

Week 5		
Unit 3 Week 5	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How is each event in history unique?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Analyze text structure for the sequence of events <p>Summarize texts to maintain meaning and logical order Identify the use of point of view</p> <ul style="list-style-type: none"> ✓ Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary</p> <p>Agreeable, appreciate, boomed, descendants, population, resources, transportation, vehicles</p> <p>Vocabulary Strategy: ✓ Identify, decode, spell, and use suffixes properly</p> <p>Grammar: ✓ Combine sentences with verbs using standard English conventions</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "The California Gold Rush"</p> <p style="padding-left: 20px;">Shared Read: "Moving America Forward"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Texts: "Birth of an Anthem" "Discovering Life Long Ago"</p> <p>Leveled Readers A: Wheels to Wings O: Wheels to Wings ELL: Wheels to Wings B: Wheels to Wings</p> <p>Optional Classroom Library Trade Books National Geographic Kids: Planets The Magic School Bus Presents: Our Solar System</p>	<p>Writing</p> <p>Writing process: Plan and draft a feature article</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversations Paraphrase portions of "The California Gold Rush" Present information about unique events and inventions in history</p>
	<p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with diphthongs /oi/ and /ou/</p> <p>Spelling Words: Week 1: foil, point, down, plow, proud, coins, enjoy, owl, round, bounce, noise, joyful, crowd, couch, loudly</p> <p>Fluency: Read fluently with accuracy and proper phrasing</p>	<p>Research and Inquiry</p> <p>Practice giving and following instructions Write instructions for a simple activity</p>

Weekly Standards:

TENNESSEE > LANGUAGE ARTS > 2016 > ACADEMIC STANDARDS

3.FL.F.5.a Read grade-level text with purpose and understanding. **[1 lesson]**

3.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[1 lesson]**

3.FL.PWR.3.a Identify and define the meaning of the most common prefixes and derivational suffixes. **[6 lessons]**

3.FL.PWR.3.b Decode words with common Latin suffixes, such as -ly, -less, and -ful. **[3 lessons]**

3.FL.PWR.3.c Decode multi-syllable words. **[1 lesson]**

3.FL.SC.6.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. **[4 lessons]**

3.FL.SC.6.b Form and use regular and irregular plural nouns. **[3 lessons]**

3.FL.SC.6.f Ensure subject-verb and pronoun-antecedent agreement. **[3 lessons]**

3.FL.SC.6.h Use coordinating and subordinating conjunctions. **[4 lessons]**

3.FL.SC.6.i Produce simple, compound, and complex sentences. **[1 lesson]**

3.FL.SC.6.k Use commas in addresses. **[3 lessons]**

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. **[2 lessons]**

3.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. **[3 lessons]**

3.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. **[1 lesson]**

3.FL.VA.7b.ii Identify real-life connections between words and their use. **[1 lesson]**

3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. **[3 lessons]**

3.FL.WC.4.a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. **[2 lessons]**

3.FL.WC.4.b Use conventional spelling for high-frequency words, including irregular words. **[1 lesson]**

3.FL.WC.4.c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. **[2 lessons]**

3.FL.WC.4.d Write legibly in manuscript; write all lower and uppercase cursive letters. **[1 lesson]**

3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently. **[5 lessons]**

3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text. **[9 lessons]**

3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic. **[3 lessons]**

3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. **[3 lessons]**

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. **[12 lessons]**

3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **[3 lessons]**

3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently. **[3 lessons]**

3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. **[8 lessons]**

3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **[3 lessons]**

3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. **[1 lesson]**

3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **[2 lessons]**

3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[1 lesson]**

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. **[1 lesson]**

3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading. **[2 lessons]**

3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. **[4 lessons]**

3.W.TTP.2.c Develop the topic with facts, definitions, and details. **[2 lessons]**

Day 1	Instructional Plan
<p>Student Learning Targets: 3.RL.KID.1, 3.SL.CC.2, 3.RI.KID.2, 3.RI.CS.5, 3.RI.IKI.7, 3.FL.VA.7a.i, 3.FL.VA.7a.ii, 3.FL.SC.6.b, 3.FL.SC.6.f, 3.FL.SC.6.k, 3.FL.WC.4.a, 3.FL.WC.4.c</p>	
<p>Introduce the Concept (Reading / Writing Companion) Talk About It</p>	<p>Students will: T218-219</p> <ul style="list-style-type: none"> ○ Discuss the essential question: How is each event in history unique? ○ Review student learning goals. ○ Discuss the photograph. ○ Answer the questions: How is the Wright Brothers' plane different from modern airplanes? What makes their flight a unique event in history? ○ Discuss with a partner examples of other forms of travel they are familiar with. ○ Complete the blast assignment "The Caddo"
<p>Listening Comprehension Interactive Read Aloud</p>	<p>Students will: T220-221</p> <ul style="list-style-type: none"> ○ Listen to a passage that tells about an event in 1849 that was important to California and to our country. ○ Think about how the passage answers the Essential Question. ○ Add characteristics of an expository essay to the anchor chart. ○ Listen and follow along as the teacher reads the text aloud. Preview the comprehension strategy, summarize. ○ Briefly retell "The California Gold Rush" in their own words. Be sure to include the main idea and supporting details in their summaries.
<p>Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write</p>	<p>Students will: T222-225</p> <ul style="list-style-type: none"> ○ Think about the Essential Question and what they know about the earliest automobiles. ○ Summarize sections of the text by tracking the sequence of events in the story.
<p>Vocabulary Reading / Writing Companion</p>	<p>Students will: T226-227</p> <ul style="list-style-type: none"> ○ Introduce vocabulary words for the week. ○ Study suffixes. ○ Work in pairs to determine the meaning of affordable in the shared read "Everybody Wants One".
<p>Grammar Practice Book</p>	<p>Students will: T254</p> <ul style="list-style-type: none"> ○ Learn about combining sentences using verbs in the Practice Book page 169 or online activity.
<p>Spelling Practice Book</p>	<p>Students will: T256</p> <ul style="list-style-type: none"> ○ Take the spelling pre-test to assess prior knowledge.

Day 2	Instructional Plan
Student Learning Targets: 3.RI.CS.5, 3.RI.IKI.7, 3.RI.KID.2, 3.RL.KID.1, 3.FL.SC.6.b, 3.FL.SC.6.f, 3.FL.SC.6.k	
<p>Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure</p>	<p>Students will: T228-235</p> <ul style="list-style-type: none"> ○ Summarize a section to increase their understanding and remember new information. ○ Add any additional points about the strategy to the Summarize anchor chart. ○ Work in pairs to summarize the main ideas and details in “Assembly Required” on page 64. Partners can reread the section together and identify important details within the paragraph. Pairs write down their summaries and share them with the class. ○ Read the timeline on pages 64 and 65 and identify the year seatbelts were first used. ○ Discuss how the information in the timeline is different from the information found in the rest of the text. ○ Independent Practice, read the online Differentiated Genre Passage, “Mississippi Steamboats.” ○ Look for time-order words that indicate sequence, such as <i>first</i>, <i>next</i>, <i>then</i>, and <i>finally</i>. ○ Reread the sidebar “Mary Anderson and the Windshield Wiper” on page 65. Discuss the sequence of steps Mary took to create her invention as students complete the graphic organizer. ○ Pairs work together to write a summary based on the sequence of events they listed in the graphic organizer. Some pairs can share their summaries with the class. ○ Reread parts of “Moving America Forward” and analyze the techniques the author used in writing the selection.
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T236-237</p> <ul style="list-style-type: none"> ○ Analyze and respond to the prompt: <i>How does the author help you understand how Henry Ford’s Model T car moved America forward?</i>
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T240-241</p> <ul style="list-style-type: none"> ○ Share things they know how to do well, make a list, and then choose one activity to write about.
<p>Grammar Practice Book</p>	<p>Students will: T254</p> <ul style="list-style-type: none"> ○ Practice combining sentences using correct subject-verb agreement.

Day 3	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.5 , 3.RI.IKI.7, 3.SL.CC.1, 3.W.RW.10, 3.FL.SC.6.b, 3.FL.SC.6.f, 3.FL.SC.6.k, 3.FL.VA.7a.ii, 3.FL.VA.7a.iii	
<p>Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text</p>	<p>Students will: T241A-241D</p> <ul style="list-style-type: none"> ○ Read “Birth of an Anthem. Use copies of online Graphic Organizer 85 and take notes as they read. ○ Identify two causes and two effects that relate to Beanes and the British soldiers. Add them to your organizer. ○ Summarize the selection. ○ Respond to the question: How does the author help you understand how Francis Scott Key wrote “The Star-Spangled Banner”?
<p>Grammar Minilesson Practice Book</p>	<p>Students will: T255</p> <ul style="list-style-type: none"> ○ Work on punctuation in letters, dates, addresses, and locations using the grammar workbook page 171.

Expand Vocabulary Practice Book	Students will: T259 <ul style="list-style-type: none"> ○ Review the target words and orally complete the sentences.
Day 4	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.5 , 3.RI.IKI.7, 3.SL.CC.1, 3.W.RW.10, 3.RL.KID.1, 3.RI.IKI.9, 3.W.TTP.2.c , 3.W.RBPK.9, 3.W.PDW.4, 3.W.PDW.5, 3.W.PDW.4, 3.W.RBPK.8, 3.RI.IKI.9	
Reread the Anchor Text (Literature Anthology) Author's Craft Respond to Text	Students will: T241A-241D <ul style="list-style-type: none"> ○ Reread sections of the anchor text. Examine how the author organizes the text and how that supports understanding. ○ Discuss how the sidebar on page 240 helps you understand where America's patriotic anthems come from. ○ Read the paired selection "Discovering Life Long Ago" and take notes and think about the Essential Question. Compare the text to "Birth of an Anthem." ○ Analyze the prompt: <i>How does the author help you understand how Francis Scott Key wrote "The Star-Spangled Banner"?</i> Consider: <i>What is the prompt asking you to write?</i> ○ Look at "Watching and Waiting" on Literature Anthology page 240. Answer: <i>What clues does the author give to help you understand the cause-and-effect text structure?</i> ○ In partners or small groups refer to and discuss their completed charts and writing responses from those pages. Use the sentence starters on page 76 to guide their responses.
Writing Process: Expert Model & Plan Reading / Writing Companion	Students will: T246-251 <ul style="list-style-type: none"> ○ After reading "Moving America Forward" and "Birth of an Anthem," begin writing their own feature article. ○ Recall other feature articles they may have read. Share the topics of those articles and what they found interesting about them. ○ Start listing these features of a feature article on an anchor chart. ○ Using "Birth of an Anthem" as a guide, partners or small groups brainstorm a list of people or events, or symbols that have been important to life in the United States of America. Use the sentence starters on Reading/Writing Companion page 83 to aid their discussion. ○ Writing prompt: Each student should choose one of the people, events, or symbols discussed and write a feature article. Their topic will be how that person, event, or symbol was important to the history of the United States. The article should discuss the sequence of events that made them important to us today. Have students record the person, event, or symbol they chose on page 83. ○ Make a plan and gather information about the events surrounding the person, event, or symbol they chose to write about. Take notes about important events and then organize them in the order in which they occurred. Then write details about those events that they want to include in their writing. ○ Find relevant information about their topic from reliable sources. These sources include encyclopedias, websites, interviews, books, and magazines. List at least two good sources they will use to write their feature article on Reading/Writing Companion page 84. ○ Write relevant information in their own words on index cards or in their writer's notebook then fill in the Sequence chart in their writer's notebook to plan their writing.
Grammar Practice Book	Students will: T255 <ul style="list-style-type: none"> ○ Correct errors in sentences.

Spelling Practice Book	Students will: T257 <ul style="list-style-type: none"> ○ Correct spelling errors and take turns reading each sentence with a partner.
Day 5	Instructional Plan
Student Learning Targets: 3.FL.WC.4.d, 3.W.TTP.2.c, 3.RI.IK1.9, 3.FL.F.5.a	
Read the Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T243A-241B <ul style="list-style-type: none"> ○ Discuss students' responses to the "The Caddo" Blast. ○ Read through their notes, annotations, and responses and add what they learned from each text to the chart. ○ Complete the Talk About It activity on Reading/Writing Companion page 80. ○ Write a final response synthesizing the knowledge they built about key events and breakthroughs from the past. ○ Using the Reading/Writing Companion, 78 answer the question: How does the author help you understand how people learn about events in the past?
Fluency Reading / Writing Companion	Students will: T261 <ul style="list-style-type: none"> ○ Choral read the excerpt on Reading/Writing Companion page 81 with accuracy and proper phrasing.
Writing Process: Draft Reading / Writing Companion	Students will: T252-253 <ul style="list-style-type: none"> ○ Reread the sidebar on page 240 in the Literature Anthology. Volunteers should identify the central idea and supporting facts and details. ○ Write a draft of a feature article about a person, event, or symbol that has been important to life in the United States of America. ○ Review the Sequence chart they created during the Plan phase as they write their drafts. ○ Use reliable sources to find relevant information that supports their purpose for writing and a strong central idea. Be sure they write about events in the order in which they occurred, using time-order words
Spelling Practice Book	Students will: T257 <ul style="list-style-type: none"> ○ Take the spelling post-test.
Progress Monitoring	Students will: T296-297 <ul style="list-style-type: none"> ○ Complete the online assessment.

Week 6		
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Unit 3 Week 6	Comprehension / Genre / Author's Craft	Language Development
Review, Extend, and Assess	Review strategies and skills Track Progress Cite relevant evidence from text Summarize the text Interpret information presented visually	Vocabulary Acquisition: Use context to determine the meaning of unfamiliar words Identify, explain, and use synonyms correctly.
Text(s): Reading Digitally: "Saving Our Children" Reader's Theater: Weather...whether you like it or not	Writing	Speaking and Listening
	Writing process: Complete a feature article Share writing and choose a portfolio piece. Analytical writing: Write an opinion. Write a summary.	Paraphrase information presented digitally Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate prosody, accuracy, and rate	Conduct and present research Search key words and results Gather relevant information from digital sources Navigate links

Weekly Standards:**TENNESSEE > LANGUAGE ARTS > 2016 > ACADEMIC STANDARDS**

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. **[3 lessons]**

3.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. **[1 lesson]**

3.FL.WC.4.d Write legibly in manuscript; write all lower and uppercase cursive letters. **[1 lesson]**

3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area. **[1 lesson]**

3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text. **[1 lesson]**

3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic. **[1 lesson]**

3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. **[1 lesson]**

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. **[1 lesson]**

3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently. **[4 lessons]**

3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue). **[1 lesson]**

3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **[1 lesson]**

3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **[2 lessons]**

3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. **[2 lessons]**

3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[2 lessons]**

3.W.PDW.6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3. **[1 lesson]**

3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic. **[1 lesson]**

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. **[2 lessons]**

3.W.TTP.2.d Provide a conclusion. **[1 lesson]**

3.W.TTP.2.e Use linking words and phrases to connect ideas within categories of information. **[1 lesson]**

3.W.TTP.2.g Apply language standards addressed in the Foundational Literacy standards. **[1 lesson]**

Day 1	Instructional Plan
Student Learning Targets: 3.RI.IKI.7, 3.SL.CC.2, 3.FL.VA.7a.i, 3.FL.VA.7a.ii, 3.RI.KID.2 , 3.RI.CS.4, 3.W.TTP.2.d, 3.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T302-303 <ul style="list-style-type: none"> ○ Identify text features ○ Listen and follow along as the teacher reads the article aloud, students should focus on the problems facing the oceans and what Sylvia Earle is doing to solve them. ○ Take notes using a copy of online Problem and Solution Graphic Organizer 78. After each section, partners will paraphrase the main ideas, giving text evidence. Students should understand domain specific terms, such as <i>marine scientists</i> and <i>sanctuaries</i>. ○ Compare how Sylvia Earle used her unique qualities with ways that other people in this unit used their unique qualities. ○ Identify information in this article about why oceans are in trouble and what humans are doing to help. ○ Brainstorm questions related to the article. ○ Choose a question to research. ○ Conduct Internet Research ○ Present in groups giving a persuasive or informational presentation on the topic of saving our oceans.
Show What You Learned Reading / Writing Companion	Students will: T306-307 <ul style="list-style-type: none"> ○ Read "Fascinating Facts about Our Amazing Sun" and answer test questions about the text.
Writing Process: Revise Reading / Writing Companion	Students will: T314-315 <ul style="list-style-type: none"> ○ Review their drafts, focusing on strong conclusions. Add something, like a question or text features, that will give their readers something to think about. Brainstorm text features that would be helpful in this assignment.
Day 2	Instructional Plan
Student Learning Targets: 3.RI.IKI.7, 3.SL.CC.2, 3.FL.VA.7a.i, 3.RL.KID.2 , 3.RL.CS.4, 3.SL.CC.1	
Reading Digitally OR Reader's Theater	Students will: T302-303 <ul style="list-style-type: none"> ○ Identify text features. ○ Partners will paraphrase the main ideas, giving text evidence and understand domain specific terms, such as <i>marine scientists</i> and <i>sanctuaries</i>. ○ Write a summary of the article, stating what problems are facing the oceans and what Sylvia Earle is doing to solve them. ○ Pairs will discuss their summaries. ○ Compare how Sylvia Earle used her unique qualities with ways that other people in this unit used their unique qualities. ○ Identify information in this article about why oceans are in trouble and what humans are doing to help.
Show What You Learned Reading / Writing Companion	Students will: T308-309 <ul style="list-style-type: none"> ○ Review the genre and read "The Cheetah's Tears" and answer the questions that follow.
Writing Process: Peer Review Reading / Writing Companion	Students will: T316-317 <ul style="list-style-type: none"> ○ Listen carefully as the writer reads his or her work aloud.

	<ul style="list-style-type: none"> ○ Begin by telling what you liked about the writing. ○ Ask a question about the article's central idea. ○ Give suggestions for making the conclusion stronger.
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Day 3	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.i, 3.RI.KID.1, 3.W.TTP.2.e, 3.W.TTP.2.g, 3.W.PDW.5	
Extend Your Learning	<p>Students will: 310-311</p> <ul style="list-style-type: none"> ○ Fill out the Venn diagram on Reading/ Writing Companion page 96. ○ Identifying the boldfaced word in each sentence. Then have them look for and circle the synonym that helps them understand the boldfaced word. Have students use an online or print thesaurus to find another synonym for each word. Write the synonym on the line.
Writing Process: Edit and Proofread Reading / Writing Companion	<p>Students will: T318-319</p> <ul style="list-style-type: none"> ○ Review the editing checklist on Reading/Writing Companion page 88. ○ Pairs edit and proofread each other's drafts using the editing checklist as a guide.
Day 4	Instructional Plan
Student Learning Targets: 3.SL.CC.2, 3.W.RBPK.7 , 3.W.RBPK.8, 3.FL.WC.4.d, 3.W.PDW.6	
Extend Your Learning	<p>Students will: T312-313</p> <ul style="list-style-type: none"> ○ In partners or small groups, read and discuss the activity on Reading/Writing Companion page 98. ○ Choose and research an inventor or scientist. Research important events in the person's life and prepare their timeline. Have them add photographs, illustrations, or digital elements. ○ In partners or small groups, research a planet of the solar system. Work together to choose a genre and present two interesting facts about the planet. ○ Think about their purpose and audience when selecting a genre for their presentation. ○ Write something new they learned about the planet they chose on page 98. ○ Read and discuss the activity on Reading/Writing Companion page 99. In partners or small groups, discuss the article and answer the three questions on the page.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	<p>Students will: T320-321</p> <ul style="list-style-type: none"> ○ Choose a format for publishing: print or digital. Either format should incorporate text features such as a timeline and photos or illustrations. ○ Practice their presentations and consult the Presenting Checklist.

Day 5	Instructional Plan
Student Learning Targets: 3.FL.WC.4.d, 3.W.PDW.6, 3.W.RBPK.8	
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T320-321 <ul style="list-style-type: none"> ○ Present their feature article. ○ Evaluate peer work using the checklist and/or rubric.
Track Your Progress	Students will: T322 <ul style="list-style-type: none"> ○ In pairs, review Reading/Writing Companion page 100. ○ Score each skill in the box provided. Note the lowest score, reflect on their progress, write an honest evaluation of the lowest scoring skill in the boxes provided.
Wrap Up the Unit	Students will: T323 <ul style="list-style-type: none"> ○ <i>Connect to a big idea by answering the question: Why are individual qualities important?</i> ○ In small groups compare the information that they have learned during the course of the unit in order to answer the Big Idea question. ○ Review their class notes and completed graphic organizers before they begin their discussions. Compare information from all the unit's selections and the Inquiry Space presentations. ○
Summative Assessment	Students will: T334-335 <ul style="list-style-type: none"> ○ Complete the summative assessment.

BCS Literacy Vision

Unit 4**Genre Study 1: Realistic Fiction**

Essential Question: How can you use what you know to help others?

Text Sets:

Read Aloud: "Dancing La Raspa"

Shared Read: "The Impossible Pet Show"

Anchor Text: *The Talented Clementine* & "Clementine and the Family Meeting"

Genre Study 2: Expository

Essential Question: How do animals adapt to changes in their environment?

Text Sets:

Read Aloud: "African Lions"

Shared Read: "Gray Wolf! Red Fox!"

Anchor Text: *Amazing Wildlife of the Mojave* & "Little Half Chick"

Culminating Task: Write a realistic fiction story about a character who used their talent to help others. Make sure you include a description of the characters and setting in your story. You will also need to include dialogue and ensure your story has a beginning, middle, and end.

Genre Study 3: Poetry

Essential Question: How can others inspire us?









Text Sets:

Read Aloud: "My Grandpa"

Shared Read: "Ginger's Fingers," "The Giant," "Captain's Log"

Anchor Text: "The Winningest Woman of the Iditarod Dog Sled Race" & "The Brave Ones" & "Narcissa"

Culminating Task: Write a narrative poem about a person who inspires you. Make sure to include figurative language, such as similes and metaphors to compare two things.

Unit 4 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How can you use what you know to help others?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  Identify the point of view of the characters <p>Ask and answer questions to deepen understanding Describe the author's use of figurative language</p> <ul style="list-style-type: none">  Discuss literary elements of realistic fiction 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary achievement, apologized, attention, audience, confidence, embarrassed, realized, talents</p> <p>Vocabulary Strategy:  Decode words with prefixes</p> <p>Grammar:  Identify and use linking verbs correctly  Use Contractions with the word not correctly</p>
<p>Text(s):</p> <p>Teach and Model</p> <p>Interactive Read Aloud: "Dancing La Raspa"</p> <p style="padding-left: 20px;">Shared Read: "The Impossible Pet Show"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text: <i>The Talented Clementine</i> & "Clementine and the Family Meeting"</p> <p>Leveled Readers A: Every Picture Tells a Story O: A Chef in the Family ELL: A Chef in the Family B: Stepping Forward</p> <p>Optional Classroom Library Trade Books The Year of Billy Miller Clementine: Friend of the Week</p>	<p>Writing</p> <p>Writing process: Plan and draft a realistic fiction story</p> <p>Analytical writing:  Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with /iɪ/: oo, ew, u_e, ue, u, ui, ou; /u° /: oo, ou Decode plural words</p> <p>Spelling Words: Week 1 Spoon goose booth gloom rude tube due clues true chew July look shook notebook could Week 2 years twins trays states ashes foxes inches flies cities ponies bunches alleys lunches cherries daisies</p> <p>Fluency: read fluently with proper expression and phrasing</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversations Paraphrase portions of "Dancing La Raspa" Present information about using one's talents to help others</p> <p>Research and Inquiry</p> <p>Understand how to cite different types of sources accurately Create a blog about a talent that can be used to help others</p>

Weekly Standards

3.FL.F.5.a Read grade-level text with purpose and understanding. [2 lessons]

3.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [4 lessons]

3.FL.PWR.3.a Identify and define the meaning of the most common prefixes and derivational suffixes. [2 lessons]

3.FL.PWR.3.c Decode multi-syllable words. [1 lesson]

3.FL.SC.6.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. [12 lessons]

3.FL.SC.6.d Form and use regular and irregular verbs. [10 lessons]

3.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [24 lessons]

3.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [3 lessons]

3.FL.VA.7a.iv Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [2 lessons]

3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context. [1 lesson]

3.FL.VA.7b.ii Identify real-life connections between words and their use. [1 lesson]

3.FL.VA.7b.iii Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. [5 lessons]

3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. [2 lessons]

3.FL.WC.4.a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. [5 lessons]

3.FL.WC.4.c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. [5 lessons]

3.RI.CS.6 Distinguish reader point of view from that of an author of a text. [1 lesson]

3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text. [2 lessons]

3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [4 lessons]

3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text. [22 lessons]

3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words. [1 lesson]

3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. [4 lessons]

3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [13 lessons]

3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [3 lessons]

3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events. [2 lessons]

3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. [2 lessons]

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. [1 lesson]

3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading. [1 lesson]

3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. [4 lessons]

Day 1	Instructional Plan
Student Learning Targets: 3.FL.SC.6.a, 3.FL.SC.6.d, 3.FL.VA.7c, 3.SL.CC.2, 3.RL.KID.1, 3.RL.KID.3 , 3.FL.PWR.3.a, 3.FL.VA.7a.iv, 3.FL.WC.4.a, 3.FL.WC.4.c	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T20-21 <ul style="list-style-type: none"> ○ Discuss the essential question: How can you use what you know to help others? ○ Review student learning goals ○ Complete the blast assignment “Clara Barton” ○ Discuss the photograph of the teacher and student ○ Answer the questions: <i>what is the woman teaching the girl to do? How does the woman help the girl?</i> ○ With a partner, discuss something you are good at.
Listening Comprehension Interactive Read Aloud	Students will: T22-23 <ul style="list-style-type: none"> ○ Listen for ways people are helping others ○ Discuss features of realistic fiction ○ Listen to read aloud ○ Use Think Aloud Master 1 to answer questions about text ○ Reading/Writing Companion page 104-107 ○ Retell the story in their own words
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T24-27 <ul style="list-style-type: none"> ○ Think about the essential question ○ Answer questions about the text ○ Discuss Point of View at different points of text ○ In pairs, summarize orally using notes. Then write a summary in their writer’s notebook
Vocabulary Reading / Writing Companion	Students will: T28-29 <ul style="list-style-type: none"> ○ Introduce vocabulary words for the week Reading/Writing Companion page 108-109 ○ Discuss prefixes. Use first paragraph on Reading/Writing Companion page 106 ○ Study the prefixes un- and im-
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Learn about linking verbs ○ See Practice Book page 181 or online activity, and the Language Transfers Handbook page 18 ○ Participate in “Talk About It”: Partners should use linking verbs to talk about choices that are good for us. As they talk, students should listen to be sure they are using linking verbs.
Spelling Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Take the spelling pre-test

Day 2	Instructional Plan
Student Learning Target: 3.RL.KID.1, 3.RL.KID.3, 3.RL.IKI.7, 3.RL.IKI.9 , 3.RI.KID.1, 3.RI.CS.6, 3.W.RBPK.9, 3.W.RW.10, 3.W.RBPK.8, 3.FL.SC.6.a, 3.FL.SC.6.d	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T36-37 <ul style="list-style-type: none"> ○ Reread “The Impossible Pet Show”. Ask and answer questions about parts of story you do not understand Review realistic fiction. Work with partners to find two events on page 105 in “The Impossible Pet Show” that could happen in real life. Partners should discuss why these events identify the story as realistic fiction. They should point out how the illustrations give readers more information or details about what happens in the story. Then have the partners share their work with the class. Reading/Writing Companion page 104-107. <ul style="list-style-type: none"> ○ Work in pairs to complete a graphic organizer, adding more details that show the narrator’s point of view of the narrator, Daniel pg. 112-113. ○ Reread parts of “The Impossible Pet Show” and analyze the techniques the author used in the writing selection.
Respond to Reading Reading / Writing Companion	Students will: T38-39 <ul style="list-style-type: none"> ○ Review story. Focus on words and actions that help you understand how Daniel’s feelings change throughout the story.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T42-43 <ul style="list-style-type: none"> ○ Identify and cite good sources to use when researching their talents ○ In partners, they will write a blog about a talent they have. They will be working on the project for two weeks. Have partners discuss their research goals and plan.
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Learn about linking verbs Practice Book page 182

Day 3	Instructional Plan
Student Learning Target: 3.FL.VA.7a.ii, 3.RL.KID.1, 3.RL.CS.6 , 3.W.RW.10, 3.FL.SC.6.a, 3.FL.SC.6.d, 3.FL.VA.7b.iii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T43A-43S <ul style="list-style-type: none"> ○ Predict how the text selection will help them answer the essential question. ○ Use Graphic Organizer 146 to record details related to point of view. ○ Respond to questions while reading
Grammar Minilesson Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Review end punctuation and complete sentences. Practice Book page 183
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Review vocabulary words and orally complete the sentences.

Day 4	Instructional Plan
Student Learning Target: 3.FL.VA.7a.ii, 3.RL.KID.1, 3.RL.CS.6 , 3.W.RW.10, 3.FL.SC.6.a, 3.FL.SC.6.d, 3.FL.WC.4.a, 3.FL.WC.4.c	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T43A-43S <ul style="list-style-type: none"> ○ Read “The Talented Clementine”, taking notes on point of view for each section. ○ Use information from Point of View graphic organizer to summarize and show understanding of text. ○ Ask and answer questions about text.
Grammar Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Correct errors in the sentences pg. 184.
Spelling Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Proofread and make corrections to the sentences.
Day 5	Instructional Plan
Student Learning Target: 3.FL.VA.7a.ii, 3.RL.KID.1, 3.RL.CS.6 , 3.W.RW.10	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-43S <ul style="list-style-type: none"> ○ Reread the text, looking at text features of a realistic fiction text ○ Study how sensory language is used to describe how a character feels in a story.
Writing Process: Expert Model Reading / Writing Companion	Students will: T50-51 <ul style="list-style-type: none"> ○ Create an anchor chart that lists the features of a realistic fiction text ○ Analyze the text closely to help learn how to write a realistic fiction story.
Spelling Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Take the spelling post-test
Grammar Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Complete the Daily Language Activity and Practice Book page 185

Weekly Standards

3.FL.F.5.a Read grade-level text with purpose and understanding. [4 lessons]

3.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

3.FL.PWR.3.c Decode multi-syllable words. [1 lesson]

3.FL.SC.6.b Form and use regular and irregular plural nouns. [2 lessons]

3.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [12 lessons]

3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context. [1 lesson]

3.FL.VA.7b.iii Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. [5 lessons]

3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. [1 lesson]

3.FL.WC.4.a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. [16 lessons]

3.FL.WC.4.c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. [6 lessons]

3.FL.WC.4.d Write legibly in manuscript; write all lower and uppercase cursive letters. [1 lesson]

3.RI.CS.6 Distinguish reader point of view from that of an author of a text. [3 lessons]

3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text. [2 lessons]

3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [4 lessons]

3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text. [4 lessons]

3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. [4 lessons]

3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [3 lessons]

3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [4 lessons]

3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [1 lesson]

3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [2 lessons]

3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [2 lessons]

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. [1 lesson]

3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading. [1 lesson]

3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. [2 lessons]

3.W.TTP.3.a Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. [1 lesson]

3.W.TTP.3.b Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. [1 lesson]

Day 6	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.ii, 3.RL.KID.1, 3.RL.CS.6 , 3.W.RW.10, 3.W.RBPK.9, 3.W.PDW.4, 3.W.PDW.5, 3.FL.WC.4.a, 3.FL.WC.4.c	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: 43A-43S <ul style="list-style-type: none"> ○ Reread the text to identify text features of realistic fiction that will aid in their writing.
Respond to Reading Reading / Writing Companion	Students will: T44-45 <ul style="list-style-type: none"> ○ Read and analyze the prompt: <i>How does the author use what the characters do and say to help you understand how Clementine has changed?</i> Reading/Writing Companion page 119 ○ Look at Literature Anthology page 281, read the text, and answer the question: <i>Why does Clementine's face turn red?</i> ○ Look at page 291, read the page, and answer the question: <i>What happens during the show? What does Clementine do? Why is this important?</i> ○ In partners or small groups refer to and discuss their completed charts and writing responses from those pages.
Writing Process: Plan Reading / Writing Companion	Students will: T52-53 <ul style="list-style-type: none"> ○ Brainstorm a list of characters they have read about who use their talents to help others. ○ Choose one of the characters to write a realistic fiction story about that character using a talent to help others. ○ Make a plan by making a Sequence chart.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Work on using contractions with <i>NO</i>, use Practice Book page 193
Spelling Practice Book	Students will: T64 <ul style="list-style-type: none"> ○ Take spelling pretest
Day 7	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RL.IKI.9 , 3.W.TTP.3.a, 3.W.PDW.4,3.W.PDW.5, 3.FL.WC.4.a, 3.FL.VA.7a.ii, 3.FL.VA.7b.iii	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-45F <ul style="list-style-type: none"> ○ Read "Clementine and the Family" pg. 298-303 ○ Compare the texts ○ Summarize the text
Writing Process: Plan Reading / Writing Companion	Students will: T54-55 <ul style="list-style-type: none"> ○ Make a list of story events for writing, and fill in Sequence chart
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Review contractions ○ Discuss correct placement of apostrophes in contractions and complete Practice Book page 194
Expand Vocabulary Practice Book	Students will: T66 <ul style="list-style-type: none"> ○ Discuss root words, identify root word of <i>apology</i> and <i>apologize</i>. ○ With a partner identify other root words from the reading.

Day 8	Instructional Plan
Student Learning Targets: 3.FL.WC.4.d, 3.FL.F.5.a, 3.W.TTP.3.b 3.FL.WC.4.a, 3.FL.WC.4.c, 3.FL.VA.7a.ii, 3.FL.VA.7b.ii, 3.RL.IK1.9	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-45F <ul style="list-style-type: none"> ○ Read, analyze, and answer questions from “Clementine and the Family” Reading/Writing Companion page 120-122 ○ Summarize the text
Phonics Practice Book	Students will: T48-49 <ul style="list-style-type: none"> ○ Work on vowel digraphs such as <i>ea, ee, ai, ie, ay, ow, ey, oe, and oa</i>
Author’s Craft Reading / Writing Companion	Students will: T46-47 <ul style="list-style-type: none"> ○ Discuss figurative language, use Reading/Writing Companion page 123 ○ Read Literature Anthology pages 302-303, discussing the meanings of the similes in the selection
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 <ul style="list-style-type: none"> ○ Read “Painting from Memory” and identify dialogue in the text ○ Write a draft of realistic fiction story
Grammar Practice Book	Students will: T61 <ul style="list-style-type: none"> ○ Review apostrophes in contractions and complete Practice Book page 195
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Read “Painting from Memory” ○ Review prefixes un-, non-, im-, pre-
Day 9	Instructional Plan
Student Learning Targets: 3.RL.IK1.9 , 3.FL.F.5.a, 3.FL.WC.4.d, 3.W.TTP.3.b, 3.FL.WC.4.a	
Fluency Practice Book	Students will: T49 <ul style="list-style-type: none"> ○ Practice fluency using the online Differentiated Genre Passage, “Painting from Memory”
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 <ul style="list-style-type: none"> ○ Continuing drafting realistic fiction story, making sure to add in dialogue into story
Make Connections Reading / Writing Companion	Students will: T68 <ul style="list-style-type: none"> ○ Read through their notes, annotations, and responses and add what they learned from each text to the chart ○ Complete the Talk About It activity on Reading/Writing Companion page 124 ○ Write a final response synthesizing the knowledge they built about using your skills and talents to help others
Grammar Practice Book	Students will: T61 <ul style="list-style-type: none"> ○ Proofread sentences with contractions

Day 10	Instructional Plan
Student Learning Targets: 3.SL.PKI.4, 3.W.RBPK.8, 3.FL.WC.4.d, 3.W.TTP.3.b , 3.FL.WC.4.a, 3.FL.WC.4.c	
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 <ul style="list-style-type: none">○ Finish their draft.
Spelling Practice Book	Students will: T65 <ul style="list-style-type: none">○ Take the spelling post-test.
Research and Inquiry Reading / Writing Companion	Students will: T69 <ul style="list-style-type: none">○ Present their blog to the class
Progress Monitoring	Students will: T104-105 <ul style="list-style-type: none">○ Complete online assessment

Weeks 3-4		
Unit 4 Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: What makes different animals unique?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Recognize informational text structures, such as compare and contrast <p>Monitor comprehension by rereading Identify and explain the author's message</p> <ul style="list-style-type: none"> ✓ Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary Alert competition environment excellent prefer protection related shelter</p> <p>Vocabulary Strategy: ✓ Use sentence clues to figure out the meanings of unfamiliar words</p> <p>Grammar: ✓ Identify main and helping verbs ✓ Identify complex sentences</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "African Lions"</p> <p style="padding-left: 20px;">Shared Read: "Gray Wolf! Red Fox!"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text(s): <i>Amazing Wildlife of the Mojave</i> & "Little Half Chick"</p> <p>Leveled Readers A: <i>Life in a Tide Pool</i>, T168-T169 O: <i>Life in a Tide Pool</i>, T178-T179 ELL: <i>Life in a Tide Pool</i>, T198-T199 B: <i>Life in a Tide Pool</i>, T184-T185</p> <p>Optional Classroom Library Trade Books What If You Had Animal Eyes!? National Geographic Kids: Elephants</p>	<p>Writing</p> <p>Writing process: Revise and edit a realistic fiction story.</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversations Paraphrase portions of "African Lions" Present information about animal adaptations and survival</p>
	<p>Foundational Skills</p> <p>Phonics/Word Study:</p> <ul style="list-style-type: none"> • Decode words with variant vowel /o/ • Decode homophones <p>Spelling Words: Week 3: taught hauls caused paused squawk thoughtless drawing crawl flawless lawn salt talked halls water bought</p> <p>Week 4: sale sail beet beat rode road rowed its it's your you're their they're peace piece</p> <p>Fluency: Read fluently with accuracy and intonation</p>	<p>Research and Inquiry</p> <p>Research a topic by finding relevant information Create a collage about an animal that lives nearby</p>

Weekly Standards:

3.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

3.FL.PWR.3.c Decode multi-syllable words. [1 lesson]

3.FL.SC.6.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. [2 lessons]

3.FL.SC.6.d Form and use regular and irregular verbs. [10 lessons]

3.FL.SC.6.e Form and use simple verb tenses. [10 lessons]

3.FL.SC.6.i Produce simple, compound, and complex sentences. [1 lesson]

3.FL.SC.6.I Use commas and quotation marks in dialogue. [10 lessons]

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [12 lessons]

3.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [8 lessons]

3.FL.VA.7b.ii Identify real-life connections between words and their use. [1 lesson]

3.FL.WC.4.a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. [6 lessons]

3.FL.WC.4.b Use conventional spelling for high-frequency words, including irregular words. [1 lesson]

3.FL.WC.4.c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. [6 lessons]

3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text. [17 lessons]

3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [3 lessons]

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [1 lesson]

3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. [2 lessons]

3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently. [1 lesson]

3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [6 lessons]

3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. [3 lessons]

3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. [1 lesson]

3.SL.PKI.5 Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details. [3 lessons]

3.SL.PKI.6 Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification. [1 lesson]

3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic. [1 lesson]

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. [1 lesson]

3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading. [1 lesson]

3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. [4 lessons]

3.W.TTP.3.c Use temporal words and phrases to signal event order. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 3.SL.PKI.6, 3.FL.WC.4.a, 3.FL.WC.4.c, 3.RL.KID.1 , 3.SL.CC.2, 3.RI.KID.3 , 3.FL.SC.6.d, 3.FL.SC.6.e,3.FL.SC.6.I	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T118-119 <ul style="list-style-type: none"> ○ Discuss the essential question: How do animals adapt to challenges in their habitat? ○ Review student learning goals ○ Discuss the photograph Reading/Writing Companion page 134-135 ○ Answer the question: <i>How have ermines adapted to changes in their habitat? How have the adaptations help them find food? How have they helped them survive?</i> ○ Complete the blast assignment “Creatures of the Deep”
Listening Comprehension Interactive Read Aloud	Students will: T120-121 <ul style="list-style-type: none"> ○ Discuss features of an expository text. ○ Create an anchor chart that includes features of an expository text ○ Determine the main idea and details of “African Lions” ○ Retell the story in their own words
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T122-125 <ul style="list-style-type: none"> ○ Answer questions about the text. Use the left column of page 136 to note their questions, list interesting words they would like to learn, and identify key details from the text ○ Find text evidence that shows two ways in which the gray wolf and the red fox are alike ○ Read and determine the main idea of sections of the text ○ Examine text features ○ In pairs, summarize orally using notes. Then write a summary in writer’s notebook
Vocabulary Reading / Writing Companion	Students will: T126-127 <ul style="list-style-type: none"> ○ Work in pairs to find the meaning of “<i>adapted</i>” and “<i>packs</i>” on page 138 of “Gray Wolf! Red Fox!”
Grammar Reading / Writing Companion	Students will: T156 <ul style="list-style-type: none"> ○ Discuss main and helping verbs ○ In partners, use main and helping verbs to talk about how animals adapt to their habitat
Spelling Reading / Writing Companion	Students will: T160 <ul style="list-style-type: none"> ○ Take the spelling pre-test

Day 2	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RI.IKI.7, 3.RI.RRTC.10, 3.RI.KID.2, 3.W.RBPK.9,3.W.RW.10, 3.FL.SC.6.d, 3.FL.SC.6.e,3.FL.SC.6.I, 3.W.RBPK.7, 3.W.RBPK.8	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T128-135 <ul style="list-style-type: none"> ○ Add additional points about the rereading strategy to the anchor chart ○ Work in pairs to find details about the differences between the ways wolves and foxes communicate using section “Day-to-Day” on page 139. ○ Work in pairs to discuss how photographs and captions add to their understanding of the text ○ Reread “Gray Wolf! Red Fox!” and analyze the techniques the author used in writing the selection
Respond to Reading Reading / Writing Companion	Students will: T136-137 <ul style="list-style-type: none"> ○ Analyze the prompt: <i>Why is “Gray Wolf! Red Fox!” a good title for this selection?</i> Reading/Writing Companion page 146 ○ Compare and contrast characters from the story
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T140-141 <ul style="list-style-type: none"> ○ In partners, create a collage that features written facts, photos, captions, and maps to tell about an animal that lives nearby
Grammar Practice Book	Students will: T156 <ul style="list-style-type: none"> ○ Cut out pictures from a magazine showing animals in their natural habitats; using main verbs, helping verbs, and perfect and progressive verb tenses as they take turns describing the animals in the pictures and what they are doing

Day 3	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RI.KID.1, 3.SL.CC.1, 3.W.RW.10, 3.FL.SC.6.d, 3.FL.SC.6.e, 3.FL.SC.6.I, 3.FL.VA.7a.i, 3.FL.VA.7a.iii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T141A-141M <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question ○ Study the illustrations in the story ○ Make inferences about the text based on illustrations ○ Use Graphic Organizer 10 to compare and contrast the animal adaptations described in each section
Grammar Minilesson Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Study quotation marks, commas, and periods ○ Complete Practice Book page 207
Expand Vocabulary Practice Book	Students will: T165 <ul style="list-style-type: none"> ○ Review the target vocabulary words and orally complete each sentence stem

Day 4	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RI.KID.1, 3.SL.CC.1, 3.W.RW.10, 3.FL.SC.6.d, 3.FL.SC.6.e, 3.FL.SC.6.I, 3.FL.WC.4.a, 3.FL.WC.4.c	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T141A-141M <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question ○ Work on graphic organizer comparing and contrasting the animal adaptations ○ Ask and answer questions about the text ○ Use information from their Compare and Contrast Chart to summarize
Grammar Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Correct errors in the sentences
Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Proofread and make corrections to the sentences
Day 5	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RI.KID.1,3.SL.CC.1, 3.W.RW.10, 3.W.TTP.3.c, 3.W.PDW.5 , 3.FL.WC.4.a, 3.FL.WC.4.c, 3.FL.SC.6.d, 3.FL.SC.6.e,3.FL.SC.6.I	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-141M <ul style="list-style-type: none"> ○ Reread the text, looking at the features of a realistic fiction text ○ Discuss how authors use specific words and descriptive language to give the reader extra information
Writing Process: Revise Reading / Writing Companion	Students will: T148-149 <ul style="list-style-type: none"> ○ Discuss using signal words when writing to help readers understand the sequence of events ○ Review their drafts, focusing on signal words and rearranging ideas as needed to ensure events are easy to follow
Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Take the spelling post-test
Grammar Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Complete the Daily Language Activity and Practice Book page 209

Weekly Standards

3.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **[4 lessons]**

3.FL.PWR.3.c Decode multi-syllable words. **[1 lesson]**

3.FL.SC.6.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. **[2 lessons]**

3.FL.SC.6.h Use coordinating and subordinating conjunctions. **[5 lessons]**

3.FL.SC.6.i Produce simple, compound, and complex sentences. **[11 lessons]**

3.FL.SC.6.i Use commas and quotation marks in dialogue. **[5 lessons]**

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. **[17 lessons]**

3.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. **[5 lessons]**

3.FL.WC.4.d Write legibly in manuscript; write all lower and uppercase cursive letters. **[1 lesson]**

3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text. **[5 lessons]**

3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. **[3 lessons]**

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. **[1 lesson]**

3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. **[2 lessons]**

3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **[1 lesson]**

3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. **[1 lesson]**

3.SL.PKI.6 Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification. **[1 lesson]**

3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **[1 lesson]**

3.W.PDW.6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3. **[1 lesson]**

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. **[1 lesson]**

3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading. **[1 lesson]**









3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. **[1 lesson]**

3.W.TTP.3.e Apply language standards addressed in the Foundational Literacy standards. **[1 lesson]**

Day 6	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RI.KID.1, 3.SL.CC.1, 3.W.RW.10, 3.RI.KID.2,3.W.RBPK.9, 3.FL.SC.6.h, 3.FL.SC.6.i, 3.FL.VA.7a.i	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-141M <ul style="list-style-type: none"> ○ Reread the text to identify text features that will aid in their writing
Respond to Reading Reading / Writing Companion	Students will: T142-143 <ul style="list-style-type: none"> ○ Read and analyze the prompt: <i>How do you know how the author feels about the wildlife in the Mojave?</i> Reading/Writing Companion page 151 ○ Look at Literature Anthology pages 306-307, read the text, and answer the questions. ○ Look at page 314, read the text. Answer the question: <i>How do desert iguanas keep themselves warm and cool?</i> ○ In partners or small groups refer to and discuss their completed charts and writing responses from those pages
Writing Process: Revise Reading / Writing Companion	Students will: T148-149 <ul style="list-style-type: none"> ○ Review the routine for peer review of writing ○ Use sentence starters on Reading/Writing Companion page 131 when peer conferencing ○ Use rubric on page 133 and peer suggestions to make revisions to writing
Grammar Practice Book	Students will: T158 <ul style="list-style-type: none"> ○ Work on complex sentences ○ Use Practice Book page 217
Spelling Practice Book	Students will: T162 <ul style="list-style-type: none"> ○ Take spelling pretest
Day 7	Instructional Plan
Student Learning Targets: 3.RI.KID.1, 3.W.TTP.3.e, 3.W.PDW.5, 3.FL.SC.6.h, 3.FL.SC.6.i, 3.FL.VA.7a.i, 3.FL.VA.7a.iii, 3.RI.KID.2	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-143B <ul style="list-style-type: none"> ○ Read “Little Half Chick” ○ Compare the texts ○ Summarize the selection
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T150-151 <ul style="list-style-type: none"> ○ Edit and proofread their draft using the editing checklist
Grammar Practice Book	Students will: T158 <ul style="list-style-type: none"> ○ Write a simple, compound, and complex sentence ○ Discuss subordinating conjunctions; complete Practice Book page 218
Expand Vocabulary Practice Book	Students will: T164 <ul style="list-style-type: none"> ○ Discuss Greek and Latin roots

	<ul style="list-style-type: none"> ○ Complete Practice Book page 227
Day 8	Instructional Plan
Student Learning Targets: 3.FL.WC.4.d, 3.W.PDW.6 , 3.FL.SC.6.h, 3.FL.SC.6.i, 3.FL.VA.7a.i, 3.FL.VA.7a.iii	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T143A-143B</p> <ul style="list-style-type: none"> ○ Reread text “Little Half Chick” focusing on how the text is organized ○ Annotate and answer text dependent questions
Author’s Craft Reading / Writing Companion	<p>Students will: T144-145</p> <ul style="list-style-type: none"> ○ Reread text, annotate and answer questions on pages 152-154 of the Reading/Writing Companion
Writing Process: Edit and Proofread Reading / Writing Companion	<p>Students will: T152-153</p> <ul style="list-style-type: none"> ○ Choose a format for publishing, print or digital. Either format should incorporate illustrations. Consider the option to record an audio or video presentation of their story. ○ Consult the presentation checklist. ○ Students in the audience should write down any questions they have during the presentation
Grammar Practice Book	<p>Students will: T159</p> <ul style="list-style-type: none"> ○ Discuss commas in sentences ○ Complete Practice Book page 219
Expand Vocabulary Practice Book	<p>Students will: T165</p> <ul style="list-style-type: none"> ○ Read the genre passage “Adaptations: Grizzly and Polar Bears” ○ In pairs, use context clues to determine the meaning of unknown words
Day 9	Instructional Plan
Student Learning Targets: 3.FL.F.5.b, 3.FL.WC.4.d, 3.W.PDW.6, 3.RI.IKI.7 , 3.FL.SC.6.h, 3.FL.SC.6.i	
Fluency Practice Book	<p>Students will: T147</p> <ul style="list-style-type: none"> ○ Listen to the teacher read aloud the second paragraph on page 138 of “Gray Wolf! Red Fox!” in the Reading/Writing Companion. The teacher will emphasize the importance of saying each word correctly and not leaving out any words or sentences. ○ Echo-read as a group and then one at a time ○ Practice fluency using the online Differentiated Genre Passage, “Adaptations: Grizzly and Polar Bears”
Writing Process: Edit and Proofread	Students will: T152-153

Reading / Writing Companion	<ul style="list-style-type: none"> ○ Choose a format for publishing, print or digital. Either format should incorporate illustrations. Consider the option to record an audio or video presentation of their story. ○ Consult the presentation checklist. ○ Students in the audience should write down any questions they have during the presentation
Make Connections Reading / Writing Companion	Students will: T166 <ul style="list-style-type: none"> ○ Discuss responses to the “Creatures of the Deep” Blast ○ Complete the Talk About It activity on Reading/Writing Companion page 156 ○ Write a final response synthesizing the knowledge they built about animal adaptations and habitats ○ Turn to Reading/writing Companion page 156 and discuss the connection between the photograph of a sea cucumber crab and the texts
Grammar Practice Book	Students will: T159 <ul style="list-style-type: none"> ○ Proofread and correct errors to sentences
Day 10	Instructional Plan
Student Learning Targets: 3.FL.WC.4.d, 3.W.PDW.6, 3.FL.VA.7a.i, 3.SL.PKI.6, 3.W.RBPK.8	
Writing Process: Publish and Present Reading / Writing Companion	Students will: T154-155 <ul style="list-style-type: none"> ○ Choose a format for publishing, print or digital. Either format should incorporate illustrations. Consider the option to record an audio or video presentation of their story. ○ Consult the presentation checklist. ○ Students in the audience should write down any questions they have during the presentation
Spelling Practice Book	Students will: T163 <ul style="list-style-type: none"> ○ Take the spelling post-test
Research and Inquiry Reading / Writing Companion	Students will: T167 <ul style="list-style-type: none"> ○ practice presenting their collage. Look at each item on the Presenting Strategies checklist on Reading/Writing Companion page 157 ○ partners and small groups can rehearse ○ students can use the frames on the bottom of Reading/Writing Companion page 157 to check their work and evaluate their presentations
Progress Monitoring	Students will: T202-203 <ul style="list-style-type: none"> ○ Complete online assessment

Week 5  Assessed Skill		
Unit 4 Week 5 (combined with Week 6)	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How can others inspire us?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  Identify the theme of a poem <p>Describe the author's use of repetition and rhyme Describe the author's use of imagery</p> <ul style="list-style-type: none">  Identify text structure of narrative and free verse poems 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary adventurous, courageous, extremely, weird, free verse, narrative poem, repetition, rhyme</p> <p>Vocabulary Strategy:  Use figurative language such as metaphors in poetry</p> <p>Grammar:  Identify and use irregular verbs</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "My Grandpa"</p> <p style="padding-left: 20px;">Shared Read: "Ginger's Fingers," "The Giant," "Captain's Log"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Texts: "The Winningest Woman of the Iditarod Dog Sled Race" & "The Brave Ones" & "Narcissa"</p> <p>Leveled Readers A: A Speech to Remember O: Melanie's Mission ELL: Melanie's Mission B: In the Running</p> <p>Optional Classroom Library Trade Books The Year of Billy Miller Clementine: Friend of the Week</p>	<p>Writing</p> <p>Writing process: Plan and draft a narrative poem</p> <p>Analytical writing:  Write responses that demonstrate understanding</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversations Paraphrase portions of "My Grandpa" Present information about people who inspire others</p>
	<p>Foundational Skills</p>	<p>Research and Inquiry</p>
	<p>Phonics/Word Study: Decode words with soft <i>c</i> and <i>g</i></p> <p>Spelling Words: pounce cents mice age changes placed price office gyms message dice space wage giant pages</p> <p>Fluency: read fluently with proper expression</p>	<p>Identify and use primary and secondary sources Write an acrostic poem about an inspirational person</p>

Weekly Standards:

3.FL.F.5.a Read grade-level text with purpose and understanding. [1 lesson]

3.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [5 lessons]

3.FL.PWR.3.c Decode multi-syllable words. [5 lessons]

3.FL.PWR.3.d Read grade-appropriate irregularly spelled words. [1 lesson]

3.FL.SC.6.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. [14 lessons]

3.FL.SC.6.d Form and use regular and irregular verbs. [14 lessons]

3.FL.SC.6.i Produce simple, compound, and complex sentences. [1 lesson]

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [1 lesson]

3.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [5 lessons]

3.FL.VA.7a.iv Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [1 lesson]

3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context. [17 lessons]

3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. [1 lesson]

3.FL.WC.4.a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. [6 lessons]

3.FL.WC.4.b Use conventional spelling for high-frequency words, including irregular words. [1 lesson]

3.FL.WC.4.c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. [6 lessons]

3.FL.WC.4.d Write legibly in manuscript; write all lower and uppercase cursive letters. [1 lesson]

3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [1 lesson]

3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [3 lessons]

3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue). [13 lessons]

3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections. [9 lessons]

3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [13 lessons]

3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [28 lessons]

3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently. [6 lessons]

3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. [1 lesson]

3.SL.PKI.5 Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details. [3 lessons]

3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [2 lessons]

3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic. [1 lesson]

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. [2 lessons]

3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading. [2 lessons]

3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. [3 lessons]

3.W.TTP.3.a Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally. [1 lesson]

3.W.TTP.3.b Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations. [2 lessons]

Day 1	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.SL.CC.2, 3.FL.VA.7b.i, 3.RL.CS.5 , 3.FL.VA.7b.i, 3.FL.SC.6.a, 3.FL.SC.6.d, 3.FL.WC.4.a, 3.FL.WC.4.c	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T214-215 <ul style="list-style-type: none"> ○ Discuss the essential question: How can others inspire us? ○ Review student learning goals. ○ Discuss the photograph of the fireman. ○ Ask the questions: <i>Do you know any courageous people who inspire you? Why do they inspire you? What are you inspired to do?</i> ○ With a partner, describe how we are inspired by others ○ Complete blast assignment “An Inspirational Poet”
Listening Comprehension Interactive Read Aloud	Students will: T216-217 <ul style="list-style-type: none"> ○ Listen for features of poetry in selection ○ Add characteristics to the poetry anchor chart ○ Listen and follow along as the teacher reads the interactive read aloud. Use the comprehension strategy “Reread” to understand the content ○ Briefly retell the poem in their own words
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T218-221 <ul style="list-style-type: none"> ○ Think about the essential question and what they know about poetry ○ Answer questions about the selection with knowledge known about poetry
Vocabulary Reading / Writing Companion	Students will: T222-223 <ul style="list-style-type: none"> ○ Introduce vocabulary words for the week ○ Discuss the meaning of free verse, narrative poem, repetition, and rhyme ○ Identify and discuss metaphors and how they can help readers visualize something or connect two separate ideas
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Learn about irregular verbs ○ See Practice Book page 229 or online activity ○ Participate in the activity using Irregular Verbs: Partners should each write five sentences using the present tense of an irregular verb. Students should take turns reading their sentences aloud. The other partner should name the irregular verb and then create a sentence using the past-tense form
Spelling Practice Book	Students will: T252 <ul style="list-style-type: none"> ○ Take the spelling pre-test

Day 2	Instructional Plan
Student Learning Targets: 3.RL.CS.5, 3.RL.RRTC.10, 3.RL.KID.2, 3.RI.KID.1, 3.W.RBPK.9, 3.W.RBPK.7, 3.W.RBPK.8, 3.FL.SC.6.a, 3.FL.SC.6.d	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T224-231 <ul style="list-style-type: none"> ○ Worked with partners to reread “Captain’s Log”. Identify examples of repetition and rhyme in the poem. ○ Read “The Giant”. In partners decide whether the poem is a free verse poem. Discuss the elements that support their answers. Share their work with the class. Independent Practice read the online Differentiated Genre Passage, “Why I Run” and “If I Could Just Get Out of Bed” ○ Work in pairs to complete graphic organizer for “The Giant”. Reread the poem and think about the details and theme. Add details that support theme to the graphic organizer. ○ Work together to write a summary of the theme of “The Giant”. Work with the details listed in their graphic organizer. ○ Analyze the techniques the poets used in writing the selection.
Respond to Reading Reading / Writing Companion	Students will: T232-233 <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How do the poets help you understand what is inspiring about the people in their poems?</i> ○ Reread “Ginger’s Fingers” and “The Giant” in Reading/Writing Companion pages 160-161. Analyze the authors use of metaphors and repetition in the poems.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T236-237 <ul style="list-style-type: none"> ○ Use an online Shutter Foldable® to organize notes and plan their poems. ○ Individually or in pairs, write an acrostic poem about a person who inspires them. In pairs discuss the person they chose and the primary and secondary sources they plan to use as they work on their poem over two weeks
Grammar Practice Book	Students will: T250 <ul style="list-style-type: none"> ○ Learn about irregular verbs with <i>HAVE</i> and <i>DO</i> ○ See Practice Book page 230 ○ Participate in the Talk About It activity: ask pairs of students to write three helping verbs and three irregular verbs. Then have each student take a turn selecting a helping verb and an irregular verb and forming a sentence that includes both verbs and read it aloud.

Day 3	Instructional Plan
Student Learning Targets: 3.FL.VA.7b.i, 3.RL.KID.2, 3.RI.KID.1, 3.W.RW.10, 3.FL.SC.6.a, 3.FL.SC.6.d, 3.FL.VA.7a.ii, 3.RL.CS.4	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T237A-237D <ul style="list-style-type: none"> ○ Read “The Winningest Woman of the Iditarod Dog Sled Race”. Use copies of online Theme Graphic Organizer 126 ○ Use details from Theme Chart to summarize each poem. ○ Analyze poems by answering questions on Reading/Writing Companion on pages 172-173

Grammar Minilesson Practice Book	Students will: T251 <ul style="list-style-type: none"> ○ Continue working with irregular verbs, see Practice Book page 231 ○ In small groups each student writes down the present-tense of five irregular verbs on separate cards. Each student will take a turn drawing a card and forming the past-tense and future-tense forms of the verb
Expand Vocabulary Practice Book	Students will: T255 <ul style="list-style-type: none"> ○ Read On Level Differentiated Genre Passage “Why I Run” ○ See Practice Book page 240
Day 4	Instructional Plan
Student Learning Targets: 3.FL.VA.7b.i, 3.RL.KID.2 , 3.RI.KID.1, 3.W.RW.10, 3.RL.KID.1, 3.RL.RRTC.10, 3.W.RBPK.8, 3.W.RBPK.9, 3.RL.CS.4 , 3.W.PDW.4, 3.W.PDW.5, 3.W.TTP.3.b, 3.FL.SC.6.a, 3.FL.SC.6.d, 3.FL.WC.4.a, 3.FL.WC.4.c	
Read the Anchor Text (Literature Anthology) Author’s Craft Respond to Text	Students will: T237A-237D <ul style="list-style-type: none"> ○ Reread section of the anchor text. Examine how the poet uses descriptive language and repetition to help the reader visualize the events and characters. ○ Think about how “Narcissa,” “The Winningest Woman of the Iditarod Dog Sled Race,” and “The Brave Ones” are similar and different. ○ Summarize the poem. ○ Analyze the prompt: <i>How do the poets use repetition to help you understand the message in their poems?</i> ○ Look at Literature Anthology page 321. Answer the questions: <i>What is the effect of the repeated phrase “to Nome?” How would you describe the action in this poem?</i> ○ Read “Brave Ones” on Literature Anthology page 322. Answer the questions: <i>How would you describe the action? How do the words the poets use to describe the action in each poem convey the poem’s message?</i> ○ In partners or small groups refer to and discuss their completed charts and writing responses from those pages. Focus on one or two words or phrases that the authors repeat in each poem. Explain why the poets repeat these words. ○ Turn to Reading/Writing Companion page 177. Identify words of imagery that create images that help paint a clear picture in the minds of their readers
Writing Process: Expert Model & Plan Reading / Writing Companion	Students will: T242-247 <ul style="list-style-type: none"> ○ Reread the second stanza of “The Winningest Woman of the Iditarod Dog Sled Race” on page 321 in the Literature Anthology, focusing on the descriptive words or phrases that help the reader visualize the characters or events. ○ With a partner, make a list of people they find inspiring. Brainstorm what these people did that was so inspirational. ○ Choose one of the inspirational people they listed to write a narrative poem. The poem will need to use descriptive phrases and rhyming words to explain what this person did that was inspiring. ○ Consider who will read what they write, such as a teacher, classmates, or family members, and how that will affect the language they use. ○ Before they write their poem, they will make a plan and use a freewriting activity to write down information about the person they have chosen.
Grammar Practice Book	Students will: T251 <ul style="list-style-type: none"> ○ Correct errors in sentences. See Practice Book page 232 ○ In groups, cut pictures from magazines that show people meeting challenges. Have students take turns choosing one picture at a time. Students will describe image using a sentence that contains an irregular verb.

Spelling Practice Book	Students will: T253 <ul style="list-style-type: none"> ○ Proofread sentences posted on the board. Focus on soft <i>c</i> and <i>g</i> words ○ With partners, do a blind sort: one reads a Spelling Word Card; the other tells under which key word it belongs. Have them take turns until both have sorted all their words. Then have students explain how they sorted the words
Day 5	Instructional Plan
Student Learning Targets: 3.RI.IKI.9, 3.FL.WC.4.a, 3.FL.WC.4.c, 3.FL.F.5.b, 3.FL.WC.4.d, 3.W.TTP.3.a,3.W.TTP.3.b	
Read the Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T239A-239B <ul style="list-style-type: none"> ○ Share and discuss students' responses to "An Inspirational Poet" Blast. ○ Read through their notes, annotation, and responses and add what they learned from each text to the chart. Complete the activities in Reading/Writing Companion page 178
Fluency Reading / Writing Companion	Students will: T257 <ul style="list-style-type: none"> ○ Choral read the excerpt on Reading/Writing Companion page 179 with expression.
Writing Process: Draft Reading / Writing Companion	Students will: T248-249 <ul style="list-style-type: none"> ○ Explain how writers use repetition and rhyme in a poem ○ Reread the stanza from "Captain's Log" on page 183 of the Literature Anthology, identifying the rhyming words and repetitive phrases in this part of the poem ○ Review the free write activity and word web they created during the Plan phase as they write their drafts ○ In pairs, identify the repetition and rhyme in each other's drafts, and discuss how this helped them visualize what was happening in the poem.
Spelling Practice Book	Students will: T253 <ul style="list-style-type: none"> ○ Take the spelling post-test
Progress Monitoring	Students will: T292-293 <ul style="list-style-type: none"> ○ Complete the online assessment

Week 6		
Unit 4 Week 6 (combine with Week 5)	Comprehension / Genre / Author's Craft	Language Development
Review, Extend, and Assess	<ul style="list-style-type: none"> Review strategies and skills Track progress Cite relevant evidence from text Summarize the text Interpret information presented visually 	Vocabulary Acquisition: <ul style="list-style-type: none"> Use context to determine the meaning of unfamiliar words Evaluate details to determine key ideas
Text(s): Reading Digitally: "Forbidden Foods" Reader's Theater: "The Baker's Neighbor"	Writing	Speaking and Listening
	Writing process: <ul style="list-style-type: none"> Complete a poem Share writing and choose a portfolio piece Analytical writing: <ul style="list-style-type: none"> Write an opinion Write a summary 	<ul style="list-style-type: none"> Paraphrase information presented digitally Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate prosody, accuracy, and rate	<ul style="list-style-type: none"> Conduct and present research Search for images and multimedia Gather relevant information from digital sources Navigate links

Week 6		
Unit 4 Week 6 (combine with Week 5)	Comprehension / Genre / Author's Craft	Language Development
Review, Extend, and Assess	<ul style="list-style-type: none"> Review strategies and skills Track progress Cite relevant evidence from text Summarize the text Interpret information presented visually 	Vocabulary Acquisition: <ul style="list-style-type: none"> Use context to determine the meaning of unfamiliar words Evaluate details to determine key ideas
Text(s): Reading Digitally: "Forbidden Foods" Reader's Theater: "The Baker's Neighbor"	Writing	Speaking and Listening
	Writing process: <ul style="list-style-type: none"> Complete a poem Share writing and choose a portfolio piece Analytical writing: <ul style="list-style-type: none"> Write an opinion Write a summary 	<ul style="list-style-type: none"> Paraphrase information presented digitally Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate prosody, accuracy, and rate	<ul style="list-style-type: none"> Conduct and present research Search for images and multimedia Gather relevant information from digital sources Navigate links

Weekly Standards:

3.FL.F.5.a Read grade-level text with purpose and understanding. [1 lesson]

3.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [1 lesson]

3.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [1 lesson]

3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context. [1 lesson]

3.FL.WC.4.d Write legibly in manuscript; write all lower and uppercase cursive letters. [1 lesson]

3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently. [1 lesson]

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [2 lessons]

3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently. [4 lessons]

3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text. [1 lesson]

3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [1 lesson]

3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [1 lesson]

3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events. [1 lesson]

3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. [2 lessons]

3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [4 lessons]

3.SL.PKI.6 Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification. [4 lessons]

3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [2 lessons]

3.W.PDW.6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3. [1 lesson]

3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic. [2 lessons]

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. [4 lessons]

3.W.TTP.2.b Group related information together, including illustrations when needed, to provide clarity to the reader. [1 lesson]

3.W.TTP.2.c Develop the topic with facts, definitions, and details. [1 lesson]

3.W.TTP.3.e Apply language standards addressed in the Foundational Literacy standards. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 3.RI.CS.5, 3.W.RBPK.7, 3.FL.F.5.a, 3.FL.F.5.b, 3.FL.VA.7a.i, 3.RI.KID.2, 3.FL.VA.7b.i, 3.W.PDW.5	
<p>Reading Digitally OR Reader's Theater</p>	<p>Students will: T298-299</p> <ul style="list-style-type: none"> ○ Identify text features ○ Listen and follow along as the teacher reads the article aloud, focus on the problem of food allergies and how people are trying to solve it. ○ Take notes using copy of Graphic Organizer 26. After each section, turn to partners and paraphrase the main ideas, giving text evidence. Understand domain-specific terms, such as <i>allergies</i> and <i>immune system</i> ○ Write a summary of the article stating the problem and what people can do to help ○ Brainstorm questions, such as: <i>Should foods, such as peanut butter, be banned at school if someone has an allergy?</i> ○ Choose a question to research. ○ Conduct Internet Research ○ Present in groups an informational or persuasive presentation about allergies ○ OR ○ Review the features of a play ○ Listen and follow along as the teacher reads the play ○ Determine roles in the play and practice their part throughout the week
<p>Show What You Learned Reading / Writing Companion</p>	<p>Students will: T302-303</p> <ul style="list-style-type: none"> ○ Read "Armadillo: Little Armored One" and answer test questions about the text
<p>Writing Process: Revise Reading / Writing Companion</p>	<p>Students will: T310-311</p> <ul style="list-style-type: none"> ○ Read aloud the poem "The Giant" on page 161, focus on how the poet used similes and metaphors to compare the basketball player to many different things ○ Review their drafts, focusing on figurative language. They should include similes and metaphors in their poems
Day 2	Instructional Plan
Student Learning Targets: 3.RI.CS.5, 3.W.RBPK.7, 3.FL.F.5.a, 3.FL.F.5.b, 3.FL.VA.7a.ii, 3.RL.KID.1,3.RL.KID.2, 3.RL.CS.6	
<p>Reading Digitally OR Reader's Theater</p>	<p>Students will: T298-299</p> <ul style="list-style-type: none"> ○ Identify text features ○ Reread the article, looking at text structure and author's craft ○ Reread and find reasons why it is important that everyone know about food allergies. In pairs discuss whether they agree or disagree with the author's point of view ○ Compare what they learned about meeting challenges presented by food allergies with what they have learned about other challenges in selections they have read in this unit ○ OR ○ Review the features of a play ○ Listen and follow along as the teacher reads the play ○ Determine roles in a play and practice their part throughout the week ○ Gain a better understanding of <i>The Baker's Neighbor</i> is based on a folktale where the main character learns a lesson.

Show What You Learned Reading / Writing Companion	Students will: T304-305 <ul style="list-style-type: none"> ○ Review the genre historical fiction and read “Change for Ocelots” and answer the questions that follow
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T312-313 <ul style="list-style-type: none"> ○ Listen carefully as the writer reads his or her work aloud ○ Begin by telling what you liked about the writing ○ As a question about the person and what they did that was inspiring ○ Give suggestions for places where colorful adjectives, strong verbs, or figurative language could be added









Day 3	Instructional Plan
Student Learning Targets: 3.RL.KID.3, 3.RI.KID.2, 3.W.TTP.3.e, 3.W.PDW.5	
Extend Your Learning	Students will: T306 <ul style="list-style-type: none"> ○ Fill out the Venn diagram on Reading/Writing Companion page 194 ○ Identify key details in the passage on page 195 in the Reading/Writing Companion
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T314-315 <ul style="list-style-type: none"> ○ Review the editing checklist on Reading/Writing Companion page 186 ○ Pairs edit and proofread each other’s drafts using the editing checklist as a guide
Day 4	Instructional Plan
Student Learning Targets: 3.W.TTP.2.b, 3.W.TTP.2.c, 3.W.RBPK.7, 3.FL.WC.4.d, 3.W.PDW.6	
Extend Your Learning	Students will: T308-309 <ul style="list-style-type: none"> ○ Read and discuss the Reading/Writing Companion page 196 ○ Research two animals that live in the same environment using online resources ○ Discuss the animal, what helps it survive, and find a picture of the animal ○ Select a genre to present their research
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T316-317 <ul style="list-style-type: none"> ○ Choose a format for publishing: print or digital. Either format should incorporate visual aids such as props, pictures, or illustrations. Design and practice their presentations out loud. Consult the Presenting Checklist before they face the class
Day 5	Instructional Plan
Student Learning Targets: 3.FL.WC.4.d, 3.W.PDW.6, 3.W.RBPK.8	
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T316-317 <ul style="list-style-type: none"> ○ Present their poem ○ Evaluate peer work using the checklist

Track Your Progress	Students will: T318 <ul style="list-style-type: none">○ In pairs, review Reading/Writing Companion page 198○ Score each skill in the box provided. Note the lowest score, reflect on their progress, write an honest evaluation of the lowest scoring skill in the boxes provided
Wrap Up the Unit	Students will: T319 <ul style="list-style-type: none">○ Connect to a big idea by answering the question: <i>What are the different ways to meet challenges?</i>○ In small groups, compare the information that they have learned during the course of the unit in order to answer the Big Idea question.○ Review their class notes and completed graphic organizers before they begin their discussions○ Answer the question: <i>What are the five most important things we have learned about rising to a challenge?</i>
Summative Assessment	Students will: T330-331 <ul style="list-style-type: none">○ Complete the summative assessment

BCS Literacy Vision

Unit 5

Genre Study 1: Biography Narrative Nonfiction**Essential Question:** What do good citizens do?**Text Sets:****Read Aloud:** “Jimmy Carter: A Good Citizen”**Shared Read:** “Irma Rangel, Texas Lawmaker”**Anchor Text:** *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote* & “Susan B. Anthony Takes Action”**Genre Study 2: Fairy Tale****Essential Question:** How do we get what we need?**Text Sets:****Read Aloud:** “Wei and the Golden Goose”**Shared Read:** “Juanita and the Beanstalk”**Anchor Text:** *Clever Jack Takes the Cake* & “Money: Then and Now”**Culminating Task:** Write a biography about a person you identify as a good citizen. You will brainstorm a list of good citizens and choose one person from the list. You will conduct research and gather information relevant to your biography. Make sure to follow the sequence of events to help readers understand what happened and why.**Genre Study 3: Argumentative Text****Essential Question:** What are different types of energy?**Text Sets:****Read Aloud:** “Using Power”**Shared Read:** “Here Comes Solar Power”**Anchor Text:** “It’s All in the Wind” & “Power for All”**Culminating Task:** Write an opinion essay about an energy source that would be good for your community. Make sure you include facts about your energy source in order to make your essay convincing.

Unit 5 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: What do good citizens do?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  Identify the author's point of view <p>Ask and answer questions to deepen understanding Recognize cause and effect text structure</p> <ul style="list-style-type: none">  Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary citizenship, continued, daring, horrified, participate, proposed, unfairness, waver</p> <p>Vocabulary Strategy:</p> <ul style="list-style-type: none">  Identify and use prefixes and suffixes <p>Grammar:</p> <ul style="list-style-type: none">  Identify and use singular and plural pronouns  Use subject and object pronouns correctly
<p>Text(s):</p> <p>Teach and Model</p> <p>Interactive Read Aloud: "Jimmy Carter: A Good Citizen" Shared Read: "Irma Rangel, Texas Lawmaker"</p> <p>Practice and Apply</p> <p>Anchor Text: <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i> & "Susan B. Anthony Takes Action"</p> <p>Leveled Readers A: Eunice Kennedy Shriver O: Eunice Kennedy Shriver ELL: Eunice Kennedy Shriver B: Eunice Kennedy Shriver</p> <p>Optional Classroom Library Trade Books Martin Luther King Jr. and the March on Washington Friends for Freedom: The Story of Susan B. Anthony and Frederick Douglass</p>	<p>Writing</p> <p>Writing process: Plan and draft a biography</p> <p>Analytical writing:</p> <ul style="list-style-type: none">  Write responses that demonstrate understanding <p>Foundational Skills</p> <p>Phonics/Word Study:</p> <ul style="list-style-type: none"> • Decode compound words • Decode words with inflectional endings <p>Spelling Words: Week 1: airplane daytime birthday daylight hairdo somebody birdhouse barefoot headlight sometime someone newspaper sidewalks basketball stagecoach Week 2: names named naming hopes hoped hoping dances danced dancing drops dropped dropping wraps wrapped wrapping</p> <p>Fluency: Read fluently with proper intonation and phrasing</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversations Paraphrase portions of "Jimmy Carter: A Good Citizen" Present information about good citizens</p> <p>Research and Inquiry</p> <p>Identify primary and secondary sources Create a poster about a local community issue</p>

Weekly Standards

2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text. [1 lesson]

2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed. [1 lesson]

3.FL.F.5.a Read grade-level text with purpose and understanding. [3 lessons]

3.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

3.FL.PWR.3.a Identify and define the meaning of the most common prefixes and derivational suffixes. [9 lessons]

3.FL.PWR.3.c Decode multi-syllable words. [5 lessons]

3.FL.SC.6.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. [12 lessons]

3.FL.SC.6.f Ensure subject-verb and pronoun-antecedent agreement. [10 lessons]

3.FL.SC.6.i Produce simple, compound, and complex sentences. [1 lesson]

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [7 lessons]

3.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [14 lessons]

3.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [6 lessons]

3.FL.VA.7b.ii Identify real-life connections between words and their use. [3 lessons]

3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. [3 lessons]

3.FL.WC.4.a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. [6 lessons]

3.FL.WC.4.b Use conventional spelling for high-frequency words, including irregular words. [1 lesson]

3.FL.WC.4.c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. [6 lessons]

3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently. [6 lessons]

3.RI.CS.6 Distinguish reader point of view from that of an author of a text. [16 lessons]

3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text. [6 lessons]

3.RI.IKI.8 Explain how reasons support specific points an author makes in a text. [4 lessons]

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [3 lessons]

3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. [2 lessons]

3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [9 lessons]

3.SL.PKI.5 Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details. [3 lessons]

3.SL.PKI.6 Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification. [1 lesson]

3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic. [1 lesson]

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. [1 lesson]

3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading. [1 lesson]

3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. [4 lessons]

Day 1	Instructional Plan
Student Learning Targets: 3.FL.VA.7b.ii, 3.SL.PKI.6, 3.RL.KID.1 , 3.RI.IKI.7, 3.FL.VA.7a.i, 3.FL.VA.7a.ii, 3.FL.SC.6.a, 3.FL.SC.6.f, 3.FL.WC.4.a, 3.FL.WC.4.c	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T20-21 <ul style="list-style-type: none"> ○ Discuss the essential question: <i>What do good citizens do?</i> Reading/Writing Companion p. 1 ○ Review student learning goals ○ Discuss the photograph ○ Answer the questions: <i>How can you show good citizenship? How can you participate in your community?</i> ○ Discuss with a partner what they have learned about citizenship and add to the discussion ○ Complete the blast assignment “The Generous Grower”
Listening Comprehension Interactive Read Aloud	Students will: T22-23 <ul style="list-style-type: none"> ○ Discuss features of a biography ○ Create an anchor chart that includes features of a biography ○ Determine the main idea and details of “Jimmy Carter: A Good Citizen” ○ Retell the most important information from the passage in their own words
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T24-27 <ul style="list-style-type: none"> ○ Answer questions about the text Reading/Writing Companion p. 2-5 ○ Read and determine the main idea of sections of the text ○ Examine text features ○ In pairs, summarize orally using notes. Then write a summary in their writer’s notebook
Vocabulary Reading / Writing Companion	Students will: T28-29 <ul style="list-style-type: none"> ○ Identify key words in the text Reading/Writing Companion p. 6-7 ○ Determine the meaning of unknown words in context ○ Study prefixes (un-) and suffixes (-ly)
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Discuss singular and plural pronouns Practice Book pg. 241
Spelling Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Assess prior knowledge of compound words ○ Take the spelling pre-test

Day 2	Instructional Plan
Student Learning Target: 2.RI.IKI.7, 2.RI.RRTC.10, 3.RI.CS.6, 3.RI.IKI.8, 3.RI.KID.3, 3.RL.KID.1, 3.RI.KID.2 , 3.W.RBPK.9, 3.W.RW.10, 3.W.RBPK.7, 3.W.RBPK.8, 3.FL.SC.6.a, 3.FL.SC.6.f	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T30-37 <ul style="list-style-type: none"> ○ Work in pairs to reread “Fighting for Fairness” on page 5 of “Irma Rangel, Texas Lawmaker.” Think of one question about the text and reread the selection to find the answer. Refer explicitly to the text to find the answers to their questions and gain information from the text. Reading/Writing Companion p. 8-11 ○ In pairs, read the timeline on pages 4 and 5 of “Irma Rangel, Texas Lawmaker”. Answer the question: <i>In what year did Irma become part of the Texas Women’s Hall of Fame?</i> Discuss other key events on the timeline, including when they occurred. ○ With a partner, complete graphic organizer for the author’s point of view in “Irma Rangel, Texas Lawmaker,” using the text to find more details that show what the author thinks about Irma Rangel. Write a summary of their own points of view about Irma Rangel. ○ Reread parts of selection and analyze techniques the author used in writing the selection
Respond to Reading Reading / Writing Companion	Students will: T38-39 <ul style="list-style-type: none"> ○ In pairs, complete Reading/Writing Companion page 12. Answer the question: <i>How does knowing about Irma’s parents help you understand why she became a good citizen?</i> Be sure to include key details from the text that support their main idea.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T42-43 <ul style="list-style-type: none"> ○ Identify and cite good primary and secondary sources. ○ In pairs, brainstorm issues in their local community and research the issues using primary and secondary sources. They will be creating a poster about the issue and people who are taking action on it. They will be working on the project for two weeks. Have pairs discuss their research plans
Grammar Practice Book	Students will: T58 <ul style="list-style-type: none"> ○ Learn about pronouns agreement, see Practice Book page 242

Day 3	Instructional Plan
Student Learning Target: 3.FL.VA.7a.ii, 3.RI.CS.6 , 3.W.RW.10, 3.FL.SC.6.a, 3.FL.SC.6.f, 3.FL.VA.7a.i, 3.FL.VA.7a.ii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T43A-43S <ul style="list-style-type: none"> ○ Predict how the text selection will help them answer the essential question. ○ Use the main idea and details graphic organizer ○ Respond to questions while reading
Grammar Minilesson Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Complete Practice Book page 243, practice pronoun agreement
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Review vocabulary words and orally complete the sentences

Day 4	Instructional Plan
Student Learning Target: 3.FL.WC.4.a, 3.FL.WC.4.c, 3.FL.SC.6.a, 3.FL.SC.6.f, 3.FL.VA.7a.ii, 3.RI.CS.6, 3.W.RW.10	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T43A-43T <ul style="list-style-type: none"> ○ Record the main idea and details of each section of the selection Reading/Writing Companion p. 14-15 ○ Summarize the sections to show understanding ○ In pairs, generate questions about the text ○ In pairs, work together to list one or two ways Elizabeth was a good citizen
Grammar Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Correct errors in the sentences Practice Book pg. 244
Spelling Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Proofread and make corrections to the sentences
Day 5	Instructional Plan
Student Learning Target: 3.FL.VA.7a.ii, 3.RI.CS.6, 3.W.RW.10, 3.RI.IK1.7 , 3.FL.WC.4.a, 3.FL.WC.4.c, 3.FL.SC.6.a, 3.FL.SC.6.f	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-43S <ul style="list-style-type: none"> ○ Reread the text, looking at the text features of an expository text ○ Study how signal words are used to compare and contrast information ○ Discuss how the author used transitional words to guide the readers from the text and identify them in the selection ○ Reading/Writing Companion p. 16
Writing Process: Expert Model Reading / Writing Companion	Students will: T50-51 <ul style="list-style-type: none"> ○ Create an anchor chart that lists the features of a biography ○ Analyze the anthology text looking at the author's craft
Spelling Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Take the spelling post-test
Grammar Practice Book	Students will: T59 <ul style="list-style-type: none"> ○ Complete the Daily Language Activity and Practice book page 245

Weekly Standards

3.FL.F.5.a Read grade-level text with purpose and understanding. [3 lessons]

3.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

3.FL.PWR.3.a Identify and define the meaning of the most common prefixes and derivational suffixes. [8 lessons]

3.FL.SC.6.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. [10 lessons]

3.FL.SC.6.i Produce simple, compound, and complex sentences. [1 lesson]

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [5 lessons]

3.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [9 lessons]

3.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [5 lessons]

3.FL.VA.7b.ii Identify real-life connections between words and their use. [1 lesson]

3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. [3 lessons]

3.FL.WC.4.a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. [5 lessons]

3.FL.WC.4.d Write legibly in manuscript; write all lower and uppercase cursive letters. [1 lesson]

3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently. [3 lessons]

3.RI.CS.6 Distinguish reader point of view from that of an author of a text. [5 lessons]

3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text. [4 lessons]

3.RI.IKI.8 Explain how reasons support specific points an author makes in a text. [1 lesson]

3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [3 lessons]

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [3 lessons]

3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. [2 lessons]

3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [7 lessons]

3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. [1 lesson]

3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [2 lessons]

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. [2 lessons]

3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading. [1 lesson]

3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. [2 lessons]

3.W.TTP.2.c Develop the topic with facts, definitions, and details. [2 lessons]

3.W.TTP.3.c Use temporal words and phrases to signal event order. [1 lesson]

Day 6	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.ii, 3.RI.CS.6 , 3.W.RW.10, 3.RL.KID.1, 3.W.RBPK.9, 3.W.TTP.2.c, 3.W.PDW.4, 3.FL.SC.6.a, 3.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-43S <ul style="list-style-type: none"> ○ Reread the text to identify text features that will aid in their writing
Respond to Reading Reading / Writing Companion	Students will: T44-45 <ul style="list-style-type: none"> ○ Read and analyze the prompt: <i>How does Tanya Lee Stone use Elizabeth's biography to teach you about what it means to be a good citizen?</i> ○ Look at Literature Anthology pages 367, read the text, and discuss how Elizabeth changed America. ○ Review pages 14-16 Reading/Writing Companion, in partners discuss their completed charts and writing responses from those pages
Writing Process: Plan Reading / Writing Companion	Students will: T52-53 <ul style="list-style-type: none"> ○ Brainstorm a list of people who have been good citizens in history ○ Choose one of the good citizens discussed to write a biography. The biography will need to include information about how this person was a good citizen, as well as some of the specific things this person did to contribute to history. Record the person they chose on page 25 ○ Make a plan and gather information they need.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Work on subject and object pronouns Practice Book pg. 253
Spelling Practice Book	Students will: T64 <ul style="list-style-type: none"> ○ Take the spelling pretest
Day 7	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RI.IKI.9, 3.W.TTP.2.c, 3.W.PDW.4, 3.W.RBPK.8, 3.FL.SC.6.a, 3.FL.VA.7a.i, 3.FL.VA.7a.ii, 3.FL.VA.7a.iii	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-45D <ul style="list-style-type: none"> ○ Read "Susan B. Anthony Takes Action!" ○ Compare the texts ○ Summarize the selection
Writing Process: Plan Reading / Writing Companion	Students will: T54-55 <ul style="list-style-type: none"> ○ Conduct research on their person ○ Add information about important events in the life of the person to their Sequence chart
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Review subject and object pronouns ○ Discuss reciprocal pronouns and complete Practice Book page 254

Expand Vocabulary Practice Book	Students will: T66 <ul style="list-style-type: none"> ○ Discuss antonyms and complete Practice Book page 263
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Day 8	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RI.IKI.9, 3.FL.PWR.3.a, 3.FL.F.5.a, 3.FL.WC.4.d, 3.W.TTP.3.c , 3.FL.SC.6.a, 3.FL.VA.7a.i, 3.FL.VA.7a.ii,3.FL.VA.7a.iii	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-45D <ul style="list-style-type: none"> ○ Analyze the text ○ Develop a deeper understanding of the text by annotating and answering questions on pages 180-20 of the Reading/Writing Companion ○ Summarize the text
Phonics Practice Book	Students will: T48-49 <ul style="list-style-type: none"> ○ Work on inflectional endings
Author's Craft Reading / Writing Companion	Students will: T46-47 <ul style="list-style-type: none"> ○ Reread the third paragraph on page 387 and identify the cause-and -effect relationship ○ In Partners discuss the questions on page 21 of the Reading/Writing Companion before filling in their answers
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 <ul style="list-style-type: none"> ○ Write a draft of their biography ○ Use Sequence chart created; making sure events are in order and use signal words to link the events in their biography ○ Paraphrase by putting information and events in their own words
Grammar Practice Book	Students will: T61 <ul style="list-style-type: none"> ○ Use Practice Book page 255 to practice pronoun usage
Expand Vocabulary Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Read the genre passage “Hiram Revels: the First African American Senator.” ○ In pairs use prefixes and suffixes to figure out the meanings of unknown words
Day 9	Instructional Plan
Student Learning Targets: 3.FL.PWR.3.a, 3.FL.F.5.a, 3.FL.WC.4.d, 3.W.TTP.3.c , 3.RI.IKI.9, 3.FL.SC.6.a	
Fluency Practice Book	Students will: T49 <ul style="list-style-type: none"> ○ Practice fluency using the online Differentiated Genre Passage, “Hiram Revels: The First African American Senator.”
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 <ul style="list-style-type: none"> ○ Continue to draft their biography and prepare to present

Make Connections Reading / Writing Companion	Students will: T68 <ul style="list-style-type: none"> ○ Read through their notes, annotations, and responses and add what they learned from each text to the chart ○ Complete the Talk About It on Reading/Writing Companion page 22 ○ Write a final response synthesizing the knowledge they built about what good citizens do ○ Reread the third paragraph on page 387 and identify the cause-and-effect relationship ○ With partners, identify the words that signal these two events are connected ○ Enter their response on Reading/Writing Companion page 23
Grammar Practice Book	Students will: T61 <ul style="list-style-type: none"> ○ Proofread sentences with subject and object pronouns to ensure there is agreement
Day 10	Instructional Plan
Student Learning Targets: 3.SL.PKI.4, 3.W.RBPK.8, 3.FL.WC.4.d, 3.W.TTP.3.c , 3.FL.WC.4.a	
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 <ul style="list-style-type: none"> ○ Finish their draft
Spelling Practice Book	Students will: T65 <ul style="list-style-type: none"> ○ Take the spelling post-test
Research and Inquiry Reading / Writing Companion	Students will: T69 <ul style="list-style-type: none"> ○ Present their poster and written work to the class
Progress Monitoring	Students will: T104-105 <ul style="list-style-type: none"> ○ Complete the online assessment

Weeks 3 (4-next quarter)

✓ Assessed Skill

Unit 5 Weeks 3 (4-next quarter)	Comprehension / Genre / Author’s Craft	Language Development
<p>Essential Question: How do we get what we need?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Explain the point of view of the characters <p>Summarize to maintain logical order and meaning Discuss how author’s use of language contributes to voice</p> <ul style="list-style-type: none"> ✓ Discuss literary elements of fairy tales 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary admit, barter, considered, creation, humble, magnificent, payment, reluctantly</p> <p>Vocabulary Strategy: ✓ Use context clues to identify and understand root words</p> <p>Grammar: ✓ Use appropriate pronoun-verb agreement ✓ Identify and use possessive pronouns correctly</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: “Wei and the Golden Goose”</p> <p style="padding-left: 20px;">Shared Read: “Juanita and the Beanstalk”</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text(s): Clever Jack Takes the Cake & Money: Then and Now</p> <p>Leveled Readers A: The Chickpea Boy O: The Golden Goose ELL: The Golden Goose B: A gift for Mario</p> <p>Optional Classroom Library Trade Books After Happily Ever After: Mr. Wolf Bounces Back The Tale of Despereaux</p>	<p>Writing</p> <p>Writing process: Revise, edit, and publish a biography</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study:</p> <ul style="list-style-type: none"> ○ Decode words with closed syllables ○ Decode words with inflectional endings <i>y</i> to <i>i</i> <p>Spelling Words: Week 3: basket, rabbit, lesson, letter, invite, bedtime, mammal, number, fellow, chapter, follow, problem, chicken, butter, napkin Week 4: tries, tried, trying, dries, dried, drying, hurries, hurried, hurrying, studies, studied, studying, plays, played, playing</p> <p>Fluency: read fluently with appropriate phrasing and rate</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversations Paraphrase portions of “Wei and the Golden Goose” Present information about trade using money or by bartering</p> <p>Research and Inquiry</p> <p>Plan a business by determining needed supplies, advertising, costs, and a goal Create a business plan about a product or service</p>

Weekly Standards:

3.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [4 lessons]

3.FL.PWR.3.c Decode multi-syllable words. [4 lessons]

3.FL.SC.6.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. [12 lessons]

3.FL.SC.6.b Form and use regular and irregular plural nouns. [2 lessons]

3.FL.SC.6.e Form and use simple verb tenses. [2 lessons]

3.FL.SC.6.f Ensure subject-verb and pronoun-antecedent agreement. [10 lessons]

3.FL.SC.6.i Produce simple, compound, and complex sentences. [1 lesson]

3.FL.SC.6.m Form and use possessives. [1 lesson]

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [6 lessons]

3.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [3 lessons]

3.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [25 lessons]

3.FL.VA.7a.iv Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [2 lessons]

3.FL.VA.7b.ii Identify real-life connections between words and their use. [1 lesson]

3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. [2 lessons]

3.FL.WC.4.a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. [5 lessons]

3.FL.WC.4.b Use conventional spelling for high-frequency words, including irregular words. [1 lesson]

3.FL.WC.4.c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. [5 lessons]

3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [1 lesson]

3.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., feeling blue versus the color blue). [4 lessons]

3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text. [13 lessons]

3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words. [1 lesson]

3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [25 lessons]

3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events. [22 lessons]

3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently. [1 lesson]

3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. [2 lessons]

3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic. [1 lesson]

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. [1 lesson]

3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading. [1 lesson]

3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. [4 lessons]

3.W.TTP.2.f Use precise language to inform about or explain the topic. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 3.SL.CC.2, 3.RL.KID.2, 3.RL.KID.3 , 3.FL.VA.7a.iv, 3.RL.CS.4, 3.FL.SC.6.a, 3.FL.SC.6.f, 3.FL.WC.4.a, 3.FL.WC.4.c	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T118-119 <ul style="list-style-type: none"> ○ Discuss the essential question: How do we get what we need? Reading/Writing Companion p. 32-33 ○ Review student learning goals ○ Discuss the photograph ○ Answer the questions: <i>How do you get what you need? Why might you barter to get what you need?</i> ○ Complete the blast assignment “Strictly Business”
Listening Comprehension Interactive Read Aloud	Students will: T120-121 <ul style="list-style-type: none"> ○ Discuss the features of a fairytale ○ Create an anchor chart that includes features of a fairytale ○ Determine the main idea and details of “Wei and the Golden Goose” ○ Retell the story in their own words
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T122-125 <ul style="list-style-type: none"> ○ Answer questions about the text. Use the left column of page 34 to note their questions, list interesting words they would like to learn, and identify key details from the text. ○ Use the text to discuss root words ○ Discuss the author’s point of view about how mama feels about the hen. ○ Examine text features ○ In pairs, summarize orally using notes. Then write a summary in their writer’s notebook.
Vocabulary Reading / Writing Companion	Students will: T126-127 <ul style="list-style-type: none"> ○ Work in pairs, use root word to find the meaning of <i>decision</i> in paragraph 2 on page 36 Reading/Writing Companion p. 38-39
Grammar Reading / Writing Companion	Students will: T156 <ul style="list-style-type: none"> ○ Discuss pronoun-verb agreement ○ Complete Practice Book pg. 265 ○ Participate in the activity using pronouns and verbs: In groups write sentences about working toward getting what they need that include a subject pronoun and a verb. Cut sentences to separate the pronouns and verbs. Have each student pick one of each and read them aloud to see if they make sense together.
Spelling Reading / Writing Companion	Students will: T160 <ul style="list-style-type: none"> ○ Take the spelling pre-test

Day 2	Instructional Plan
Student Learning Targets: 3.FL.SC.6.a, 3.FL.SC.6.f, 3.W.RBPK.7, 3.W.RBPK.8, 3.RL.KID.2 , 3.W.RBPK.9, 3.W.RW.10, 3.RL.KID.3, 3.RI.KID.1, 3.RL.CS.6, 3.RL.RRTC.10	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T128-135 <ul style="list-style-type: none"> ○ Add additional points about the summarizing strategy to the anchor chart ○ Work in pairs to reread page 36, to summarize how Juanita found the giant's palace, noting key details as they read. When finished, go back and summarize other sections of the text. Reading/Writing Companion p. 40-41 ○ Reread "Juanita and the Beanstalk" and discuss what features make the text a fairytale. Compare to other fairy tales they have read or know. Reading/Writing Companion p. 34-37 ○ Analyze the author's craft
Respond to Reading Reading / Writing Companion	Students will: T136-137 <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How does the author show that Pepe is important to Juanita?</i> Reading/Writing Companion p. 44 ○ Look for word choices that help the author establish the relationship between characters ○ Discuss time order words that help keep events in order
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T140-141 <ul style="list-style-type: none"> ○ Create a business plan with teacher support. Pairs will use the online Four-Door Foldable® to record key parts of a business plan. Brainstorm a business idea or choose one of the suggestions on page 45.
Grammar Practice Book	Students will: T156 <ul style="list-style-type: none"> ○ Work with pronoun/verb agreement, see Practice Book page 266

Day 3	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.iii, 3.RL.CS.6, 3.W.RW.10, 3.FL.SC.6.a , 3.FL.SC.6.f , 3.FL.VA.7a.i	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T141A-141S <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question ○ Study the illustrations in the story ○ Determine the problem in the story and discuss the elements of a fairy tale ○ Use root words to determine the meanings of words or phrases ○ Make inferences about the text based on illustrations
Grammar Minilesson Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Study pronoun-verb agreement ○ Complete Practice Book page 267
Expand Vocabulary Practice Book	Students will: T165 <ul style="list-style-type: none"> ○ Review the target vocabulary words and orally complete each sentence stem

Day 4	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.iii, 3.RL.CS.6, 3.W.RW.10, 3.FL.SC.6.a, 3.FL.SC.6.f, 3.FL.WC.4.a, 3.FL.WC.4.c, 3.RL.KID.2	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T141A-I41T <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question ○ Using a graphic organizer, record details related to the character's point of view throughout the story ○ Look at the illustrations in the text to help visualize what is happening in the story ○ Summarize the selection, and then answer the questions on Reading/Writing Companion on pages 46-48
Grammar Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Correct errors in sentences with pronoun-verb agreement Practice Book pg.268
Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Circle and correct each misspelled word
Day 5	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.iii, 3.RL.CS.6 , 3.W.RW.10, 3.W.TTP.2.f, 3.W.PDW.5, 3.FL.WC.4.a, 3.FL.WC.4.c, 3.FL.SC.6.a, 3.FL.SC.6.f	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-141S <ul style="list-style-type: none"> ○ Analyze author's craft and answer selections about the text ○ Understand that the author's use of descriptive language helps the read better visualize how the characters act in the story
Writing Process: Revise Reading / Writing Companion	Students will: T148-149 <ul style="list-style-type: none"> ○ Focus on using precise nouns ○ Read aloud the first four sentences of <i>Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i> and discuss the meanings of the precise nouns and write ideas on page 28 of the Reading/Writing Companion
Spelling Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Take the spelling post-test ○ List misspelled words in their writer's notebook
Grammar Practice Book	Students will: T157 <ul style="list-style-type: none"> ○ Take the assessment in Practice Book page 269