer (14)	
	plenty (16)	
	transform (15)	
	pianist (14)	
	current (14)	
	architectural (15)	
	firsthand (15)	
	witness (15)	
	transform (15)	

Making Meaning with Words

Word	My Definition	My Sentence

	"All Kinds of Communities"
Domain-Specific (Tier 3)	arboretum (13)
	Lenni Lenape (12)
	historic (14)

"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 a community?

	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 Lessons (30–45 MIN.)	1. *"All Kinds of Communities"* First Reading: Apply Metacognitive and Fluency Strategies to Learn About Community *RL/RI.3.10* 2. Review Homophones *RF.3.3*	4. *"All Kinds of Communities"* Identify Real-Life Connections Between Words and Their Use *L.3.5* 5. *"All Kinds of Communities"* Use Text Features to Locate Information *RI.3.7* Phonics & Word Study Resource Book: Lesson 1	7. *"All Kinds of Communities"* Grammar in Context: Form and Use Possessives *L.3.2* 8. *"All Kinds of Communities"* Close Reading: Use Information Gained from Illustrations and Words *RI.3.7* Phonics & Word Study Resource Book: Lesson 2	10. *"All Kinds of Communities"* Close Reading: Explain How Reasons Support an Author's Point of View *RI.3.8* Add to the Blueprint Phonics & Word Study Resource Book: Lesson 3	12. Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic *RL/RI 3.9* 14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	Meet with small groups of students to: • 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: • 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 Postcard: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write Historical Fiction: Establish a Situation and Introduce Characters	6. Write Historical Fiction: Use Description to Develop Characters and Events	9. Write Historical Fiction: Use Dialogue to Develop Characters	11. Write Historical Fiction: Provide a Sense of Closure	13. Grammar: Form and Use Possessives *L.3.2*
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	Apply Strategies *RL/RI. 3.10*	
	Fix-Up: Read Out Loud to Support Comprehension *RL. 3.10*	
Comprehension to Build Knowledge	Explain How Characters' Actions Contribute to Events *RL. 3.3*	✔
	Explain How a Text's Illustrations Contribute to the Story *RL. 3.7*	✔
	Compare and Contrast Key Points in Two Texts on the Same Topic *RL/RI 3.9*	✔
	Understand Nonliteral Language: Metaphor *RL. 3.4*	
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases *L. 3.4*	✔
Writing	Process Writing: Narrative *C. 3.3*	✔
Grammar and Language	Recognize and Observe Differences Between the Conventions of Spoken and Written Standard English *L.3.3*	✔
	Use Commas and Question Marks in Dialogue *L. 3.2*	✔
	Choose Words and Phrases for Effect *L. 3.3*	✔
Foundational Skills: Word Study and Fluency	WS: Variant Vowel /ô/ *RF. 3.3*	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions *ILP 4*	
	State, Clarify, Support, Evaluate, and Compare 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 Variant Vowel /ô/	crawl
	ought
	pause
	straws
	pitfall
	thawing
	called
	taught

Vocabulary

	"Sarah and the Chickens"	"City"	
General Academic (Tier 2)	developed (20) tucked (21) plow (21) shuffling (22) primly (22) squawk (23)	Harlem Renaissance (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)	**"Sarah and the Chickens"** midwestern (20) seacoast (20) feverfew (24) zinnias (24) marigolds (24)	**"City"** poetry (29)	"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 a community?

	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. "Sarah and the Chickens" First Reading: Apply Metacognitive and Fix-Up RL/RI.3.10 Strategies to Learn About Community	4. "Sarah and the Chickens" Close Reading: Explain How a Text's Illustrations Contribute to the Story RL.3.7	7. "Sarah and the Chickens" RL.3.3 Close Reading: Explain How Characters' Actions Contribute to Events **Add to the Blueprint**	9. Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic RL/RI 3.9	12. "City" Understand Nonliteral Language: Metaphor RL. 3.4
	2. Review Variant Vowel /ô/ RF.3.3	5. Language in Context: Dialogue in Realistic Fiction L.3.2		10. Build Knowledge: **Discuss the Blueprint** and Build Toward the Culminating Task	14. Unit Wrap-Up: Demonstrate Knowledge and 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	
Small-Group Reading	Meet with small groups of students to: • 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: • 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 Postcard: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write Historical Fiction: Use Vocabulary to Add Vivid Details C.3.3	6. Write Historical Fiction: Revise to Use C.3.3 Temporal Words to Signal Event Order	8. Write Historical Fiction: Revise to Include Realistic Dialogue C.3.3	11. Write Historical Fiction: Edit for Correct Use of Verb Tenses C.3.3	13. Write Historical Fiction: Create a Title and Use Technology to Publish C.3.3
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 7 progress-monitoring assessment at the end of the week.				

Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies *RL|RI 3.10*	
	Fix-Up: Read More Slowly and Think About the Words *RL|RI.3.10*	
Comprehension to Build Knowledge	Determine the Central Message *RL.3.2*	✔
	Use Information Gained from Illustrations and Words *RI.3.7*	✔
	Describe Cause/Effect Relationships and Connections in a Text *RI.3.3*	✔
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases *L.3.4*	✔
	Distinguish Literal from Nonliteral Language: Metaphors *L.3.5*	✔
Writing	Process Writing: Research Project *C.3.5*	✔
Grammar and Language	Use Adjectives Correctly *L.3.1*	✔
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation–Volume *RF.3.4*	
	WS: Hard and Soft c *RF.3.3*	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions *ILP 4*	
	State, Clarify, Support, Evaluate, and Compare 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 Hard and Soft c	accent
	accident
	cancel
	concerned
	certain
	computer
	innocent
	scarf

Vocabulary

	"Fairweather Clouds"	"Earth's Weather and Climate"	
General Academic (Tier 2)	encircle (4) thaw (4) billowing (4) quilting (4)	factors (6) track (6) patterns (6) extremes (6) puffy (7) tend (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)	prairie (4) cumulus (4) nimbus (4)	precipitation (6) humidity (6) stratus (7) tornadoes (6) hurricanes (6) droughts (6) climate (6)	

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: How do we explain the unknown?

	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: Weather and Climate — **Introduce the Blueprint**	4. *"Fairweather Clouds"* Determine the Central Message RL.3.2	7. *"Fairweather Clouds"* Distinguish Literal from Nonliteral Language: Metaphors L.3.5 — **Begin the Blueprint**	10. *"Earth's Weather and Climate"* First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Weather and Climate RL 3.10	13. *"Earth's Weather and Climate"* Describe the Relationship Between a Series of Scientific Ideas
	2. *"Fairweather Clouds"* First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Weather and Climate RI.3.10	5. Review Hard and Soft c RF.3.3	8. *"Fairweather Clouds"* Grammar in Context: Use Adjectives Correctly L.3.1	12. *"Earth's Weather and Climate"* Use Information Gained from Illustrations and Words RI.3.7 — **Add to the Blueprint**	15. Build Knowledge: **Discuss the Blueprint** 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**	**Meet with small groups of students to:** • 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. **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.				
	Set Personal Learning Goals Read Independently	Read Independently	**Begin the Blueprint** Read Independently	**Add to the Blueprint** Read the Vocabulary Practice Text	Create a Weather Chart: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write a Research Project: Brainstorm Your Topic C.3.5	6. Write a Research Project: Evaluate Print Sources C.3.5	9. Write a Research Project: Gather Information and Take Notes from Print Sources C.3.5	11. Write a Research Project: Organize Your Essay C.3.5	14. Grammar: Form and Use the Future Tense
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	Apply Strategies RL|RI 3.10	
Comprehension to Build Knowledge	Determine the Central Message RL.3.2	✔
	Recount Story Details RL.3.10	✔
	Distinguish Reader's Point of View from That of the Narrator and Characters RL.3.6	
	Compare and Contrast Key Points in Two Texts on the Same Topic RL|RI.3.9	✔
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases L.3.4	✔
	Distinguish Literal from Nonliteral Language: Metaphors L.3.5	✔
Writing	Process Writing: Research Project C.3.5	✔
Grammar and Language	Ensure Pronoun-Antecedent Agreement L.3.1	✔
Foundational Skills: Word Study and Fluency	F: Confirm or Correct Word Recognition and Understanding RF.3.4	
	WS: Hard and Soft g RF.3.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions ILP 4	
	State, Clarify, Support, Evaluate, and Compare 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 Hard and Soft g	change damage gadget again germs great manage revenge

Vocabulary

	"After the Storm"	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.
General Academic (Tier 2)	astonishment (12) crinkled (12) flailed (12) schedule (12) unpredictable (12) paradise (13) adore (14) responsibility (14) genius (16) embraced (16)	
Domain-Specific (Tier 3)	**"After the Storm"** midwinter (13) rotates (14) hi-speed winds (14)	

Making Meaning with Words

Word	My Definition	My Sentence

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

Week 2 Comprehensive Literacy Planner

Essential Question: How do we explain the unknown?

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. *"After the Storm"* First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Weather and Climate RL/RI 3.10 2. Review Hard and Soft g RF.3.3	4. *"After the Storm"* Recount Story Details RL 3.10 5. *"After the Storm"* Distinguish Reader's Point of View from That of the Narrator and Characters RL 3.6 Phonics & Word Study Resource Book: Lesson 1	7. *"After the Storm"* Grammar in Context: Ensure Pronoun-Antecedent Agreement L 3.1 8. *"After the Storm"* Close Reading: Distinguish Literal from Nonliteral Language L 3.5 Phonics & Word Study Resource Book: Lesson 2	10. *"After the Storm"* RL.3.2 Close Reading: Determine the Central Message Add to the Blueprint Phonics & Word Study Resource Book: Lesson 3	12. Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic RL/RI 3.9 14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	Meet with small groups of students to: • 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: • 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 Weather Chart: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write a Research Project: Introduce Your Topic C.3.5	6. Write a Research Project: Develop Your Topic with Specific Details C.3.5	9. Write a Research Project: Use Linking Words and Phrases to Connect Your Ideas C.3.5	11. Write a Research Project: Provide a Concluding Statement or Section C.35	13. Grammar: Produce Simple, Complex, and Compound Sentences
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	Apply Strategies	RL|RI.3.10	
	Fix-Up: Reread to Clarify or Confirm Understanding	RL|RI.3.10	
Comprehension to Build Knowledge	Use Information Gained from Illustrations and Words	RI.3.7	✔
	Describe Cause/Effect Relationships and Connections in a Text	RI.3.3	✔
	Compare and Contrast Key Points in Two Texts on the Same Topic	RL|RI.3.9	✔
	Describe Cause/Effect Relationships and Connections in a Text	RI.3.3	✔
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases	L.3.4	✔
Writing	Process Writing: Research Project	C.3.2 C.3.5	✔
Grammar and Language	Ensure Subject-Verb Agreement	L.3.1	✔
Foundational Skills: Word Study and Fluency	**WS: Diphthongs**	RF.3.3	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions	ILP 4	
	State, Clarify, Support, Evaluate, and Compare 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 Diphthongs	annoying appointment browse mountain outside powerful sprout moisture

Vocabulary

	"The Tropical Rain Belt"	"Who Has Seen the Wind?"	
General Academic (Tier 2)	imbalance (20) abundant (20) circulates (20) cloudiness (21) exceed (21) band (21) prone (24)	neither (28) trembling (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**
Domain-Specific (Tier 3)	"The Tropical Rain Belt" equator (20) tropics (20) humid (20) atmosphere (20) typhoons (23) cyclones (23)		"Making Meaning with Words" and other Vocabulary Resources can be found online in the Benchmark Advance Library.

Word	My Definition	My Sentence

Week 3 Comprehensive Literacy Planner

Essential Question: How do we explain the unknown?

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 Tropical Rain Belt"* First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Weather and Climate *RI.3.10* 2. Review Diphthongs *RF.3.3*	4. *"The Tropical Rain Belt"* Close Reading: Use Information Gained from Illustrations and Words *RI.3.7* 5. Grammar in Context: Ensure Subject-Verb Agreement *L.3.1* Phonics & Word Study Resource Book: Lesson 1	7. *"The Tropical Rain Belt"* Close Reading: Describe the Relationship Between a Series of Scientific Ideas Add to the Blueprint *RI.3.3* Phonics & Word Study Resource Book: Lesson 2	9. Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic *RI.3.9* 10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task Phonics & Word Study Resource Book: Lesson 3	12. *"Who Has Seen the Wind?"* Analyze Imagery/ Personification in a Poem 14. Unit Wrap-Up: Share Real-World Perspectives
Small-Group Reading	Meet with small groups of students to: • 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: • 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 Weather Chart: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write a Research Project: Revise to Improve Sentence Fluency (Length and Structure) *C.3.5*	6. Write a Research Project: Revise to Include Domain-Specific Vocabulary *C.3.5*	8. Write a Research Project: Edit for Correct Subject-Verb and Pronoun-Antecedent Agreement *C.3.5*	11. Write a Research Project: Edit for Correct Use of Coordinating and Subordinating Conjunctions *C.3.5*	13. Publish the Writing: Include Illustrations to Aid Comprehension *C.3.5*
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 8 progress-monitoring assessment at the end of the week.				