

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.

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.a Identify and define the meaning of the most common prefixes and derivational suffixes. [\[3 lessons\]](#)

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. [\[12 lessons\]](#)

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. [\[3 lessons\]](#)

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

3.FL.SC.6.m Form and use possessives. [\[10 lessons\]](#)

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. [\[11 lessons\]](#)

3.FL.VA.7b.iii Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. [\[1 lesson\]](#)

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. [\[6 lessons\]](#)

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

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. [\[2 lessons\]](#)

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. [\[2 lessons\]](#)

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). [\[2 lessons\]](#)

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.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. [\[5 lessons\]](#)

3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events. [\[6 lessons\]](#)

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. [\[2 lessons\]](#)

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. [\[1 lesson\]](#)

3.SL.PKI.6 Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification. [\[2 lessons\]](#)

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.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.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. [\[1 lesson\]](#)

3.W.TTP.2.g Apply language standards addressed in the Foundational Literacy standards. [\[1 lesson\]](#)

Unit 5 Week 4

Day 6	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.iii, 3.RL.CS.6, 3.W.RW.10, 3.RL.KID.1, 3.W.RBPK.9, 3.W.PDW.5 , 3.FL.SC.6.a, 3.FL.SC.6.m, 3.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-141S - Analyze the author's word choice - Analyze descriptive details
Respond to Reading Reading / Writing Companion	Students will: T142-143 - Answer the prompt: <i>How does the author use text and illustrations to show how Jack accomplishes his goal?</i> - Reread Literature Anthology page 395; look at the illustrations and discuss how they help better understand the text - In partners or small groups refer to and discuss their completed charts and writing responses from those pages. - Use the sentence starters to guide their responses Reading/Writing Companion p. 49
Writing Process: Revise Reading / Writing Companion	Students will: T148-149 - Listen as a partner reads their draft aloud - Identify parts they liked about the draft and add one suggestion that they had
Grammar Practice Book	Students will: T158 Learn about possessive pronouns Practice Book pg 277
Spelling Practice Book	Students will: T162 Take the spelling pre-test
Day 7	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RI.KID.1, 3.RI.CS.4, 3.SL.CC.1, 3.SL.PKI.6, 3.W.RW.10, 3.FL.SC.6.e, 3.W.TTP.2.g , 3.FL.SC.6.a, 3.FL.SC.6.m, 3.FL.VA.7a.i, 3.FL.VA.7a.iii	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-143D - Read and reread "Money: Then and Now" - Take notes and think about the Essential Question: <i>How do we get what we need?</i> - Think about how this text compares with "Clever Jack Takes the Cake" - Discuss how these texts are similar and different - Complete Reading/Writing Companion p. 50-52
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T150-151 - Edit and proofread their draft - Review the editing checklist on Reading/Writing Companion page 30 - In pairs, edit and proofread each other's drafts using the editing checklist as a guide
Grammar Practice Book	Students will: T158 Discuss the difference between possessive, reflexive, and relative pronouns

	Complete Practice Book page 278
Expand Vocabulary Practice Book	Students will: T164 - Generate homographs that they have heard or read - Discuss the meanings of the words as a class and have students add them to their writer's notebook

Day 8	Instructional Plan
Student Learning Targets: 3.RL.CS.4, 3.FL.WC.4.d, 3.W.TTP.2.f , 3.W.PDW.6 , 3.FL.SC.6.a, 3.FL.SC.6.m, 3.FL.VA.7a.i, 3.FL.VA.7a.iii	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-143D - Reread "Money: Then and Now" looking at the text structure - Summarize the text
Author's Craft Reading / Writing Companion	Students will: T144-145 - Reread "Money: Then and Now," pointing out sentences that show a formal voice - Reread the second paragraph on page 51 and explain whether the sentences are complete or incomplete
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T152-153 Edit and proofread their draft using the editing checklist
Grammar Practice Book	Students will: T159 - Discuss possessive and reflexive pronouns - Complete Practice Book page 279
Expand Vocabulary Practice Book	Students will: T165 Read "The Barnyard Café" using root words to help determine the meaning of unknown words

Day 9	Instructional Plan
Student Learning Targets: 3.FL.PWR.3.a, 3.FL.F.5.b, 3.FL.WC.4.d, 3.W.TTP.2.f, 3.W.PDW.6. , 3.RI.IKI.9, 3.FL.SC.6.a, 3.FL.SC.6.m	
Fluency Practice Book	Students will: T147 ○ Listen to the teacher read aloud paragraphs 5 and 6 on page 36 of “Juanita and the Beanstalk”. The teacher will emphasize phrasing, paying attention to punctuation as well as reading faster or slower as appropriate ○ Echo read as a group and then one at a time ○ Practice fluency using the online Differentiated Genre Passage, “The Barnyard Café”
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T152-153 ○ Edit and proofread their draft using the editing checklist. Make any changes to the essay and practicing presenting.
Make Connections Reading / Writing Companion	Students will: T166 ○ Discuss responses to the “Strictly Business” blast. ○ Complete the Talk About It activity on Reading/Writing Companion page 54 ○ Write a final response synthesizing the knowledge they built about trading, currency, and how people get what they need
Grammar Practice Book	Students will: T159 ○ Proofread and correct errors to sentences
Day 10	Instructional Plan
Student Learning Targets: 3.FL.WC.4.d, 3.W.TTP.2.f, 3.W.PDW.6, 3.FL.WC.4.a, 3.SL.PKI.4	
Writing Process: Publish and Present Reading / Writing Companion	Students will: T154-155 ○ Choose a format for publishing. Including a timeline to show order of events and/or photographs of the person. Consider option to record an audio or video presentation ○ Consult the presentation checklist ○ Students in the audience should write down any questions they have during the presentation
Spelling Practice Book	Students will: T163 ○ Take the spelling post-test
Research and Inquiry Reading / Writing Companion	Students will: T167 ○ Practice presenting their business plan. Look at each item on the Presenting Checklist on Reading/Writing Companion page 55. ○ Partners and small groups can rehearse ○ Students can use the frames on the bottom of Reading/Writing Companion page 55 to check their work and evaluate their presentation
Progress Monitoring	Students will: T202-203 ○ Complete the online assessment

Week 5

✓ Assessed Skill

Unit 5 Week 5 (combined with Week 6)	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What are different kinds of energy?	✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Recognize cause and effect patterns Ask and answer questions to deepen understanding Explain the author's purpose of persuasion ✓ Identify and use text features	Vocabulary Acquisition: Acquire and use academic vocabulary energy natural pollution produce renewable replace sources traditional Vocabulary Strategy: ✓ Identify, spell, and explain homophones Grammar: ✓ Identify and use pronoun-verb contractions
Text(s): Teach and Model Interactive Read Aloud: "Using Power" Shared Read: "Here Comes Solar Power" Practice and Apply Anchor Texts: "It's All in the Wind" Leveled Readers A: The Fuel of the Future O: The Fuel of the Future ELL: The Fuel of the Future B: The Fuel of the Future Optional Classroom Library Trade Books Martin Luther King Jr., and the March on Washington Friends of Freedom: The Story of Susan B. Anthony and Frederick Douglass	Writing	Speaking and Listening
	Writing process: Plan and draft an opinion essay Analytical writing: ✓ Write responses that demonstrate understanding	Engage in collaborative conversations Paraphrase portions of "Using Power" Present information about energy and its sources
	Foundational Skills	Research and Inquiry
	Phonics/Word Study: Decode words with open syllables Spelling Words: Week 5 pilot favor cover tiny silent diner lemon shady label spider tiger planet robot cozy frozen Fluency: Read fluently with accuracy and proper rate	Generate questions to learn more about a topic Create a comparison chart about two energy sources

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.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [1 lesson]

3.FL.PWR.3.a Identify and define the meaning of the most common prefixes and derivational suffixes. [3 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. [6 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. [10 lessons]

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. [17 lessons]

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.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.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. [2 lessons]

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. [7 lessons]

3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [6 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. [2 lessons]

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [9 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. [5 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. [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. [20 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.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. [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.1.b Develop an opinion with reasons that support the opinion. [1 lesson]

3.W.TTP.1.c Create an organizational structure that lists supporting reasons. [3 lessons]

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

Day 1	Instructional Plan
Student Learning Targets: 3.RI.KID.1, 3.FL.F.5.a, 3.RI.IKI.7, 3.RI.CS.4, 3.FL.SC.6.a, 3.RI.KID.2	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T214-215 - Review Student Learning Goals and the Essential Question: What are different kinds of energy? - View and discuss the photo on Reading/Writing Companion page 56. - Use discussion roles to discuss the types of energy that are better for the environment. - Complete the “Can You Hear Me?” Blast assignment.
Listening Comprehension Interactive Read Aloud	Students will: T216-217 - Review argumentative text and add to the argumentative text anchor chart. - Briefly review: cause and effect, problem and solution, compare and contrast, description, and sequential and chronological order. - Listen to “Using Power” and ask and answer questions using Think Aloud Master 1. - Summarize “Using Power.”
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T218-221 - Use pages 58-59 of the Reading/Writing Companion to note questions, list interesting words, and to identify key details as they read “Here Comes Solar Power.” - Answer Read prompts aloud. - With a partner, summarize the selection orally. Then write a summary independently in their writer’s notebook.
Vocabulary Reading / Writing Companion	Students will: T222-223 - Introduce the vocabulary words. - Review homophones. - In pairs, find other homophones on page 59 of the Reading/Writing Companion and use them correctly in a sentence.
Grammar Practice Book	Students will: T250 - Introduce contractions and apostrophes. - See Practice Book page 289 or online activity. - Talk About It: In pairs, write 5 sentences about people they know who have taken some kind of action (like volunteering, donating, or voting) on separate cards. Take turns drawing a card and changing the sentence so it contains a pronoun-verb contraction.
Spelling Practice Book	Students will: T252 Complete the spelling pre-test.

Day 2	Instructional Plan
Student Learning Targets: 3.RI.CS.5, 3.RI.RRTC.10, 3.RL.KID.1, 3.RI.KID.3 , 3.RI.KID.2, 3.W.RBPK.9, 3.RI.IKI.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: T224-231 - Review asking and answering questions and add to the ask and answer questions anchor chart. - With a partner, come up with a question about solar energy that can be answered with page 60 of "Energy Today." - Review argumentative text, headings, and sidebars. Add to the argumentative text anchor chart. - Read the Differentiated Genre Passage, "Pedal Power." - Review cause and effect and begin a cause and effect anchor chart. - Listen as the teacher models finding cause and effect in "Here Comes Solar Power." - In pairs, write a paragraph summarizing the potential effects of switching to solar energy. - Reread "Here Comes Solar Power" and answer questions about the text.
Respond to Reading Reading / Writing Companion	Students will: T232-233 - Introduce the prompt: How does the author help you understand how people feel about solar power? - Identify cause and effect relationships that help make points/counterpoints on page 59 in the Reading/Writing Companion. - Using sentence starters on page 68 of the Reading/Writing Companion, respond to the writing prompt.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T236-237 - Discuss and listen as teacher models how to ask questions to get information. - Using the chart in Reading/Writing Companion page 69, review comparison charts. Choose 2 energy sources to compare and think of questions to ask about the energy sources. - Work with a partner to make their comparison chart about the 2 energy sources.
Grammar Practice Book	Students will: T250 - Review pronoun-verb contractions and where to place the apostrophe. - See Practice Book page 290. - Talk About It: In groups, write down all of the pronoun-verb contractions using will that they can think of on separate cards. Take turns drawing cards and putting the contraction in a sentence.

Day 3	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.i, 3.RL.KID.1, 3.RI.KID.3 , 3.W.RW.10, 3.FL.SC.6.a, 3.FL.SC.6.m, 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: T237A-237D - Read and discuss "It's All in the Wind." - Complete the Cause and Effect Graphic Organizer 86 as they read. - Summarize the selection. - Reread the text and answer the questions on Reading/Writing Companion pages 70-71. - Use sentence starters to respond to the text.

Grammar Minilesson Practice Book	Students will: T251 ○ Review contractions versus possessive pronouns. ○ See Practice Book page 291. ○ Talk About It: In pairs, one partner should write one sentence for each contraction: it's, you're, and they're. The other partner should write sentences with its, your, and their. Switch sentences with their partner to check for correct usage.
Expand Vocabulary Practice Book	Students will: T255 ○ Complete the spiral review with the target vocabulary words. ○ Review homophones. ○ Use the Differentiated Genre Passage, "Pedal Power" to determine the meaning of words. ○ See Practice Book page 300.
Day 4	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.i, 3.RL.KID.1, 3.RI.KID.3 , 3.W.RW.10, 3.RI.IKI.9, 3.RI.KID.2, 3.W.RBPK.9, 3.W.TTP.1.c, 3.W.PDW.4, 3.W.PDW.5	
Read the Anchor Text (Literature Anthology) Author's Craft Respond to Text	Students will: T237A-237D ○ Reread pages 414-417 in the Literature Anthology. ○ Use pages 70-72 of the Reading/Writing Companion to answer the prompt: How does the author help you understand why some people claim wind energy is useful while other people claim it isn't?
Writing Process: Expert Model & Plan Reading / Writing Companion	Students will: T242-247 ○ Review opinion essays and begin listing features on an anchor chart. ○ Reread the section "A Breath of Fresh Air" on page 417 in the Literature Anthology and review how the features of opinion writing. ○ Complete Reading/Writing Companion page 78. ○ Using the sentence starters on page 79 of the Reading/Writing Companion, brainstorm energy sources that would be good for the earth. ○ Choose one energy source to write an opinion essay about why it is helpful. ○ Review the rubric on page 85 for expectations.
Grammar Practice Book	Students will: T251 ○ Proofread sentences for errors. ○ See Practice Book page 292. ○ Talk About It: Take turns reading sentences containing pronoun-verb contractions aloud with a partner and identifying the contraction.
Spelling Practice Book	Students will: T253 ○ Review spelling words. ○ Correct spelling errors in sentences the teacher displays. ○ See Practice Book page 297.

Day 5	Instructional Plan
Student Learning Targets: 3.RI.IK1.9, 3.SL.PK1.6, 3.FL.F.5.a, 3.FL.F.5.c, 3.FL.WC.4.d, 3.W.TTP.1.b, 3.W.TTP.2.e , 3.FL.WC.4.a, 3.FL.WC.4.c	
Read the Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T239A-239B ○ Reread pages 418-419 in the Literature Anthology and answer questions on pages 73-74 of the Reading/Writing Companion. ○ Answer the essential question.
Fluency Reading / Writing Companion	Students will: T257 ○ Review reading with accuracy and rate. ○ Listen as the teacher models accuracy and rate by reading the excerpt on Reading/Writing Companion page 77. ○ Choral read the same excerpt with proper accuracy and rate. ○ With partners, read page 419 in the Literature Anthology with accuracy and rate.
Writing Process: Draft Reading / Writing Companion	Students will: T248-249 ○ Review facts and opinions. ○ Reread page 419 in the Literature Anthology. ○ With a partner, discuss the fact and opinion sentences on page 81 in their Reading/Writing Companion before filling out their answers. ○ Begin writing their essay draft. ○ Pair up and identify problems, solutions, facts, and opinions in each other's drafts.
Spelling Practice Book	Students will: T253 ○ Complete the spelling post-test.
Progress Monitoring	Students will: T292-293 ○ Complete the online assessment.

Week 6

Unit 5 Week 6 (combined with Week 5)	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 homophones and homographs in a text.
Text(s): Reading Digitally: "Rising to the Challenge" Reader's Theater: <i>The Memory Quilt</i>	Writing	Speaking and Listening
	Writing process: Complete an opinion essay 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 Paraphrase and cite sources 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.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [1 lesson]

3.FL.PWR.3.a Identify and define the meaning of the most common prefixes and derivational suffixes. [1 lesson]

3.FL.WC.4.d Write legibly in manuscript; write all lower and uppercase cursive letters. [2 lessons]

3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently. [2 lessons]

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.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.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. [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. [1 lesson]

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. [2 lessons]

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

3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [3 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.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.1.f 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.8, 3.FL.PWR.3.a, 3.RL.KID.1, 3.RI.KID.2 , 3.RI.IKI.7	
Reading Digitally OR Reader's Theater	Students will: T298-299 Reading Digitally ○ Read the online article "Rising to the Challenge" and identify text features such as hyperlinks and maps. ○ Take notes using online Graphic Organizer 128 and summarize with a partner. ○ Reread to determine text structure and author's point of view. ○ Compare what they learned about the kids in Japan that took action with what they have learned about other ways to take action in texts they have read in this unit. ○ Practice using hyperlinks and citing websites on notecards. ○ Identify effects of the earthquake in Japan and what people are doing to help. ○ Brainstorm questions related to the article and choose one to research. Research the question and give an informational presentation about earthquakes. Reader's Theater ○ Review features of a play, the Elements of Drama handout, and scripts from the online Reader's Theater pages 2-3 and 56-70. ○ Follow along as the teacher models fluency while reading the play. ○ Practice the play and work on Reader's Theater Workstation Activity Card 26. Brainstorm costumes and props for each character. ○ Perform the Reader's Theater. ○ Reread the play and answer questions aloud.
Show What You Learned Reading / Writing Companion	Students will: T302-303 ○ Review biographies. ○ Approaching: Read the passages and work through the questions with the teacher. ○ On Level: Read the first passage as a group and complete the first question. Complete the other passages/questions independently. ○ Beyond Level: Read passages and answer questions independently.
Writing Process: Revise Reading / Writing Companion	Students will: T310-311 ○ Review strong openings using the first paragraph of "Power for All" on page 418 in the Literature Anthology. ○ Write responses on page 82 of the Reading/Writing Companion. ○ Revise drafts using the Quick Tip Box.
Day 2	Instructional Plan
Student Learning Targets: 3.RI.CS.5, 3.W.RBPK.8, 3.RL.KID.2, 3.RL.KID.3, 3.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T298-299 Reading Digitally ○ Read the online article "Rising to the Challenge" and identify text features such as hyperlinks and maps. ○ Take notes using online Graphic Organizer 128 and summarize with a partner. ○ Reread to determine text structure and author's point of view.

	○ Compare what they learned about the kids in Japan that took action with what they have learned about other ways to take action in texts they have read in this unit. ○ Practice using hyperlinks and citing websites on notecards. ○ Identify effects of the earthquake in Japan and what people are doing to help. ○ Brainstorm questions related to the article and choose one to research. Research the question and give an informational presentation about earthquakes. Reader's Theater ○ Review features of a play, the Elements of Drama handout, and scripts from the online Reader's Theater pages 2-3 and 56-70. ○ Follow along as the teacher models fluency while reading the play. ○ Practice the play and work on Reader's Theater Workstation Activity Card 26. Brainstorm costumes and props for each character. ○ Perform the Reader's Theater. ○ Reread the play and answer questions aloud.
Show What You Learned Reading / Writing Companion	Students will: T304-305 ○ Review fairy tales. ○ Read "The Tale of Bunny's Business" and answer questions.
Writing Process: Peer Review Reading / Writing Companion	Students will: T312-313 ○ Review peer editing. ○ Trade drafts and review/give feedback to each other. ○ Revise writing using feedback from peer conferences.

Day 3	Instructional Plan
Student Learning Targets: 3.FL.F.5.a, 3.FL.F.5.c, 3.W.TTP.1.f , 3.W.PDW.5	
Extend Your Learning	Students will: T306 ○ Review biographies and argumentative texts. ○ Complete the Venn diagram on page 92 of the Reading/Writing Companion. ○ Review homophones and homographs. ○ Identify homophones and homographs in sentences. ○ Complete Reading/Writing Companion page 93.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T314-315 ○ Review editing and proofreading. ○ Practice proofreading and editing using Reading/Writing Companion page 84. ○ Peer edit a partner's writing using the Editing Checklist.

Day 4	Instructional Plan
Student Learning Targets: 3.FL.F.5.a, 3.FL.F.5.c, 3.FL.WC.4.d, 3.W.PDW.6	
Extend Your Learning	Students will: T308-309 - Read and discuss Reading/Writing Companion page 94. - Research a first responder, create a list of questions for the first responder, research the answers, and create a blog post. - Create a list of energy sources. - Choose an energy source, research the energy source, and make a list of positives and negatives about the source. List Positives and Negatives in a T-chart and compare lists. - Review interactive text features. - Read and discuss the activity on Reading/Writing Companion page 95. - With partners, use interactive features and discuss the information they add to the online article. Review as a class and complete page 95.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T316-317 - Publish error-free drafts. - Review rubrics on Reading/Writing Companion page 85 and evaluate a partner's work.
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 - Publish error-free drafts. - Review rubrics on Reading/Writing Companion page 85 and evaluate a partner's work.
Track Your Progress	Students will: T318 - Pair up and review Reading/Writing Companion page 96, noting key skills from the unit. - Jot down notes on each skill, review his/her own work, and score each skill in the box provided. - Write an evaluation of the lowest scoring skill in the box provided. - Write about a personal connection to a text read during this unit. - Switch papers and reflect on self-assessments.
Wrap Up the Unit	Students will: T319 Choose one of the following ways to present their work: - Reader's Theater play-see page T300. - Share completed Research and Inquiry projects that were started in Genre Study 3. See page T321. - Give multi-modal presentations of the work that they developed using Inquiry Space. See page T322. - Hold a publishing celebration and present a piece of work. See page T324.
Summative Assessment	Students will: T330-331 Complete the online assessment.

BCS Literacy Vision

Unit 6**Genre Study 1: Biography Narrative Nonfiction****Essential Question:** Why are goals important?**Text Sets:****Read Aloud:** "Mae Jemison, Astronaut"**Shared Read:** "Rocketing into Space"**Anchor Text:** *Looking Up to Ellen Ochoa* & "A Flight to Lunar City"**Genre Study 2: Drama/Myth****Essential Question:** How do you decide what is important?**Text Sets:****Read Aloud:** "Pandora Finds a Box"**Shared Read:** "Athena and Arachne"**Anchor Text:** *King Midas and the Golden Touch* & "Carlos's Gift"**Culminating Task:** Write a research report about a person who has worked hard to achieve their goal. Use facts, definitions, and details to develop your topic. Begin with a central idea and use research to convey information about your topic.**Genre Study 3: Poetry****Essential Question:** What makes you laugh?**Text Sets:****Read Aloud:** "Show and Tell"**Shared Read:** "The Camping Trip" and "Bubble Gum"**Anchor Text:** "Ollie's Escape" and "The Gentleman Bookworm"**Culminating Task:** Write a narrative poem about a funny story that makes you laugh. It might be a from a family trip, a time with friends at school, or a silly made-up tale. During the planning stage, make sure you have a sequence of events that includes a beginning, middle, and end. You should also include rhythm and rhyme to give your poem a musical beat and tell a story in a fun and rhythmic way.

Weeks 1-2



Unit 6 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
Essential Question: Why are goals important?	✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Identify text structure, such as problem and solution Monitor comprehension by rereading when understanding breaks down Describe how the author used imagery ✓ Identify and use text features	Vocabulary Acquisition: Acquire and use academic vocabulary communicated essential goal motivated professional research serious specialist Vocabulary Strategy: ✓ Determine the meaning of words with Greek and Latin roots Grammar: ✓ Identify and use adjectives and articles correctly ✓ Identify and use adjectives that compare
Text(s): Teach and Model Interactive Read Aloud: "Mae Jemison, Astronaut" Shared Read: "Rocketing into Space" Practice and Apply Anchor Text: Looking Up to Ellen Ochoa Leveled Readers A: Reach for the Stars O: Reach for the Stars ELL: Reach for the Stars B: Reach for the Stars Optional Classroom Library Trade Books You Should Meet: Katherine Johnson Who Was Jacques Cousteau?	Writing Writing process: Plan and draft a research report Analytical writing: ✓ Write responses that demonstrate understanding	Speaking and Listening Engage in collaborative conversations Paraphrase portions of "Mae Jemison, Astronaut" Present information about real people who achieved success in their lives
	Foundational Skills Phonics/Word Study: Decode words with prefixes Decode words with consonant + le syllables Spelling Words: Week 1 disagreed presale previous resell unlucky dislike preschool rebuild reprint untied disappear precook return unwrap unbeaten Week 2 able handle castle towel travel purple eagle little nickel tunnel riddle puzzle pickle camel squirrel Fluency: Read fluently with proper expression and phrasing	Research and Inquiry Discuss the features and format of a timeline Create a timeline of a person's life who worked hard to achieve a goal

Weekly Standards

2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently. [1 lesson]

2.RI.IK1.7 Identify and explain how illustrations and words contribute to and clarify a text. [1 lesson]

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. [10 lessons]

3.FL.PWR.3.c Decode multi-syllable words. [2 lessons]

3.FL.SC.6.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. [5 lessons]

3.FL.SC.6.i Produce simple, compound, and complex sentences. [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.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [15 lessons]

3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context. [5 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.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area. [2 lessons]

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

3.RI.IK1.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text. [6 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.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. [11 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. [4 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. [2 lessons]

3.SL.PK1.5 Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details. [3 lessons]

3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic. [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.e Use linking words and phrases to connect ideas within categories of information. [1 lesson]

5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently. [1 lesson]

Day 1	Instructional Plan
Student Learning Targets: 3.SL.CC.2, 3.RL.KID.1, 3.RI.KID.3 , 3.FL.VA.7a.iii, 3.RI.CS.4, 3.FL.SC.6.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T20-21 - Review the Student Learning Goals. - Read the Essential Question on Reading/Writing Companion: Why are goals important? - Discuss the photo and complete the graphic organizer. - Complete the “Mission: Juno” Blast assignment.
Listening Comprehension Interactive Read Aloud	Students will: T22-23 - Discuss biography and add features to the anchor chart. - Listen to the teacher read “Mae Jemison, Astronaut” aloud, using Think Aloud Cloud 4 as needed. - Summarize the main idea and details.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T24-27 - Read “Rocketing into Space” and answer questions aloud. - Summarize the selection.
Vocabulary Reading / Writing Companion	Students will: T28-29 - Introduce vocabulary words. - Discuss root words and their meanings. - With a partner, determine the meaning of the root word lunar on page 103 of the Reading/Writing Companion.
Grammar Practice Book	Students will: T58 - Review adjectives. - See Practice Book page 301. - Talk About It: In small groups, write down goals they would like to achieve. Take turns choosing a goal and creating a simple, compound, or complex sentence using adjectives about why this goal is important.
Spelling Practice Book	Students will: T62 Complete the spelling pre-test.
Day 2	Instructional Plan
Student Learning Target: 3.RI.RRTC.10, 3.RI.CS.5 , 3.RI.IKI.7, 3.RI.KID.3 , 3.RI.KID.1, 3.W.RBPK.9, 3.W.RW.10	
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 - Discuss rereading strategies and add information to the reread anchor chart. - Listen as the teacher models rereading on page 101 of “Rocketing into Space.” - With a partner, explain how James Lovell helped get his Apollo 13 spaceship back home. - Practice rereading “Big Challenges” and “A Job Well Done” on pages 102-103. - Review biographies, key words, and photographs. Add information to the biography anchor chart.

	○ In pairs, finish reading “Rocketing into Space” and identify key words. ○ Read the online Differentiated Genre Passage, “Dreaming of the Stars.” ○ Review problem and solution. Create a problem and solution text structure anchor chart. ○ Use “High Flying Dreams” on page 101 to identify the steps Lovell took to solve his problem. ○ In pairs, complete the graphic organizer on page 109. List the steps taken to solve the problem in “Big Challenges.” ○ Reread parts of “Rocketing into Space” and answer questions aloud.
Respond to Reading Reading / Writing Companion	Students will: T38-39 ○ Analyze the prompt: How does the author help you understand how James Lovell reached his goals? ○ Review problem and solution. Skim page 101 of “Rocketing into Space” to identify problems and solutions. ○ Use sentence starters on page 110 of the Reading/Writing Companion to answer the writing prompt.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T42-43 ○ Use Reading/Writing Companion page 111 to discuss the features of a timeline. ○ Listen as the teacher models how to create a timeline. ○ Choose someone to research who worked hard to reach a goal. After researching, work with a partner to create a list of the most important events in that person’s life.
Grammar Practice Book	Students will: T58 ○ Review articles. ○ See Practice Book page 302. ○ In small groups, write sentences with articles about why goals are important. Take turns reading sentences aloud and naming the article used in the sentence.

Day 3	Instructional Plan
Student Learning Target: 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	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T43A-43K ○ Read Literature Anthology pages 462-473 and complete the Problem and Solution graphic organizer. ○ Focus on the Read questions.
Grammar Minilesson Practice Book	Students will: T59 ○ Discuss commas in a series, in dates, and with coordinating adjectives. ○ See Practice Book page 303. ○ Talk About It: With partners, select a paragraph from a book. Take turns reading sentences aloud while the other partner identifies where commas should be in sentences.
Expand Vocabulary Practice Book	Students will: T67 ○ Complete the spiral review about vocabulary words. ○ See Practice Book page 312.

Day 4	Instructional Plan
Student Learning Target: 3.RL.KID.1, 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.5, 3.RI.IK1.7, 3.SL.CC.1, 3.W.RW.10, 3.RI.KID.2	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T43A-43L - Read Literature Anthology pages 462-473 and complete the Problem and Solution graphic organizer. - Focus on the Reread questions. - Summarize the selection. - Answer questions on Reading/Writing Companion pages 112-114. - Write a response to the prompt.
Grammar Practice Book	Students will: T59 - Correct the grammar errors in the proofreading sentences. - See Practice Book page 304. - Talk About It: With a small group, write sentences about hard workers using the words a, an, the, this, these, that, or those.
Spelling Practice Book	Students will: T63 - Review spelling words. - Correct spelling errors in sentences displayed by the teacher. - See Practice Book page 309.
Day 5	Instructional Plan
Student Learning Target: 3.RL.KID.1, 3.RI.KID.1, 3.RI.KID.3, 3.RI.CS.5, 3.RI.IK1.7, 3.SL.CC.1, 3.W.RW.10	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-43K Reread Literature Anthology pages 464-473 and answer questions aloud.
Writing Process: Expert Model Reading / Writing Companion	Students will: T50-51 - Use <i>Looking Up to Ellen Ochoa!</i> and "Rocketing into Space" as models for planning and writing research reports about people who have worked hard to achieve goals. - List features of a research report on an anchor chart. - Reread sections of the texts and write answers to questions on page 122 of the Reading/Writing Companion.
Spelling Practice Book	Students will: T63 Take the spelling post-test.
Grammar Practice Book	Students will: T59 - Complete the Daily Language Activity and Practice Book page 305 for assessment. - Talk About It: Secretly write the name of a successful person. In groups, take turns asking questions containing adjectives to guess the person.

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.b Decode words with common Latin suffixes, such as -ly, -less, and -ful. [\[3 lessons\]](#)

3.FL.PWR.3.c Decode multi-syllable words. [\[5 lessons\]](#)

3.FL.SC.6.g Form and use comparative and superlative adjectives and adverbs correctly. [\[5 lessons\]](#)

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

3.FL.SC.6.n Write a cohesive paragraph with a main idea and detailed structure. [\[1 lesson\]](#)

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.i Distinguish the literal and nonliteral meanings of words and phrases in context. [\[6 lessons\]](#)

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. [\[5 lessons\]](#)

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

3.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. [\[2 lessons\]](#)

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.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.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. [\[4 lessons\]](#)

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.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.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.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. [\[2 lessons\]](#)

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. [\[2 lessons\]](#)

Day 6	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	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T43A-43K ○ Reread the anchor text and answer questions aloud.
Respond to Reading Reading / Writing Companion	Students will: T44-45 ○ Analyze the prompt: How does the author use text features to help you understand how Ellen Ochoa reached her goals? ○ Look at Literature Anthology page 464 to analyze Ellen's character traits. ○ Review pages 112-114 of the Reading/Writing Companion and the sentence starters on page 115. ○ Write a response focusing on 2-3 text features that show Ellen's attitude toward education and what she was like as a student.
Writing Process: Plan Reading / Writing Companion	Students will: T52-53 ○ Review freewriting and talk with partners about why goals are important. ○ Free-write for 2 minutes about types of goals and share ideas. ○ Choose someone who has worked hard to achieve a goal to write a research report on that person. ○ Use the online Main Idea and Detail Graphic Organizer 120 to plan their writing. ○ Preview the rubric on page 129.
Grammar Practice Book	Students will: T60 ○ Review adjectives that compare. ○ See Practice Book page 313. ○ Talk About It: With partners, create a list of solar system objects. Create a sentence using a word from the list and either a comparative or superlative adjective to describe the object.
Spelling Practice Book	Students will: T64 ○ Complete the spelling pre-test.
Day 7	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.W.TTP.2.c, 3.W.PDW.4, 3.W.RBPK.7 , 3.FL.SC.6.g, 3.FL.VA.7a.iii, 3.FL.VA.7b.i	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-45B ○ Read "A Flight to Lunar City" and take notes as they think about the Essential Question. ○ Answer questions aloud and think of how the selection compares to <i>Looking Up to Ellen Ochoa</i>.
Writing Process: Plan Reading / Writing Companion	Students will: T54-55 ○ Review finding information and use the questions on page 124 of the Reading/Writing Companion to guide their research. ○ As they research, take notes that will be relevant to their report.
Grammar Practice Book	Students will: T60 ○ Review adjectives that compare and adjectives that compare with spelling changes. ○ See Practice Book page 314.

	○ Talk About It: With a partner, write 5 sentences using adjectives that compare. Take turns reading the sentences aloud and identifying the adjective.
Expand Vocabulary Practice Book	Students will: T66 ○ Review multiple-meaning words. ○ See Practice Book page 323.

Day 8	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.iii, 3.FL.VA.7b.i, 3.FL.WC.4.d, 3.FL.SC.6.n, 3.W.TTP.2.b, 3.W.TTP.2.c , 3.FL.SC.6.g	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-45B ○ Reread “A Flight to Lunar City” and answer questions on pages 116-118 of the Reading/Writing Companion. ○ Answer the Essential Question.
Phonics Practice Book	Students will: T48-49 ○ Review words that end in /e. ○ Identify open/closed syllables in a list of words provided by the teacher. ○ See Practice Book pages 319-319B. ○ Practice reading multisyllabic words aloud. ○ Review suffixes. ○ Identify suffixes and their meanings in a list of words provided by the teacher.
Author’s Craft Reading / Writing Companion	Students will: T46-47 ○ Use Reading/Writing Companion page 119 to review imagery. ○ Listen as the teacher identifies examples of imagery on page 474. ○ Identify words and phrases on page 475 that contain imagery and record their responses on Reading/Writing Companion page 119.
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 ○ Discuss how authors use facts in their writing. ○ Reread the paragraph from “Rocketing into Space” on page 125 in the Reading/Writing Companion and identify the main idea. ○ Begin writing the draft of their research report and identify the main idea of their partner’s draft.
Grammar Practice Book	Students will: T61 ○ Review irregular comparative/superlative adjectives. ○ See Practice Book page 315. ○ Talk About It: In small groups, write a word related to weather on a piece of paper. Take turns selecting a word and forming a sentence about weather using a comparative or superlative adjective and read it aloud.
Expand Vocabulary Practice Book	Students will: T67 ○ Review Greek and Latin roots using On Level Differentiated Genre Practice “Dreaming of the Stars.”

	See Practice Book page 324.
Day 9	Instructional Plan
Student Learning Targets: 3.RI.IK.9, 3.FL.VA.7b.i, 3.FL.VA.7b.ii, 3.FL.WC.4.d, 3.FL.SC.6.n, 3.W.TTP.2.b, 3.W.TTP.2.c	
Fluency Practice Book	Students will: T49 - Review phrasing and listen as the teacher models phrasing using the first 2 paragraphs of “Rocketing into Space” on page 101. - In groups, take turns reading one sentence at a time while the second group echo-reads with the same phrasing. Switch roles. - Practice fluency using the online Differentiated Genre Passage, “Dreaming of the Stars.”
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 - Discuss how authors use facts in their writing. - Reread the paragraph from “Rocketing into Space” on page 125 in the Reading/Writing Companion and identify the main idea. - Begin writing the draft of their research report and identify the main idea of their partner’s draft.
Make Connections Reading / Writing Companion	Students will: T68 - Share and discuss responses to the “Mission: Juno” Blast and complete a chart about what they’ve learned using their notes. - Complete the Talk About It activity on Reading/Writing Companion page 120. - Discuss the connection between the song on Reading/Writing Companion page 120 and the texts. - Respond to the writing prompt and share.
Grammar Practice Book	Students will: T61 - Correct proofreading sentences. - See Practice Book page 316. - Reenact a favorite scene from a story the class has read using adjectives that compare. As students watch, they should listen for adjectives and identify them.
Day 10	Instructional Plan
Student Learning Targets: 3.SL.PK.6, 3.W.RBPK.8, 3.FL.WC.4.d, 3.FL.SC.6.n, 3.W.TTP.2.b, 3.W.TTP.2.c , 3.FL.WC.4.a, 3.FL.WC.4.c	
Writing Process: Draft Reading / Writing Companion	Students will: T56-57 - Discuss how authors use facts in their writing. - Reread the paragraph from “Rocketing into Space” on page 125 in the Reading/Writing Companion and identify the main idea. - Begin writing the draft of their research report and identify the main idea of their partner’s draft.
Spelling Practice Book	Students will: T65 Complete the spelling post-test.
Research and Inquiry Reading / Writing Companion	Students will: T69 - Review the Presenting Strategies checklist on Reading/Writing Companion page 121 and allow partners to rehearse presenting timelines. - As students present, write down any questions they have.
Progress Monitoring	Students will: T104-105 Complete the online assessment.

Weeks 3-4

✓ Assessed Skill

Unit 6 Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development
Essential Question: How do you decide what is important?	✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Identify the theme of a work Make, correct, or confirm predictions Analyze text structure including problem and solution ✓ Discuss literary elements of myth and drama	Vocabulary Acquisition: Acquire and use academic vocabulary alarmed anguish necessary obsessed possess reward treasure wealth Vocabulary Strategy: ✓ Use context clues to identify and understand root words Grammar: ✓ Identify and use adverbs correctly ✓ Identify and use adverbs that compare correctly
Text(s): Teach and Model Interactive Read Aloud: "Pandora Finds a Box" Shared Read: "Athena and Arachne" Practice and Apply Anchor Text(s): "King Midas and the Golden Touch" Leveled Readers A: Midas and the Donkey Ears O: The Naming of Athens ELL: The Naming of Athens B: Odysseus and King Aeolus Optional Classroom Library Trade Books The Chocolate Touch You Choose: Jason, the Argonauts, and the Golden Fleece	Writing Writing process: Revise and edit a research report Analytical writing: ✓ Write responses that demonstrate understanding	Speaking and Listening Engage in collaborative conversations Paraphrase portions of "Pandora Finds a Box" Present information about things people treasure
	Foundational Skills Phonics/Word Study: Decode words with vowel-team syllables Decode words with r-controlled vowel syllables Spelling Words: Week 3 explained remain reading detail presoak monkey brief preteen about allowing complain enjoys poison repeats unreal Week 4 severe prepared declare later writer cellar trailer author person circus garlic partner restore sister actor Fluency: Read fluently with accuracy and appropriate phrasing	Research and Inquiry Ask questions to gather information to be presented Create a bar graph showing results recorded from interviews

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. [\[2 lessons\]](#)

3.FL.SC.6.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. [\[7 lessons\]](#)

3.FL.SC.6.g Form and use comparative and superlative adjectives and adverbs correctly. [\[2 lessons\]](#)

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

3.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. [\[4 lessons\]](#)

3.FL.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [\[18 lessons\]](#)

3.FL.VA.7b.ii Identify real-life connections between words and their use. [\[5 lessons\]](#)

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.b Use conventional spelling for high-frequency words, including irregular words. [\[1 lesson\]](#)

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.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. [\[6 lessons\]](#)

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

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. [\[4 lessons\]](#)

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. [\[20 lessons\]](#)

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.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.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [\[1 lesson\]](#)

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.2.f Use precise language to inform about or explain the topic. [\[1 lesson\]](#)

Day 1	Instructional Plan
Student Learning Targets: 3.RL.KID.2, 3.SL.CC.2, 3.RL.KID.1, 3.FL.VA.7a.ii, 3.FL.VA.7a.iii, 3.FL.SC.6.a	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T118-119 - Review the Student Learning Goals. - Read and discuss the Essential Question on page 130 of Reading/Writing Companion: How do you decide what is important? - Complete the “Snow Leopards” Blast assignment.
Listening Comprehension Interactive Read Aloud	Students will: T120-121 - Review myth and create a myth anchor chart. - Review drama and add to the drama anchor chart. - Listen as the teacher reads “Pandora Finds a Box” aloud. - Summarize the selection.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T122-125 - Read “Athena and Arachne” and answer the Read questions. - Summarize the selection.
Vocabulary Reading / Writing Companion	Students will: T126-127 - Introduce the vocabulary words. - Review root words with page 133 of the Reading/Writing Companion. - Work with partners to figure out the meaning of possessions and obsession.
Grammar Reading / Writing Companion	Students will: T156 - Review adverbs that tell how. - See Practice Book page 325. - Talk About It: With partners, take turns reading sentences with adverbs while the other partner identifies the adverb.
Spelling Reading / Writing Companion	Students will: T160 Complete the spelling pre-test.
Day 2	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RL.KID.2 , 3.RL.CS.5, 3.W.RBPK.9, 3.W.RW.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 - Review making predictions and add to the anchor chart. - Practice making predictions using page 133 of “Athena and Arachne.” - With a partner, make predictions about Athena’s actions and read page 134 to confirm their predictions. - Review drama. - Listen as the teacher models identifying characteristics of drama on page 134 of “Athena and Arachne” and add to the drama anchor chart. - Work with a partner to identify examples of scenes, dialogue, and stage directions and complete page 139.

	○ Read the online Differentiated Genre Passage, "Theseus and the Minotaur: A Play." ○ Review theme and add to the anchor chart. ○ Listen as the teacher models theme versus topic. ○ Work in pairs to complete the graphic organizer for "Athena and Arachne" and write a summary of the theme. ○ Reread "Athena and Arachne" and answer questions aloud.
Respond to Reading Reading / Writing Companion	Students will: T136-137 ○ Analyze the prompt as a class. ○ Using sentence starters on Reading/Writing Companion on page 142, respond to the writing prompt.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T140-141 ○ Review gathering information and the format and features of bar graphs. ○ Brainstorm a question and 4 answer choices. Survey classmates for their responses. ○ Use responses to create a bar graph.
Grammar Practice Book	Students will: T156 ○ Review adverbs that tell how. ○ Introduce adverbs that tell where, when, and why. ○ See Practice Book page 326. ○ Talk About It: List activities that are important to them. Write a sentence to describe each activity using adverbs. Read the sentence aloud and have a partner identify the adverb.

Day 3	Instructional Plan
Student Learning Targets: 3.RL.KID.2, 3.FL.SC.6.a, 3.FL.VA.7a.iii, 3.FL.VA.7b.ii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T141A-141O ○ Read "King Midas and the Golden Touch" and complete Graphic Organizer 148.
Grammar Minilesson Practice Book	Students will: T157 ○ Review adjectives and adverbs. ○ See Practice Book page 327. ○ Talk About It: Write nouns related to valuable items. Choose a noun and say an adjective that modifies the word. Make up a sentence
Expand Vocabulary Practice Book	Students will: T165 ○ Complete the spiral review. ○ See Practice Book page 336.

Day 4	Instructional Plan
Student Learning Targets: 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-141P ○ Read “King Midas and the Golden Touch” and complete Graphic Organizer 148. ○ Summarize the selection. ○ Reread the selection and complete the questions on Reading/Writing Companion pages 144-146. ○ Respond to the Essential Question.
Grammar Practice Book	Students will: T157 ○ Correct the proofreading sentences. ○ See Practice Book page 328. ○ Talk About It: With a partner, write 5 sentences each about why they treasure certain things. Switch sentences and write a companion sentence for each that includes adverbs that tell how.
Spelling Practice Book	Students will: T161 ○ Review spelling words. ○ Correct the proofreading sentences. ○ See Practice Book page 333.
Day 5	Instructional Plan
Student Learning Targets: 3.RL.KID.2, 3.W.TTP.2.f	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-141O ○ Reread the anchor text and answer questions aloud.
Writing Process: Revise Reading / Writing Companion	Students will: T148-149 ○ Review author’s voice using “Rocketing into Space” on page 126 of the Reading/Writing Companion. ○ Review their draft, focusing on voice. Revise as needed.
Spelling Practice Book	Students will: T161 ○ Complete the spelling post-test.
Grammar Practice Book	Students will: T157 ○ Complete the Daily Language Activity or Practice Book page 329 for assessment.

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.c Decode multi-syllable words. [2 lessons]

3.FL.SC.6.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. [8 lessons]

3.FL.SC.6.g Form and use comparative and superlative adjectives and adverbs correctly. [8 lessons]

3.FL.SC.6.i Produce simple, compound, and complex sentences. [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.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [10 lessons]

3.FL.VA.7b.ii Identify real-life connections between words and their use. [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.FL.WC.4.d Write legibly in manuscript; write all lower and uppercase cursive letters. [1 lesson]

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. [4 lessons]

3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words. [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. [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. [14 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.PKI.5 Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details. [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. [2 lessons]

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

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

Day 6	Instructional Plan
Student Learning Targets: 3.RL.KID.2, 3.RL.CS.5, 3.W.RBPK.9, 3.W.PDW.5, 3.W.PDW.6	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T141A-141O ○ Reread the anchor text and answer the questions aloud.
Respond to Reading Reading / Writing Companion	Students will: T142-143 ○ Analyze the prompt: How does the author help you understand the theme of this play? ○ Discuss the text evidence on pages 479 and 482. ○ Review pages 144-146 of the Reading/Writing Companion and discuss completed charts and responses. ○ Write a response to the writing prompt.
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T150-151 ○ Review the peer review routine. ○ Use sentence starters from Reading/Writing Companion page 127 to provide feedback about their partner's draft. ○ Use the revising checklist on page 127 of the Reading/Writing Companion and peer suggestions to revise their drafts.
Grammar Practice Book	Students will: T158 ○ Review adverbs that compare. ○ See Practice Book page 337. ○ Talk About It: Write 5 sentences about things that are important to them. Trade with a partner and write a companion sentence for each, using adverbs that compare.
Spelling Practice Book	Students will: T162 ○ Complete the spelling pre-test.
Day 7	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.FL.SC.6.a, 3.FL.SC.6.g, 3.W.TTP.2.g	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-143D ○ Read "Carlos' Gift" and think about the Essential Question and how this text compares with "King Midas and the Golden Touch." ○ Summarize the selection.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T152-153 ○ Review editing and proofreading using the checklist on Reading/Writing Companion page 128. ○ Trade drafts with a partner and use the editing checklist to proofread their draft.
Grammar Practice Book	Students will: T158 ○ Review adverbs that compare and introduce irregular adverbs that compare. ○ See Practice Book page 338. ○ Talk About It: With a partner, write 5 sentences about things that are valuable. Take turns reading the sentence and rewriting it by adding a form of well or bad to it.

Expand Vocabulary Practice Book	Students will: T164 ○ Review compound words. ○ See Practice Book page 347.
---	--

Day 8	Instructional Plan
Student Learning Targets: 3.FL.WC.4.d, 3.W.PDW.6, 3.FL.SC.6.a, 3.FL.SC.6.g, 3.RL.KID.2	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T143A-143D ○ Reread “Carlos’ Gift” and answer questions aloud. ○ Summarize the selection. ○ Answer questions on pages 148-150 of the Reading/Writing Companion.
Author’s Craft Reading / Writing Companion	Students will: T144-145 ○ Review problem and solution using page 151 of the Reading/Writing Companion. ○ Listen as the teacher models identifying problem and solution. ○ With a partner, read page 495 of the story and identify the problem and solution. Enter responses on Reading/Writing Companion page 151.
Writing Process: Publish, Present and Evaluate Reading / Writing Companion	Students will: T154-155 ○ Publish the final copy of their draft. ○ Review the rubric on page 129 of the Reading/Writing Companion and evaluate their own writing.
Grammar Practice Book	Students will: T159 ○ Review using more and most with adverbs that compare. ○ See Practice Book page 339. ○ Talk About It: With a partner, take turns reading sentences with comparative and superlative adverbs and identifying the adverb and its function.
Expand Vocabulary Practice Book	Students will: T165 ○ Review root words using On Level Differentiated Genre Practice “Theseus and the Minotaur.” ○ See Practice Book page 348.
Day 9	Instructional Plan
Student Learning Targets: 3.RL.CS.5, 3.RL.KID.2, 3.RL.KID.3	
Fluency Practice Book	Students will: T147 ○ Listen as the teacher models appropriate phrasing using page 492 of “Carlos’ Gift.” ○ In groups, alternate reading sentences with appropriate phrasing. ○ Practice fluency with the online Differentiated Genre Passage, “Theseus and the Minotaur: A Play.”

Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T152-153 ○ Publish the final copy of their draft. ○ Review the rubric on page 129 of the Reading/Writing Companion and evaluate their own writing.
Make Connections Reading / Writing Companion	Students will: T166 ○ Share and discuss the responses to the “Snow Leopards” Blast. ○ Complete the activities on Reading/Writing Companion page 152 and discuss how the photograph, Blast, and selections relate to deciding what’s important. ○ Use class discussion and notes to respond to the writing prompt. Share responses.
Grammar Practice Book	Students will: T159 ○ Correct the proofreading sentences. ○ See Practice Book page 340. ○ Talk About It: Write 5 sentences using comparative adverbs relating to treasured people and items. Take turns reading sentences and identifying the adverb.
Day 10	Instructional Plan
Student Learning Targets: 3.SL.PKI.5, 3.SL.PKI.6, 3.FL.WC.4.d, 3.W.PDW.6	
Writing Process: Publish and Present Reading / Writing Companion	Students will: T154-155 ○ Publish the final copy of their draft. ○ Review the rubric on Reading/Writing Companion page 129. ○ After evaluating their own work, switch papers with a partner and provide them with feedback.
Spelling Practice Book	Students will: T163 ○ Complete the spelling post-test.
Research and Inquiry Reading / Writing Companion	Students will: T167 ○ Review the Presenting Strategies checklist on Reading/Writing Companion page 153 for presenting their bar graph. ○ Discuss options for presenting. ○ Review the Listening Checklist from the online Writer’s Notebook. ○ As students present, write down any questions they have about the presentation.
Progress Monitoring	Students will: T202-203 ○ Complete the online assessment.

Week 5



Assessed Skill

Unit 6 Week 5	Comprehension / Genre / Author's Craft	Language Development
Essential Question: What makes you laugh?	☒ Cite relevant evidence from text ☒ Make inferences to support understanding ☒ Identify the narrator's point of view in a poem Describe the author's use of rhythm and rhyme Describe the author's use of humor in a poem ☒ Identify the literary elements in poems	Vocabulary Acquisition: Acquire and use academic vocabulary entertainment humorous ridiculous slithered narrative poem rhyme rhythm stanza Vocabulary Strategy: ☒ Identify, explain, and use idioms in poetry Grammar: ☒ Identify and use prepositions
Text(s): Teach and Model Interactive Read Aloud: "Show and Tell" Shared Read: "The Camping Trip" and "Bubblegum" Practice and Apply Anchor Texts: "Ollie's Escape" Leveled Readers A: Funny Faces O: Too Many Frogs ELL: Too Many Frogs B: The Joke's on You Optional Classroom Library Trade Books The Chocolate Touch You Choose: Jason, the Argonauts, and the Golden Fleece	Writing	Speaking and Listening
	Writing process: Plan and draft a narrative poem Analytical writing: ☒ Write responses that demonstrate understanding	Engage in collaborative conversations Paraphrase portions of "Show and Tell" Present information about humorous poems that make you laugh
	Foundational Skills	Research and Inquiry
	Phonics/Word Study: Decode words with suffixes -ful, -less, -ly Spelling Words: Week 5 careful colorful painless sleepless peacefully cheerful harmful priceless rainless carefully helpful pitiful helpless helplessly wisely Differentiated Spelling Lists, page T252 Fluency: Read fluently with proper phrasing and expression	Identify and explain the use of hyperbole Write a tall tale about a tall tale hero previously read about

Weekly Standards:

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.a Identify and define the meaning of the most common prefixes and derivational suffixes. **[5 lessons]**

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

3.FL.PWR.3.d Read grade-appropriate irregularly spelled words. **[3 lessons]**

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

3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context. **[11 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.b Use conventional spelling for high-frequency words, including irregular words. **[6 lessons]**

3.FL.WC.4.c Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. **[5 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. **[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). **[1 lesson]**

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. **[12 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. **[14 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.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. **[3 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.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.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. **[5 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]**

Day 1	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RL.CS.5, 3.FL.SC.6.i, 3.FL.VA.7b.i	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T214-215 - Review the Student Learning Goals. - Introduce the Essential Question on Reading/Writing Companion page 154. - Discuss the photo of the pigs and what is humorous. - Complete the “The Best Medicine” Blast assignment together.
Listening Comprehension Interactive Read Aloud	Students will: T216-217 - Discuss things that make them laugh. - Review poetry and add to the anchor chart. - Listen as the teacher reads “Show and Tell” aloud. - Summarize the selection.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T218-221 - Read “The Camping Trip” and answer the Read questions on page 156. - Write about the connections between the poems and compare the characters and events.
Vocabulary Reading / Writing Companion	Students will: T222-223 - Introduce the vocabular words. - Review and identify figurative language in “The Camping Trip.” - With a partner, find the nonliteral meanings of the idioms in “Bubble Gum.”
Grammar Practice Book	Students will: T250 - Review prepositions. - See Practice Book page 349 and page 19 of the Language Transfers Handbook. - Talk About It: Write simple, compound, and complex sentences about funny times they have had. Take turns reading the sentence and adding a preposition and object of the preposition to the sentence.
Spelling Practice Book	Students will: T252 Complete the spelling pre-test.
Day 2	Instructional Plan
Student Learning Targets: 3.RL.CS.5, 3.RL.RRTC.10, 3.RL.CS.6 , 3.RL.KID.2, 3.W.RBPK.9, 3.W.RW.10, 3.FL.PWR.3.a, 3.FL.PWR.3.d, 3.FL.WC.4.b 3.FL.WC.4.c, 3.FL.F.5.b	
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 - Review rhythm and rhyme. - With partners, reread “The Camping Trip” and identify examples of rhythm and rhyme. - Review features of narrative poetry. - With partners, reread “The Camping Trip” and explain why it’s a narrative poem.

	○ Read the online Differentiated Genre Passage, “Aliens!” ○ Review point of view and add to the anchor chart. ○ With partners, complete a point of view graphic organizer for “The Camping Trip” and write a summary of the author’s point of view. ○ Reread the poems “The Camping Trip” and “Bubble Gum” and analyze the techniques the poets used in writing the 2 selections. ○ Answer questions aloud about the selections.
Respond to Reading Reading / Writing Companion	Students will: T232-233 ○ Analyze the prompt: How do the poets help you understand how the narrator in each poem feels? ○ Identify text evidence and use sentence starters on Reading/Writing Companion page 166 to respond to the prompt.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T236-237 ○ Review hyperbole using Reading/Writing Companion page 167. ○ Brainstorm ideas for a tall tale. ○ Write a tall tale that tells about a tall tale hero they have read about.
Grammar Practice Book	Students will: T250 ○ Review prepositional phrases. ○ See Practice Book page 350. ○ Talk About It: Create a list of what makes them laugh. Form a sentence with a prepositional phrase about each thing on the list.

Day 3	Instructional Plan
Student Learning Targets: 3.FL.VA.7b.i, 3.RL.KID.1, 3.RL.CS.6, 3.W.RW.10, 3.FL.VA.7b.i, 3.RL.KID.2	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T237A-237D ○ Read “Ollie’s Escape” and complete the Point of View Graphic Organizer 146. ○ Summarize the selection. ○ Answer the questions in Reading/Writing Companion pages 168-169. ○ Respond to the essential question.
Grammar Minilesson Practice Book	Students will: T251 ○ Review commas after introductory words. ○ See Practice Book page 351. ○ With a partner, identify sentences with introductory words and phrases. Take turns reading the sentences aloud and writing the sentence with appropriate commas.
Expand Vocabulary Practice Book	Students will: T255 ○ Complete the spiral review. ○ See Practice Book page 360.

Day 4	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.FL.F.5.b, 3.FL.WC.4.d, 3.RL.CS.5 , 3.FL.SC.6.i, 3.FL.WC.4.b, 3.FL.WC.4.c	
Read the Anchor Text (Literature Anthology) Author's Craft Respond to Text	Students will: T237A-237D ○ Reread "Ollie's Escape" and answer questions aloud. ○ Read and summarize "The Gentleman Bookworm." ○ Compare and contrast "Ollie's Escape" and "The Gentleman Bookworm." ○ Analyze the prompt: How does the poet use words and phrases to help you understand how the characters in the poem feel about Ollie? Identify text evidence to support their response. ○ Review pages 168-170 of the Reading/Writing Companion and write a response to the prompt.
Writing Process: Expert Model & Plan Reading / Writing Companion	Students will: T242-247 ○ Review features of a narrative poem and add features to an anchor chart ○ Reread "Ollie's Escape" and answer questions on page 176 of the Reading/Writing Companion. ○ Brainstorm topics that make them laugh and choose one to write a narrative poem. Record the topic they have chosen on page 177 of the Reading/Writing Companion. ○ Plan poem by creating a list of events that happened in the story. ○ Discuss setting, characters, and sequence of events. ○ Review "The Camping Trip" on page 178 of Reading/Writing Companion and continue planning their own poem using online Graphic Organizer 2.
Grammar Practice Book	Students will: T251 ○ Correct the proofreading sentences. ○ See Practice Book page 362. ○ Talk About It: Reenact a scene from a story they have recently read with dialogue. Listen and identify any prepositions or prepositional phrases.
Spelling Practice Book	Students will: T253 ○ Review spelling words. ○ Correct the proofreading sentences. ○ See Practice Book page 357.
Day 5	Instructional Plan
Student Learning Targets: 3.RI.IKI.9, 3.RL.KID.3 , 3.W.RBPK.9, 3.W.RW.10, 3.RL.CS.4, 3.RL.KID.2, 3.FL.WC.4.d, 3.RL.CS.5, 3.FL.SC.6.i, 3.FL.WC.4.b, 3.FL.WC.4.c	
Read the Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: 239A-239B ○ Review responses to "The Best Medicine" Blast and brainstorm responses to the Essential Question. ○ Complete the Talk About It activity on page 174 of the Reading/Writing Companion. ○ Respond to the writing prompt and share responses.
Fluency Reading / Writing Companion	Students will: T257 ○ Review phrasing and good expression.

	○ Listen as the teacher models reading the poem on Reading/Writing Companion page 175. ○ Choral read the same passage, mimicking the teacher's phrasing and expression. ○ With partners, read "Bubble Gum" on Reading/Writing Companion pages 158.
Writing Process: Draft Reading / Writing Companion	Students will: T248-249 ○ Discuss rhythm and rhyme in a narrative poem. ○ Reread the first stanza of "The Gentleman Bookworm" and answer the questions on page 179. ○ Complete the draft of their narrative poem and provide feedback to peers on their drafts.
Spelling Practice Book	Students will: T253 ○ Complete the spelling post-test.
Progress Monitoring	Students will: T292-293 ○ Complete the online assessment.

Week 6

Unit 6 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 idioms in a text
Text(s): Reading Digitally: "Life Boats" Reader's Theater: "The Lion and the Ostrich Chicks"	Writing	Speaking and Listening
	Writing process: Complete a narrative poem 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 Navigate the Internet properly Gather relevant information from digital sources Navigate links

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.VA.7a.iii Use a known root word as a clue to the meaning of an unknown word with the same root. [\[2 lessons\]](#)

3.FL.WC.4.d Write legibly in manuscript; write all lower and uppercase cursive letters. [\[2 lessons\]](#)

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. [\[1 lesson\]](#)

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.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. [\[1 lesson\]](#)

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.3 Describe characters in a story and explain how their actions contribute to the sequence of events. [\[1 lesson\]](#)

3.SL.PKI.6 Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification. [\[2 lessons\]](#)

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

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.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 1	Instructional Plan
Student Learning Targets: 3.RI.CS.5, 3.W.RBPK.7, 3.FL.F.5.b, 3.FL.VA.7a.iii, 3.RI.KID.2, 3.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T298-299 Reading Digitally: ○ Scroll through the article "Life Boats" and identify text features. ○ Read "Life Boats" and answer the questions. ○ Summarize the selection. ○ Research: How is Rezwan's program helping people in Bangladesh? ○ Respond to the question: Why is getting an education important? ○ Brainstorm questions related to the article, research, and present about Rezwan's work or Bangladesh. Reader's Theater ○ Introduce the play: The Lion and the Ostrich Chicks. ○ Review the scripts and the Elements of Drama handout from the online Reader's Theater pages 2-3 and 71-82. ○ Listen as the teacher models reading the play, discuss vocabulary, and answer teacher questions. ○ Practice parts in the play and work on Reader's Theater Workstation Activity Card 26. ○ Summarize the play. ○ Perform the play in small groups. ○ Reread the play and answer questions.
Show What You Learned Reading / Writing Companion	Students will: T302-303 ○ Review biographies. ○ Approaching: Read the passages and work through the questions with the teacher. ○ On Level: Read the first passage as a group and complete the first question. Complete the other passages/questions independently. ○ Beyond Level: Read passages and answer questions independently.
Writing Process: Revise Reading / Writing Companion	Students will: T310-311 ○ Review figurative language, organization, rhythm, and rhyme. ○ Review the poem of Reading/Writing Companion page 180. ○ Revise draft, focusing on figurative language.
Day 2	Instructional Plan
Student Learning Targets: 3.RI.CS.5, 3.W.RBPK.7, 3.FL.VA.7a.iii, 3.RL.KID.1, 3.RL.KID.3	
Reading Digitally OR Reader's Theater	Students will: T298-299 Reading Digitally: ○ Scroll through the article "Life Boats" and identify text features. ○ Read "Life Boats" and answer the questions. ○ Summarize the selection. ○ Research: How is Rezwan's program helping people in Bangladesh? ○ Respond to the question: Why is getting an education important?

	- Brainstorm questions related to the article, research, and present about Rezwan's work or Bangladesh. Reader's Theater - Introduce the play: The Lion and the Ostrich Chicks. - Review the scripts and the Elements of Drama handout from the online Reader's Theater pages 2-3 and 71-82. - Listen as the teacher models reading the play, discuss vocabulary, and answer teacher questions. - Practice parts in the play and work on Reader's Theater Workstation Activity Card 26. - Summarize the play. - Perform the play in small groups. - Reread the play and answer questions.
Show What You Learned Reading / Writing Companion	Students will: T304-305 Read "The Memory Box" and answer the questions aloud.
Writing Process: Peer Review Reading / Writing Companion	Students will: T312-313 - Review the routine for peer review using the sentence starters and checklist on Reading/Writing Companion page 181. - Review a classmate's writing. - Take time to implement suggestions.
Day 3	Instructional Plan
Student Learning Targets: FL.F.5.b, 3.RL.CS.5, 3.RI.CS.5, 3.W.RBPk.7	
Extend Your Learning	Students will: T306-307 - Review drama and narrative poems and complete a Venn diagram about the 2 genres on Reading/Writing Companion page 190. - Review idioms and practice identifying their meanings as a class. - With a partner, practice finding the meaning of other common idioms.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T314-315 - Review the routine for peer review using the sentence starters and checklist on Reading/Writing Companion page 182. - Review a classmate's writing. - Take time to implement suggestions.

Day 4	Instructional Plan
Student Learning Targets: 3.FL.F.5.b, 3.W.RBPk.8, 3.W.RW.10	
Extend Your Learning	Students will: T308-309 ○ With partners, read and discuss the activity on Reading/Writing Companion page 192. ○ Choose 2 real-life heroes to compare and write a paragraph comparing them. ○ Review headlines. ○ Research computer technology that has changed people's lives. ○ Write a headline for the technology they chose that shows how it will impact readers' lives and share.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T316-317 ○ Publish a final copy of their draft. ○ Review the rubrics on Reading/Writing Companion page 183. ○ Use the rubric to evaluate their own work and the work of their partner. ○ Respond to the questions on page 183.
Day 5	Instructional Plan
Student Learning Targets: 3.FL.WC.4.d, 3.W.PDW.6	
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T316-317 ○ Publish a final copy of their draft. ○ Review the rubrics on Reading/Writing Companion page 183. ○ Use the rubric to evaluate their own work and the work of their partner. ○ Respond to the questions on page 183.
Track Your Progress	Students will: T318 ○ Review the rubric on Reading/Writing Companion page 194 and jot down notes on each skill. ○ Review their own work using the rubric scores. ○ Write an evaluation of the lowest scoring skill in the space provided. ○ Write about any connections they have to texts in this unit. ○ Switch papers with a partner and reflect on self-assessments.
Wrap Up the Unit	Students will: T319 Choose one of the following ways to present their work: ○ Reader's Theater play-see page T300. ○ Share completed Research and Inquiry projects that were started in Genre Study 3. See page T321. ○ Give multi-modal presentations of the work that they developed using Inquiry Space. See page T322. Hold a publishing celebration and present a piece of work. See page T324.