

3rd grade Unit 5

April				
M	T	W	T	F
14	15	16	17	18
21	22	23	24	25
May				
M	T	W	T	F
28	29	30	1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

**Unit 5
Economics & Physical Sciences**

Approximately 31 Days

Final Assessment is KSA

Essential Standards :

RF.3.3	RL.3.2	RI.3.3	HW.3.1	C.3.2	L.3.1
	RL.3.3	RI.3.7			L.3.2
	RL.3.7	RI.3.8			L.3.4

Supporting Standards:

RF.3.4	RL.3.4	RI.3.2	C.3.3
	RL.3.6	RI.3.4	C.3.4
	RL.3.10	RI.3.6	
		RI.3.10	

Strategies and Skills to Build Knowledge

Grade 3 Unit 9

			Week 1	Week 2	Week 3	Assesse d Skills
Metacognitive & Fix-Up	RL/RI.3.10	Apply Strategies	•	•	•	
	RI.3.10	Fix-Up: Read On to Clarify or Confirm Understanding	•			
	RI.3.10	Fix-Up: Stop and Think About the Author's Purpose			•	
Comprehension to Build Knowledge	RI.3.9	Describe Procedural Relationships and Connections in a Text	•		•	✓
	RI.3.9	Compare and Contrast Key Details in Two Texts on the Same Topic	•		•	✓
	RL.3.10	Recount Story Details		•		✓
	RL.3.7	Explain How Illustrations Convey Character		•		✓
	RL.3.2	Determine the Central Message or Lesson in a Story	•	•		✓
	RI.3.7	Use Text Features to Locate Information Relevant to a Topic			•	
	RL.3.5	Analyze How Stanzas Build on Earlier Sections			•	
Vocabulary	L.3.5	Distinguish Literal from Nonliteral Language	•	•		✓
	L.3.4	Use Context Clues to Determine the Meaning of Words and Phrases	•	•	•	✓
Writing	C.3.2/3.4	Multimedia Presentation	•	•	•	✓
Grammar & Language	L.3.1	Use Coordinating and Subordinating Conjunctions to Produce Compound and Complex Sentences	•		•	✓
	L.3.1	Form and Use Regular and Irregular Verbs		•		✓
Foundational Skills: • Fluency • Word Study	RF.3.4	F: Inflection/Intonation—Stress	•			
	RF.3.4	F: Phrasing—Units of Meaning in Complex Sentences		•		
	RF.3.3	WS: Suffixes: -able, -ful, -less	•			✓
	RF.3.3	WS: Prefixes: dis-, un-		•		✓
	RF.3.3	WS: Prefixes: pre-, re-			•	✓
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 <i>RL, RI.3.10</i>	
	Fix-Up: Read On to Clarify or Confirm Understanding <i>RI.3.10</i>	
Comprehension to Build Knowledge	Describe Procedural Relationships and Connections in a Text <i>RI.3.9</i>	✓
	Compare and Contrast Key Details in Two Texts on the Same Topic <i>RI.3.9</i>	✓
	Determine the Central Message or Lesson in a Story <i>RI.3.2</i>	✓
Vocabulary	Distinguish Literal from Nonliteral Language <i>L.3.5</i>	✓
	Use Context Clues to Determine the Meanings of Words and Phrases <i>L.3.4</i>	✓
Writing	Multimedia Presentation <i>C.3.2 C.3.4</i>	✓
Grammar and Language	Use Coordinating and Subordinating Conjunctions to Produce Compound and Complex Sentences <i>L.3.1</i>	✓
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation—Stress <i>RF.3.4</i>	
	WS: Suffixes: -able, -ful, -less <i>RF.3.3</i>	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i>	
	State, Clarify, Support, Evaluate, and Compare 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 Suffixes -able, -ful, -less	useful
	wireless
	reckless
	valuable
	wonderful
	sizable
	truthful
	worthless

Vocabulary

General Academic (Tier 2)	“Making Choices” proverbs (4) resources (4) advice (4) inventor (4) frugality (4) industry (4) founders (4) products (4) shrugged (5)	“Let It Grow” plaza (6) produce (6) displayed (6) previous (7) recommended (7) booming (7) cancer (7) portions (7) sprawled (8)	<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> <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> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Word	My Definition	My Sentence																																	
	Word	My Definition		My Sentence																																			
Domain-Specific (Tier 3)	“Making Choices” economics (4) goods (4) services (4)	“Let It Grow” agriculture (7) journalist (8) consumers (8)																																					

“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 do our economic choices tell us about ourselves?

 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: Spending Time and Money Introduce the Blueprint	4. "Making Choices" Determine the Central Lesson RL.3.2	7. "Making Choices" Build Vocabulary: Distinguish Literal from Nonliteral Language: Proverbs Begin the Blueprint L.3.5	10. "Let It Grow" First Reading: Apply Metacognitive & Fix-Up Strategies to Learn About Economic Choices RL/RI.3.10	13. Compare and Contrast Key Details in Two Texts on the Same Topic RI.3.9
	2. "Making Choices" First Reading: Apply Metacognitive & Fix-Up Strategies to Learn About Economic Choices RL/RI.3.10	5. Review Suffixes: -able, -ful, -less RF.3.3	8. "Making Choices" Grammar in Context: Distinguish Between Compound and Complex Sentences L.3.1	12. "Let It Grow" Describe Procedural Text Connections Add to the Blueprint RI.3.9	15. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	Meet with small groups of students: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build <u>fluency</u> using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. See additional small-group suggestions on the Unit Foldout.				
Independent Reading & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Make an Economic Choice: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write a Multimedia Presentation: View a Mentor Presentation	6. Write a Multimedia Presentation: Brainstorm a Topic	9. Write a Multimedia Presentation: Recall Information from Experiences	11. Write a Multimedia Presentation: Organize Your Presentation	14. Write a Multimedia Presentation: Create a Storyboard
Independent Writing & Conferring	C.3.2 C.3.4 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 <i>RL RI.3.10</i>	
Comprehension to Build Knowledge	Recount Story Details <i>RL.3.10</i>	✓
	Explain How Illustrations Convey Character <i>RL.3.7</i>	✓
	Determine the Central Message or Lesson in a Story <i>RL.3.2</i>	✓
Vocabulary	Distinguish Literal from Nonliteral Language <i>L.3.5</i>	✓
	Use Context Clues to Determine the Meanings of Words and Phrases <i>L.3.4</i>	✓
Writing	Multimedia Presentation <i>C.3.2 C.3.4</i>	✓
Grammar and Language	Form and Use Regular and Irregular Verbs <i>L.3.1</i>	✓
Foundational Skills: Word Study and Fluency	F: Phrasing—Units of Meaning in Complex Sentences <i>RF.3.4</i>	
	WS: Prefixes: dis-, un- <i>RF.3.3</i>	✓
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP.4</i>	
	State, Clarify, Support, Evaluate, and Compare 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 Prefixes dis-, un-	disagree
	disappear
	distract
	unhappy
	unable
	unused
	unveil
	dislike

Vocabulary

General Academic (Tier 2)	<p>“Lucky Hans”</p> <p>determined (12)</p> <p>briskly (12)</p> <p>eventually (12)</p> <p>wince (13)</p> <p>unmanageable (14)</p> <p>staggered (14)</p> <p>obviously (14)</p> <p>companion (14)</p> <p>prepare (16)</p>	<p>To support differentiated vocabulary instruction, have students identify words they don’t recognize in each text and record them in Making Meaning with Words. Add these to words you teach each week.</p> <div data-bbox="906 1304 1252 1745" 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>“Lucky Hans”</p> <p>valley (12)</p> <p>trade (14)</p> <p>produced (15)</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 do our economic choices tell us about ourselves?

 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. “Lucky Hans” First Reading: Apply Metacognitive & Fix-Up Strategies to Learn About Economic Choices RL.3.10	4. “Lucky Hans” Recount Story Details RL.3.10	7. “Lucky Hans” Grammar in Context: Irregular Verbs L.3.1	10. “Lucky Hans” Close Reading: Distinguish Literal from Nonliteral Language Add to the Blueprint L.3.5	12. Close Reading: Compare and Contrast the Themes of Stories on the Same Topic RL.3.9
	2. Review Prefixes: dis-, un- RF.3.3	5. “Lucky Hans” Build Vocabulary: Distinguish Literal from Nonliteral Language: Idioms L.3.5 Phonics & Word Study Resource Book: Lesson 1	8. “Lucky Hans” Close Reading: Explain How Illustrations Contribute to a Story RL.3.7 Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3	14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher’s guides. Build 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	Make an Economic Choice: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write a Multimedia Presentation: Introduce Your Topic C.3.2 C.3.4	6. Write a Multimedia Presentation: Develop Your Topic with Materials and Steps C.3.2 C.3.4	9. Write a Multimedia Presentation: Provide a Concluding Statement C.3.2 C.3.4	11. Write a Multimedia Presentation: Gather Photographs to Support Your Presentation C.3.2 C.3.4	13. Write a Multimedia Presentation: Create Illustrations to Support Your Presentation C.3.2 C.3.4
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 <i>RL R.1.3.10</i>	
	Fix-Up: Stop and Think About the Author's Purpose <i>R.1.3.10</i>	
Comprehension to Build Knowledge	Describe Procedural Relationships and Connections in a Text <i>R.1.3.9</i>	✓
	Compare and Contrast Key Details in Two Texts on the Same Topic <i>R.1.3.9</i>	✓
	Use Text Features to Locate Information Relevant to a Topic <i>R.1.3.7</i>	
	Analyze How Stanzas Build on Earlier Sections <i>RL.3.5</i>	
Vocabulary	Use Context Clues to Determine the Meanings of Words and Phrases <i>L.3.4</i>	✓
Writing	Multimedia Presentation <i>C.3.2 C.3.4</i>	✓
Grammar and Language	Use Coordinating and Subordinating Conjunctions to Produce Compound and Complex Sentences <i>L.3.1</i>	✓
Foundational Skills: Word Study and Fluency	WS: Prefixes: pre-, re- <i>RF.3.3</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i>	
	State, Clarify, Support, Evaluate, and Compare 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 Prefixes pre-, re-	prediction
	preorder
	previous
	recycled
	remarked
	reuse
	reverse
	prebake

Vocabulary

General Academic (Tier 2)	"From Fruit to Jam: A Tasty List of Choices" chunkier (20) ideal (21) affect (21) successful (21) method (22) technique (23) prepackaged (24)	"Pet Shopping" fondest (28) smidgen (28) installing (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.
	Domain-Specific (Tier 3) "From Fruit to Jam: A Tasty List of Choices" raw materials (20) transport (20) subtropical (21) food-processing (21) manufacturing (22)	"Pet Shopping" purchase (28)	

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 3 Comprehensive Literacy Planner

Essential Question: What do our economic choices tell us about ourselves?

■ 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. "From Fruit to Jam" First Reading: Apply Metacognitive & Fix-Up Strategies to Learn About Economic Choices <i>RI.3.10</i>	4. "From Fruit to Jam" Close Reading: Describe Procedural Text Connections <i>RI.3.9</i>	7. "From Fruit to Jam" Close Reading: Use Text Features to Locate Information Relevant to a Topic Add to the Blueprint <i>RI.3.7</i>	9. Close Reading: Compare and Contrast Key Details in Two Texts on the Same Topic <i>RI.3.9</i>	12. "Pet Shopping" Read a Poem: Analyze How Stanzas Build on Earlier Sections <i>RL.3.5</i>
	2. Review Prefixes: pre-, re- <i>RF.3.3</i>	5. Grammar in Context: Distinguish Between Compound and Complex Sentences <i>L.3.1</i>	Phonics & Word Study Resource Book: Lesson 1	10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Make an Economic Choice: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Write a Multimedia Presentation: Include Linking Words and Phrases <i>C.3.2 C.3.4</i>	6. Write a Multimedia Presentation: Add Photos and Illustrations to Aid Comprehension	8. Write a Multimedia Presentation: Rehearse Your Presentation	11. Write a Multimedia Presentation: Present Your Presentation	13. Write a Multimedia Presentation: Evaluate and Reflect
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 9 progress-monitoring assessment at the end of the week.				

Strategies and Skills to Build Knowledge

Grade 3 Unit 10

			Week 1	Week 2	Week 3	Assessed Skills
Metacognitive & Fix-Up	RL/RI.3.10	Apply Strategies	•	•	•	
	RL.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	RL.3.6	Distinguish Reader's Point of View from That of the Narrator	•	•		✓
	RI.3.3	Describe Procedural Relationships and Connections in a Text	•		•	✓
	RL.3.10	Recount Key Story Details		•		✓
	RI.3.1	Draw Inferences			•	
	RL/RI.3.9	Compare and Contrast Two Texts on the Same Topic		•	•	✓
Vocabulary	L.3.4	Use Context Clues to Determine the Meanings of Words and Phrases	•	•	•	✓
	L.3.5	Distinguish Literal from Nonliteral Language	•	•	•	✓
Writing	C.3.3	Process Writing: Poetry	•	•		✓
	C.3.3	Reflect on Writing			•	
Grammar & Language	L.3.1	Use Subordinating Conjunctions to Form Complex Sentences	•			✓
	L.3.1	Form and Use Irregular Verbs		•		✓
	L.3.2	Form and Use Possessives			•	✓
Foundational Skills: • Fluency • Word Study	RF.3.4	F: Confirm or Correct Word Recognition and Understanding	•			
	RF.3.4	F: Inflection/Intonation—Volume		•		
	RF.3.3	WS: Unaccented Final Syllables (-en, -on, -ain, -in)	•			
	RF.3.3	WS: Derivational Suffixes (-ing, -ment, -ness)		•		
	RF.3.3	WS: Introduce Related Words			•	
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.
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Week 1 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies <i>RL.3.10 RI.3.10</i>	
	Fix-Up: Read Out Loud to Support Comprehension <i>RL.3.10</i>	
Comprehension to Build Knowledge	Distinguish Reader's Point of View from That of the Narrator <i>RL.3.4</i>	✓
	Describe Procedural Relationships and Connections in a Text <i>RI.3.3</i>	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases <i>L.3.4</i>	✓
	Distinguish Literal from Nonliteral Language <i>L.3.5</i>	✓
Writing	Process Writing: Poetry <i>C.3.3</i>	✓
Grammar and Language	Use Subordinating Conjunctions to Form Complex Sentences <i>L.3.1</i>	✓
Foundational Skills: Word Study and Fluency	F: Confirm or Correct Word Recognition and Understanding <i>RF.3.4</i>	
	WS: Unaccented Final Syllables (-en, -on, -ain, -in) <i>RF.3.3</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i>	
	State, Clarify, Support, Evaluate, and Compare 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 Unaccented Final Syllables (-en, -on, -ain, -in)	chosen fountain heaven curtain ribbon muffin prison dolphin
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Vocabulary

General Academic (Tier 2)	"Poems of Movement" motion (4) grooves (4) dribble (5) commotion (5) liftoff (5) defender (5)	"What Makes Things Move?" acting (6) balanced (6) predictable (7) observe (7) released (7) determines (7) factors (7) poke (8) data (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)	"Poems of Movement" force (4) rhyming verse (4) motion (4)	"What Makes Things Move?" friction (7) gravity (6) pendulum (7)	

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 does understanding science help us achieve our goals?

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: Forces and Interactions Introduce the Blueprint	4. "Poems of Movement" Build Language: Distinguish Literal from Nonliteral Language <i>L. 3.5</i>	7. "Poems of Movement" Distinguish Reader's Point of View from That of the Narrator Begin the Blueprint <i>RL. 3.4</i>	10. "What Makes Things Move?" First Reading: Apply Metacognitive & Fix-Up Strategies to Learn About Forces and Interactions <i>RI. 3.10</i>	13. Describe the Relationship Between a Series of Steps in a Procedure <i>RI. 3.3</i>
	2. "Poems of Movement" First Reading: Apply Metacognitive & Fix-Up Strategies to Learn About Forces and Interactions <i>RI. 3.10</i>	5. Review Unaccented Final Syllables (-en, -on, -ain, -in) <i>RF. 3.3</i>	8. "Poems of Movement" Grammar in Context: Form Complex Sentences <i>L. 3.1</i>	12. "What Makes Things Move?" Build Vocabulary: Use Context Clues to Determine the Meaning of Words Add to the Blueprint <i>L. 3.4</i>	15. 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 & Conferring	During independent time: <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.				
	Set Personal Learning Goals Read Independently	Read Independently	Begin the Blueprint Read Independently	Add to the Blueprint Read the Vocabulary Practice Text	Write a Poem About Motion: Step 1, p. 10 Read Independently
Writing Lessons (15 MIN.)	3. Write a Haiku Poem: Introduce the Genre <i>C. 3.3</i>	6. Write a Haiku Poem: Understand the Haiku Form <i>C. 3.3</i>	9. Write a Haiku Poem: Brainstorm Ideas for a Haiku <i>C. 3.3</i>	11. Write a Haiku Poem: Evaluate Ideas to Narrow the Focus <i>C. 3.3</i>	14. Write a Haiku Poem: Develop Ideas Through Freewriting <i>C. 3.3</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	Apply Strategies <i>RL/RI.3.10</i>	
Comprehension to Build Knowledge	Distinguish Reader's Point of View from That of the Narrator <i>RL.3.6</i>	✓
	Recount Key Story Details <i>RL.3.10</i>	✓
	Compare and Contrast Two Texts on the Same Topic <i>RL/RI.3.9</i>	✓
Vocabulary	Use Context Clues to Determine the Meaning of Words and Phrases <i>L.3.4</i>	✓
	Distinguish Literal from Nonliteral Language <i>L.3.5</i>	✓
Writing	Process Writing: Poetry <i>C.3.3</i>	✓
Grammar and Language	Form and Use Irregular Verbs <i>L.3.1</i>	✓
Foundational Skills: Word Study and Fluency	F: Inflection/Intonation—Volume <i>RF.3.4</i>	
	WS: Derivational Suffixes (-ing, -ment, -ness) <i>RF.3.3</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i>	
	State, Clarify, Support, Evaluate, and Compare 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 Derivational Suffixes (-ing, -ment, -ness)	amusement sadness improvement warning settlement building happiness weakness
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Vocabulary

General Academic (Tier 2)	<p>"The Energy of the Thunder Beings"</p> <p>peered (12) suspected (12) gust (13) determination (13) mind (13) rumble (14) cascading (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="909 1302 1234 1743" 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>"The Energy of the Thunder Beings"</p> <p>mist (12) slopes (13) anetsodi (13) vibrations (15)</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: How does understanding science help us achieve our goals?

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 Energy of the Thunder Beings" First Reading: Apply Metacognitive & Fix-Up Strategies to Learn About Forces and Interactions <i>RL. 3.10</i>	4. "The Energy of the Thunder Beings" Recount Story Details <i>RL. 3.10</i>	7. "The Energy of the Thunder Beings" Grammar in Context: Irregular Verbs <i>L. 3.1</i>	10. "The Energy of the Thunder Beings" Close Reading: Distinguish Reader's Point of View from That of the Narrator Add to the Blueprint <i>RL. 3.6</i>	12. Close Reading: Compare and Contrast Two Texts on the Same Topic <i>RL/RI. 3.10</i>
	2. Review Derivational Suffixes (-ing, -ment, -ness) <i>RF. 3.3</i>	5. "The Energy of the Thunder Beings" Build Vocabulary: Use Context Clues to Determine the Meaning of Words <i>L. 3.4</i> Phonics & Word Study Resource Book: Lesson 1	8. "The Energy of the Thunder Beings" Close Reading: Distinguish Literal from Nonliteral Language <i>L. 3.5</i> Phonics & Word Study Resource Book: Lesson 2	Phonics & Word Study Resource Book: Lesson 3	14. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task
Small-Group Reading	Meet with small groups of students to: <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build 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	Write a Poem About Motion: Step 2, p. 18 Read Independently
Writing Lessons (15 MIN.)	3. Write a Haiku Poem: Draft a Haiku <i>C. 3.3</i>	6. Write a Haiku Poem: Use Imagery to Create Mental Images <i>C. 3.3</i>	9. Write a Haiku Poem: Revise to Strengthen a Haiku <i>C. 3.3</i>	11. Write a Haiku Poem: Use a Checklist to Edit a Haiku <i>C. 3.3</i>	13. Write a Haiku Poem: Use Keyboarding Skills to Publish a Haiku <i>C. 3.3</i>
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Week 2 progress-monitoring assessment at the end of the week.				

Week 3 Learning Goals

Skills and Strategies to Build Knowledge

Metacognitive & Fix-Up	Apply Strategies <i>RL RI.3.10</i>	
	Fix-Up: Read More Slowly and Think About the Words <i>RI.3.10</i>	
Comprehension to Build Knowledge	Describe Procedural Relationships and Connections in a Text <i>RI.3.3</i>	✓
	Draw Inferences <i>RI.3.1</i>	
	Compare and Contrast Two Texts on the Same Topic <i>RL RI.3.9</i>	✓
Vocabulary	Use Context Clues to Determine the Meanings of Words and Phrases <i>L.3.4</i>	✓
	Distinguish Literal from Nonliteral Language <i>L.3.5</i>	✓
Writing	Reflect on Writing <i>C.3.3</i>	
Grammar and Language	Form and Use Possessives <i>L.3.2</i>	✓
Foundational Skills: Word Study and Fluency	WS: Introduce Related Words <i>RF.3.3</i>	
Speaking & Listening to Demonstrate Knowledge	Engage Effectively in Whole-Class and Peer Discussions <i>ILP 4</i>	
	State, Clarify, Support, Evaluate, and Compare 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

Related Words	sacred
	invent
	sacrifice
	invention
	solve
	explain
	solution explanation

Vocabulary

General Academic (Tier 2)	"Magnetic Fields" effect (20) industrialized (20) repel (21) aligns (22) observe (22) reaction (23) stroking (23) particles (23) properties (23)	"The Wind" beast (29)	<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="1055 1344 1396 1785" 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)	"Magnetic Fields" magnetic field (20) atoms (23) electrons (23)	"The Wind" classic books (28) poetry collection (28)																																		

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

Week 3 Comprehensive Literacy Planner

Essential Question: How does understanding science help us achieve our goals?

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. "Magnetic Fields" First Reading: Apply Metacognitive & Fix-Up Strategies to Learn About Forces and Interactions <i>R.1.3.10</i>	4. "Magnetic Fields" Close Reading: Describe the Relationship Between a Series of Steps in a Procedure <i>R.1.3.3</i>	7. "Magnetic Fields" Close Reading: Draw Inferences from a Procedural Text Add to the Blueprint <i>R.1.3.1</i>	9. Close Reading: Compare and Contrast Two Texts on the Same Topic <i>R.1.3.9</i>	12. "The Wind" Analyze Nonliteral Language in a Poem <i>L.3.5</i>
	2. Introduce Related Words	5. Grammar in Context: Form and Use Possessives <i>L.3.2</i>	Phonics & Word Study Resource Book: Lesson 1	10. Build Knowledge: Discuss the Blueprint and Build Toward the Culminating Task	14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives
Small-Group Reading	<p>Meet with small groups of students to:</p> <ul style="list-style-type: none"> Scaffold reading behaviors and strategies using small-group texts and teacher's guides. Build fluency using the reader's theater scripts and Reader's Theater Handbook lessons. Revisit complex texts in Texts for Close Reading. <p>See additional small-group suggestions on the Unit Foldout.</p>				
Independent Reading & Conferring	<p>During independent time:</p> <ul style="list-style-type: none"> Ensure that all students read independently to build volume and stamina. Confer with a few students on their text selections, application of strategies, and knowledge-building tasks. <p>See additional independent suggestions (including the Research and Inquiry Project) on the Unit Foldout.</p>				
	Read Independently	Read the Vocabulary Practice Text Read Independently	Add to the Blueprint Read Independently	Write a Poem About Motion: Step 3, p. 26 Read Independently	Write to Demonstrate Knowledge
Writing Lessons (15 MIN.)	3. Reflect on Narrative Writing <i>C.3.3</i>	6. Reflect on Informative/ Explanatory Writing <i>C.3.3</i>	8. Reflect on Opinion Writing <i>C.3.3</i> →	11. Prepare to Share Your Writing	13. Share Writing
Independent Writing & Conferring	Provide time for independent writing and peer and teacher-student conferring. Meet with small groups of students who have similar writing needs.				
Assessment ✓	Monitor students' progress using the informal assessment opportunities in each lesson. You may wish to administer the Unit 10 progress-monitoring assessment at the end of the week.				