Park Hill School District

Building Successful Futures • Each Student • Every Day

3rd Grade ELA Curriculum 2026-2027

Scope and Sequence:

Quarter	Knowledge Strand	Instructional Units
1		Unit 0: Review and Routines
	Life Science	Unit 1: Animal Adaptation
	Character Matters	Unit 2: Ways Characters Shape Stories
2	Government and Citizenship	Unit 3: Government for the People
	Perspectives in Literature	Unit 4: Comparing Points of View
	Technology and Society	Unit 5: Advancements in Technology
3	Themes Across Cultures	Unit 6: Making Decisions
	History, Culture, and Geography	Unit 7: Communities: Then and Now
	Earth Science	Unit 8: Weather and Climate
4	Economics	Unit 9: Spending Time and Money
	Physical Science	Unit 10: Forces and Interactions

Unit 0: Review and Routines

Subject: Reading, Writing, Phonics and Word Study
Grade: 3rd Grade
Name of Unit: Review and Routines
Length of Unit: 10 Days
This unit should be used in place of the Foundations and Routines in Benchmark Advance.

Overview of Unit:
In this unit, students will learn routines, procedures, and protocols they will use all year in reading, writing, and phonics and word study. Students will begin building the foundation of their class literacy community.

Topic 1 (Week 1)
In week 1, students will learn expectations for active listening, partner and discussion protocols, and how to preview and choose books. Students will also work to make connections to text and begin to broaden their vocabulary. In writing, students will work with sentences, the foundation of all writing. These lessons are adapted from *The Writing Revolution 2.0* by Judith C. Hochman and Natalie Wexler. According to the book, "The importance of spending plenty of instructional time working with sentences can't be stressed enough. Students need to move from writing the way they speak to using the structures of written language." Students will learn to distinguish between sentences and fragments, correct run-ons, and expand sentences to include more information. In word study, students will review types of syllables and use that knowledge to read and spell.

Topic 2 (Week 2)
In week 2, students will focus on author's purpose, questioning, and making predictions in reading. They will also continue to build their stamina for independent reading. In writing, students will continue to work with sentences, learning to combine sentences with coordinating conjunctions. Students will also work on writing a reading response and a book recommendation. In word study, students will continue to review types of syllables, including the Schwa syllable. They will also review words with silent letters, review inflectional endings that require spelling changes, and learn how to take the cumulative spelling assessment and dictation they will take each week throughout the year. Students will end their 10 days of phonics and word study by learning the Reading Big Words Strategy they will use all year long.

Getting Ready for the Unit:

- Create the procedure for calling students to the lesson meeting area.
- Create the routine you want to use for students to select independent reading books. Will students access your classroom library, the school library, or both? When is an appropriate time for students to browse and select new books?
- Gather fiction and nonfiction books you'd like to read to your class in the first 10 days.
- Familiarize yourself with your online Benchmark Advance platform. Scroll through all of the resources. You will be directed to access some of these resources in this unit.
- Find both the online and the physical copy of your Read-Aloud Handbook from Benchmark Advance.
- Consider what materials students will need for Reading, Writing, and Phonics and Word Study and how they will be organized.

Essential Question:

- How does understanding words, sentences, and text help us become stronger readers and writers?

Enduring Understandings:

- Strong readers use strategies to understand words, ideas, and texts.
- Readers think deeply about texts by making connections, asking questions, and making predictions.
- Understanding syllable patterns and word parts helps readers decode unfamiliar words.
- Writers use complete sentences, details, and conventions to communicate clearly.
- Listening, speaking, and collaboration help build a successful community of readers and writers.

<u>DESE Priority Standards for Unit:</u>

- **3.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 3.R.1.A.b drawing conclusions and support with textual evidence.
- **3.R.1.B** Develop an understanding of vocabulary by:
    - 3.R.1.B.a decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
    - 3.R.1.B.i using conversational, general academic, and domain-specific words and phrases
- **3.R.1.D** Read independently for multiple purposes over sustained periods of time by:
    - 3.R.1.D.a reading text that is developmentally appropriate
- **3.RF.3.A** Develop phonics in the reading process by:
    - 3.RF.3.A.a decoding multisyllabic words in context and independent of context by applying common spelling patterns
    - 3.RF.3.A.f reading irregularly spelled high-frequency words
- **3.W.1.C** Reread, revise and edit drafts with assistance from adults/peers that:
    - 3.W.1.C.a develop and strengthen writing by revising main idea, sequence, focus beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice
    - 3.W.1.C.b edit for language conventions

- **3.W.2.A** Write opinion texts that:
    - 3.W.2.A.a introduce a topic or text being studied
    - 3.W.2.A.b state an opinion or establish a position and provide reasons for the opinion/position
- **3.L.1.A.**In speech and written form, apply standard English grammar by:
    - 3.L.1.A.f Producing simple and compound imperative, declarative, and interrogative sentences
- **3.L.1.B** In written text:
    - 3.L.1.B.f capitalize names of places
- **3.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 3.SL.1.A.b asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.R.1.A.b	Draw conclusions and support with text evidence	Draw a logical conclusions about a character, event, or idea that is not directly stated in the text Use clues from the text to support the conclusion Select specific textual evidence that supports the conclusion Explain how the evidence supports the conclusion Distinguish between what the text says directly and what must be inferred	3
3.R.1.B.a	Decode and determine meaning using common prefixes and suffixes	Recognize common prefixes (e.g., un-, re-, dis-, pre-) Recognize common suffixes (e.g., -ful, -less, -ly, -er, -able) Identify the root or base word in a word with a prefix or suffix Decode words by breaking them into meaningful parts Explain how a prefix changes the meaning of a root or base word Explain how a suffix changes the meaning or part of speech Use context clues to confirm the meaning	2
3.R.1.B.i	Use conversational, general academic, and domain-specific words and phrases	Use conversational vocabulary appropriately in everyday speaking and	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		writing Use general academic vocabulary accurately Use domain-specific vocabulary correctly Choose words that fit the topic and purpose of the task Incorporate vocabulary naturally rather than listing terms Use increasingly precise language	
3.R.1.D.a	Read developmentally appropriate text independently for multiple purposes	Select text that matches reading level (not too easy, not too difficult) Read independently and sustain reading for an appropriate length of time	1
3.RF.3.A.a	Decode multisyllabic words in context and independent of context	Break multisyllabic words into syllables Use common spelling patterns to decode each syllable Blend decoded syllables to read the full word accurately Apply these skills in both context and out of context Self-correct when a decoded word doesn't make sense in the sentence	1
3.RF.3.A.f	Read irregularly spelled high-frequency words	Recognize irregularly spelled high-frequency words automatically Read these words accurately in isolation Read these words accurately in connected text Understand the meaning of the words when encountered in context Notice that the spelling does not always follow regular phonics patterns Read irregularly high-frequency words with automaticity	1
3.W.1.C.a-b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add or refine details	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Choose strong, precise words Make sure sentences are complex and varied Use transitions to connect ideas Revise with the audience and purpose in mind Strengthen voice making the writing sound appropriate for the task Edit for grammar, capitalization, punctuation and spelling	
3.W.2.A.a, b	Write opinion texts	Introduce a topic or text being studied, using connected sentences State an opinion or establish a position and provide reasons for the opinion/position	3
3.L.1.A.f	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences	Identify the four types of sentences Write complete simple sentences for each of the four types Write compound sentences for each of the four types using coordinating conjunctions Use correct punctuation for each sentence type Apply standard English grammar when forming sentences (subject-verb agreement, correct word order) Use different sentence types appropriately in speech and writing	1
3.L.1.B.f	Capitalize names of places	Identify names of specific places (cities, states, countries) Capitalize the first letter of each proper noun in place names Capitalize all important words in multi-word place names Distinguish between common nouns and proper nouns (e.g., state vs Missouri)	1
3.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Listening attentively during formal and informal discussions Ask relevant questions Ask clarifying questions	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Respond appropriately to questions or comments Link comments to what others have said Build on others' ideas Use respectful discussion behaviors	

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
• Foundational Skills Screeners (Found under Intervention: Teacher Guides and Quick Checks in the online platform) • Phonological Awareness Assessment • Interim Assessment 1 (preassessment for the year)	

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
community predict/prediction preview identify analyze response rationale protocol stamina genre	syllable schwa digraph diphthong grapheme phoneme decode prefix suffix fragment conjunction

Week 1

Day 1

Phonics and Word Study	Reading	Writing
3. Review the Closed Syllable Pattern	1. Creating a Community of Readers/Independent Reading 2. Choosing a Good Book for Independent Reading and Practicing Independent Reading	4. Fragments or Sentences?

Engaging Experience 1 (Reading-1):
Teaching Point: *Today we are going to learn what it means to be part of a community of readers and identify the skills we need to be successful during reading instruction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to begin by transitioning students to the whole-group meeting area. If students sit at tables or in groups, call one table at a time using a signal of your choosing. Remind students to push in their chairs quietly and walk silently to the meeting area. As students come to the meeting area, set expectations for active listening and respectful discussion behaviors during whole-group conversations.

  Once students are gathered, introduce the idea of a **community of readers**. Ask students to turn and talk with a partner about what comes to mind when they hear the phrase **community of readers**. After a few minutes of discussion, invite students back to the whole group. Ask volunteers to share ideas they discussed with their partners.

  Create a two-column anchor chart. Label one side **Community of Readers** and the other side **Needed Skills**. See possible answers in your Teacher Resource System (TRS) page RR2. Review the **Needed Skills** column with students and explain that these are the behaviors and expectations that will help everyone succeed during reading instruction.

Suggestions: *Consider creating the Community of Readers anchor chart with students so they feel ownership of the expectations. Post the anchor chart in a visible area of the classroom and refer back to it during reading instruction throughout the year. Encourage students to add additional ideas to the chart as the reading community develops.*
Bloom's Level: Understand
DOK: 3

Engaging Experience 2 (Reading-2):
Teaching Point: *Today we are going to learn how readers choose books for independent reading by thinking about their interests, favorite authors, genres, and recommendations.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.D.a, 3.SL.1.A.b

Detailed Description/Instructions:

- **One way to do this** is to introduce a book you'd like to read aloud. Show students the cover of the book and say the title and author/illustrator. Ask students to make predictions about the book by asking questions such as: *What do you think this book will be about? Why do you think I selected this book to read to you today?*

  Allow students to share their thinking. After hearing a few responses, explain your reasoning for choosing the book. Read the selected book aloud to students. Explain that students will now have the opportunity to select a book for independent reading. Give students a few minutes to choose a book from the classroom library, book bins, or another designated area.

  After students have selected a book, signal for attention and ask students to share with a partner the reason they chose their book. Use the structure **Stand-Up, Hand-Up, Pair-Up** to help students find a partner. Instruct students to stand up, raise their hand, and pair up with the first person they make eye contact with. Once partners are formed, students should share their book title and explain why they chose it.

  Show students where you would like them to do their independent reading. Explain your expectations that everyone remains in their seat the entire time and that they read the whole time. Explain that this time should be quiet so that everyone can do their best. Set a timer for 5 minutes. Stop early if any students are not meeting expectations. If students make it to 5 minutes, give specific praise and then let them know they will work on adding to their stamina in the following days.

Suggestions:

- *Consider creating a "How Readers Choose Books" anchor chart using student ideas generated during the lesson. Refer to the anchor chart throughout the unit when students select books for independent reading. Model thinking aloud about why you chose the read-aloud book to demonstrate how readers make book choices. If students struggle to select a book, guide them toward books related to their interests, favorite genres, or previously enjoyed authors.*
- *A mini-poster with directions for Stand-Up, Hand-Up, Pair-Up and other Kagan structures is available on Coaches' Corner in the Kagan Resources folder.*

Bloom's Level: Apply
DOK: 3

<u>Engaging Experience 3 (Phonics and Word Study-3):</u>
Teaching Point: *Today we are going to read and divide words with Closed syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Closed syllable** ends in a consonant and has a short vowel sound. Say that because the vowel is closed in, it doesn't feel confident to say its name. Write the word **hit** and underline the **t** to show that the syllable ends in a consonant, which closes in the vowel **i**. The **i** uses its short sound in **hit**.

  Write the words **mitten**, **dentist,** and **rabbit**. Model dividing the words into syllables and

reading them, using what you know about closed syllables. Remind students that when two consonants appear in the middle of a word, the syllable is usually divided between the consonants.

Write the syllables **nap kin**, **cab in**, **kit ten**, and **in sect**. Guide students to blend the syllables to read the words. Ask the students what kind of syllables they are and how they know. (They are all closed syllables, and you know because the vowel is closed in by the consonant and is making the short sound.) Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Have partners take turns reading additional words such as **contest**, **fabric**, **muffin**, and **plastic**. Ask students to identify the closed syllables in each word. Invite students to skim classroom books for other words with closed syllables and add them to a class chart.

Suggestions:

- *You can use the first of these Syllable Division Posters with this lesson if you'd like. "When I bump into two, there's one for me and one for you."*
- *Consider starting an anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 4 (Writing-4):
Teaching Point: *Today we are going to learn to tell fragments from sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to tell students that it is important to understand sentences, because they are the building blocks for all of the writing we do. In order to be a sentence, there needs to be a SUBJECT (naming part) and a VERB (action or state of being). If you are missing one of those, no matter whether there are only a few words or a lot of words, it is a fragment. Write or display these examples and ask students to tell you if it's a sentence or a fragment. Students can use white boards, response cards, or a hand signal (for instance 1 finger for sentence and 2 fingers for fragment) so that everyone has an opportunity to respond. Write all examples with a capital and punctuation so as not to give away the answer. Talk about the correct answer with each example and why that is the correct answer. Identify the subject and/or verb.
    - In the book. (no)
    - He ate. (yes)
    - Around the corner and across the street two boys. (no)
    - The baby cried. (yes)
    - The teacher exhaled slowly, then smiled. (yes)
    - Over the bridge. (no)
    - She jumped. (yes)

Have partners work together to complete this practice sheet. If there were students who struggled with the examples earlier, work with them in a small group to provide more guidance and immediate feedback.

Bloom's Level: Understand
DOK: 1

Day 2

Phonics and Word Study	Reading	Writing
6. Review the Open Syllable Pattern	5. Previewing Books/ Independent Reading	7. Unscrambling Sentences

Engaging Experience 5 (Reading-5):
Teaching Point: *Today we are going to talk about ways to preview a book.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to remind students that yesterday they selected a book to read during independent reading time. Ask students to share how they knew which book to select. As students share, teach the class a hand signal to agree without blurting out (such as a motion where students point to themselves with their thumb and outward with their pinkie). This will help to establish an expectation that students need to be good listeners and not interrupt during instruction or sharing.

  Show students a book you plan to read to them today and think aloud about how you previewed the book and decided to choose it for today's reading. See the ideas for a possible anchor chart in your TRS on page RR12.

  After you read aloud, send students into independent reading time. Like on Day 1, show students where you would like them to do their independent reading. Explain your expectations that everyone remains in their seat the entire time and that they read the whole time. Explain that this time should be quiet so that everyone can do their best. Set a timer for 5 minutes or more if the students met this benchmark previously. Stop early if any students are not meeting expectations. If students make it to their goal, give specific praise and then let them know they will work on adding to their stamina in the following days.

Suggestions: *Create a stamina graphic: a funnel, bar graph, or line graph for the class to see their growing independent reading stamina.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Phonics and Word Study-6):
Teaching Point: *Today we are going to read and divide words with Open syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound

and that an **open syllable** ends in a vowel and usually has a long vowel sound. Say that because the vowel is not closed in, it feels confident to say its name. Write the word **so** and underline the **o** to show that the syllable ends in a vowel, which makes its long sound.

Write the words **even**, **frozen, moment**, and **music**. Model dividing the words into syllables and reading them, using what you know about open syllables. Remind students that when one consonant appears in the middle of a word, the syllable is divided before the consonant most of the time, but if reading the word that way does not make sense, students need to be flexible and move the consonant to the first syllable, creating a closed syllable, such as with the word **lemon**.

Write the word parts **ba sic**, **mi nus**, **se cret**, and **si lent**. Guide students to blend the syllables to read the words. Ask the students what kind of syllables they are and how they know. (The first syllables are all open, and you know because the vowel is not closed in by the consonant and is making the long sound. The second syllables are all closed.) Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Have partners take turns reading additional words such as **human**, **open**, **pilot**, and **pupil.** Ask students to identify the syllables in each word as closed or open. Invite students to skim classroom books for other words with open syllables and add them to a class chart.

Suggestions:

- *You can use the third of these Syllable Division Posters with this lesson if you'd like. "When I bump into one, you get one, and I get none!"*
- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 7 (Writing-7):
Teaching Point: *Today we are going to put scrambled sentences into the correct order.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.L.1.A.f, 3.L.1.B.f
Detailed Description/Instructions:

- **One way to do this** is to let students know that as we continue to work with our building blocks of writing—sentences—today we are going to put jumbled sentences in order. In doing this work, students will be deepening their understanding of syntax, rules of punctuation, and capitalization.

  Pass out the Scrambled Sentences sheet. Model thinking aloud and fixing the first jumbled sentence. Use the next two or three sentences for guided practice. Then, let

students do the remaining sentences on their own or with a partner. Come back together to go over the correct answers, discuss misconceptions, and underscore the need for correct capitalization and punctuation.

Suggestions:

- *If students do not capitalize "Missouri" in sentence #2, make sure to talk about the importance of capitalizing proper nouns as well as the beginnings of sentences.*
- *All of these sentences include information from third grade content. Doing sentence practice activities with content helps students learn about sentences and deepens understanding of content.*

Bloom's Level: Apply
DOK: 1

Day 3

Phonics and Word Study	Reading	Writing
9. Review the VCe Syllable Pattern	8. Good Listening Habits/ Read Aloud Expectations	10. Correcting Run-On Sentences

Engaging Experience 8 (Reading-8):
Teaching Point: *Today we are going to build good listening habits.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to let students know that listening is a crucial skill for school. Students need to listen to you and to each other in order to learn. It is also important to listen to others to let them know they are an important part of the class community.

  Refer to your read aloud time yesterday. Remind students what went well in their listening behavior. Set your expectations for today's read-aloud (and for all lessons in the future). Some possible items for an anchor chart could include:
  - Stay in your seat/carpet spot
  - Keep your body safe
  - Keep your eyes on the speaker
  - Only speak if it's your turn
  - Keep your mind on what is being said

  As you read aloud, stop and pause to ask questions.

  Introduce the **Turn and Talk: Why Do You Think That?** protocol from Benchmark. Emphasize that students need to turn so that they can look at each other when talking with their partner.
  - **Partner A:** States their idea
  - **Partner B:** Asks Partner A to provide a rationale "Why do you think that?"
  - **Partner A:** Provides rationale "I think that because_____"
  - **Partner B:** Responds "I agree because _____ or I disagree because _____.
  - **Partner A:** Asks for Partner B's idea.

  Circulate to support and prompt deeper thinking. Close by giving feedback on the students' first time to use the **Why Do You Think That?** protocol as well as their ability

to show good listening habits.
Suggestions: *See the lesson in your TRS pages RR6-7 for more ideas to practice listening.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 9 (Phonics and Word Study-9):
Teaching Point: *Today we are going to read and divide words with VCe syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **VCe (vowel-consonant-e) syllable** ends in the "magic e" or "say your name e." Say that because of the **e**, the vowel says its long sound. Write the words **tap** and **tape**. Point out that the **final e** in tape is silent. The vowel **a** and the **final e** work together as a team so that the vowel says its name, the long vowel sound /ā/.

  Create and display a **final e** chart. Write the words: **brave**, **smile**, **stone**, **cube**, **concrete**. Read aloud the words and have students repeat. Model identifying the **final e** spelling (underline or highlight it). Place each word in the correct column on the chart.

a_e	e_e	i_e	o_e	u_e

  Provide additional words for students to read and sort: **these**, **mistake**, **explode**, **translate**, **inside**, **complete**, **mule**, **cute**, **twice**, **inmate**, **compete**, **invade, membrane, useful**. Have partners read each word and identify the column in which the word belongs. Invite students to skim classroom books for other words with **final e** syllables to add to the class chart.

  Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, and VCe syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing-10):
Teaching Point: *Today we are going to learn to identify and correct run-on sentences.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.C.b, 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to tell students that a run-on sentence is kind of the opposite of a fragment and that neither is appropriate in written communication. Run-on sentences have multiple subjects and verbs and need to be separated into individual or compound sentences.

  Put this run-on sentence (or another that you create) on the board or chart paper: *Leslie showed Jess the kingdom of Terabithia, and it was a magical place in the woods where they could be themselves, they were king and queen of this land, it was their escape from the real world.*

  Ask a student to read the sentence aloud, without pausing, and then ask the class what's wrong with it. Allow students to help you fix this run-on into individual complete sentences.

  Pass out the Run-On Repair sheet. Either work through these together or release students to work with a partner or on their own if they are ready.

Suggestions:

- *If you find that your students struggle with run-on sentences, you could incorporate a daily sentence for morning work until you see students start correcting them in their own writing.*
- *Run-on sentences are often connected with many "ands." Having students investigate the "ands" in their sentences, will help them see if they have run-on sentences in their writing.*

Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
12. Review the Vowel-r Syllable Pattern	11. Making Connections	13. Sentence Expansion

Engaging Experience 11 (Reading-11):
Teaching Point: *Today we are going to learn about making connections as we read.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to tell students that it is important to make connections as we read. Making connections helps us to think about our reading, reminding us what we might already know about the topic and helping us connect to other things we have read. Let students know that they can make connections to themselves, to other texts, and to the world.

  Model making connections with the first few pages of a read-aloud book. After you

have made a few connections, tell the class that they are going to be thinking of their own connections throughout the rest of the book. Stop every few pages to allow students to share their connections. Use your agreed-upon hand signal from EE5 when students agree with each other so that you continue to establish your expectation that there is no blurting out during instruction or sharing.

After the read-aloud, ask students to think about the importance of making connections. Introduce the **Share and Reflect** protocol from Benchmark. Tell students that you are going to model this protocol today.

- **Step 1: What did I do?** "*When reading I …"*
- **Step 2: How did I feel?** *"When I was reading, I felt …"*
- **Step 3: What do I think?** "*The _____ connections I made helped me because _____."*
- **Step 4: What next?** "*I have a better understanding of _____."*

Give students feedback on how well they followed your expectations for listening during a lesson. Even if the feedback includes things to continue to work on, make sure to give plenty of positive specific feedback. If time, allow students to practice the **Share and Reflect** protocol with a partner.

Suggestions:

- *See your TRS, page RR35 for more information about making connections and using the Share and Reflect protocol.*
- *If you find yourself running out of read-aloud books, you can also use readings from your Read-Aloud Handbook. You have a physical copy, and it is also online in your Benchmark Advance platform.*
- *Find the Read-Aloud Professional Guide in your online Benchmark Advance platform and under Reproducible Bookmarks, print the Make Connections bookmark for students.*

Bloom's Level: Analyze
DOK: 3

<u>Engaging Experience 12 (Phonics and Word Study-12):</u>
Teaching Point: *Today we are going to read and divide words with Vowel-r syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Vowel-r syllable** includes an r-controlled vowel /är/, /ôr/, /ûr/. Words with the /är/ sound, as in car, are spelled with -ar. Words with the /ôr/ sound can be spelled with -or as in fork, -oar as in soar, or -ore as in more. Words with the /ûr/ sound can be spelled with -er as in verb, -ir as in girl, and -ur as in burn.

  Create and display **a Vowel-r syllable** chart. Write the words: **corn**, **part**, **soar**, **more**, **verb**, **burn**, **girl**. Read aloud the words and have students repeat. Model identifying the r-controlled vowel spellings (underline or highlight them), and place each word in the appropriate column on the chart.

ar	or	oar	ore	er	ir	ur

Provide additional words for students to read and sort: **scoring, monster, arctic, disarm, hornet, roaring, boarded, orbit, tarnish, conserve, immerse, disturb, burden, current, birthday, confirm**. Have students read each word and identify the column in which the word belongs. Invite students to skim classroom books for other words with **Vowel-r** syllables to add to a class chart.

Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, VCe, and Vowel-r syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Use these slides that show the Vowel Valley from the sound walls in K-2 classrooms to help students remember spellings for the various vowel sounds. You may not know that while there are 5 vowels (sometimes 6), there are 18 different vowel sounds! Here are slides that also include the Consonants and their spellings from the sound walls.*
- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 13 (Writing-13):
Teaching Point: *Today we are going to expand sentences to give our readers more information.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.C.a, 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to let students know that when they are writing, it is important to give their readers enough information so that they can understand what we want to tell them. Answering the questions *who, what, when, where, why*, and *how* in our writing will help us to do that. Tell students that we are going to expand kernel sentences (very short sentences) to practice this.

Give students this kernel sentence: **It sprouts**. Let students help you to answer these questions about the kernel sentence. Don't add the possible answers in the parentheses unless students need the help.

What? (seed)
When? (after it gets water and sunlight)
Where? (soil)

Model how you can take the answers to those questions to create a sentence with important details: **After it gets water and sunlight, a seed sprouts in the soil**. (This sentence starts with a dependent clause, which needs to be followed by a comma. You could also write **A seed sprouts in the soil after it gets water and sunlight**.)

Hand out the Expanding Kernels sheet and work through the other examples together or allow students to work with a partner or on their own, depending on your assessment of their ability to do this work. Share the results if students did partner or independent work.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
15. Review the Vowel Team Syllable Pattern	14. Developing Vocabulary and the Define/Example/Ask Routine	16. The Four Sentence Types

Engaging Experience 14 (Reading-14):
Teaching Point: *Today we are going to develop vocabulary as we read an informational text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to let students know that it is important to learn new words to understand what we read. Tell students that this year they will be using the **Define/Example/Ask Routine** every time we read a new text.

  Use the text *Only on an Island* from your Read-Aloud Handbook. You can choose to display the text on your screen or make copies for students from your physical book. Display the following words one at a time: **isolated, mainland, predators, widespread, thrive**. For each word, you will give the definition and an example. Then you will ask students to Turn and Talk to give an example or answer a question. This is an oral routine. Students do not need to write these words. When students write definitions, the cognitive work shifts from thinking about the word to writing and copying.

Word	**Definition**	**Example**	**Ask (Turn and Talk)**
isolated	To be **isolated** means to be placed apart or separate from others.	If you lived way out in the country and there were no other people close by, you would be **isolated**.	Give an example of being **isolated**. Have you ever been **isolated**?
mainland	The **mainland** is the largest, main part of a country or continent. Sometimes there are islands off the mainland.	The small island of Nantucket is close to the **mainland** of the United States.	Do you think the United States could be considered a **mainland**? Do you think Jekyll Island off the coast of Georgia is a **mainland**?
predator	A **predator** is an animal that hunts, catches, and eats other animals for food and energy.	A lion is a **predator** to lots of animals. A snake is a **predator** to a mouse, but it is prey to an eagle.	Give an example of a **predator**. What is something it eats?
widespread	Something that exists or happens in many places and is very common.	COVID was **widespread** across the country in 2020. In our school, our PBIS matrix is **widespread** throughout the school.	What is something you can think of that is **widespread**?
thrive	To grow strong, healthy, and happy.	My cat is **thriving**. Last year she was a tiny kitten and now she weighs 15 pounds!	How do you know if something is **thriving**? Do you think you will **thrive** in 3rd grade?

Bloom's Level: Apply
DOK: 2

Engaging Experience 15 (Phonics and Word Study-15):
Teaching Point: *Today we are going to read and divide words with Vowel Team syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Vowel Team syllable** includes two vowels (vowel digraphs) that work together to create a single vowel sound. Vowel digraphs include common teams such as **ai** in **rain**, **ee** as in **free**, and **oa** as in **boat**. They also include diphthongs such as /oi/ spelled **oi** as in **coin** or **oy** as in **boy** and /ou/ spelled **ou** as in **loud** or **ow** as in **cow**.

  Create and display a **Vowel Team syllable** chart. Write the words: **contain, ointment, blackout**, **towel**, **freedom**, **upload**, **cowboy**. Read aloud the words and have students repeat. Model how you identify the Vowel Team spellings (underline or highlight them), and place each word in the appropriate column on the chart. Also ask students what type of syllable the other syllable is to continue to review.

ai	ee	oa	oi	oy	ou	ow

  Provide additional words for students to read and sort: **explain, indeed, poison**, **downtown**, **maintain**, **enjoy**, **account**, **mountain**, **raincoat**, **overload**. Have students read each word and identify the column in which the word belongs. Invite students to skim classroom books for other words with **Vowel Team** syllables to add to a class chart.

  Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, VCe, Vowel-r, and Vowel Team syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Use these slides that show the Vowel Valley from the sound walls in K-2 classrooms to help students remember spellings for the various vowel sounds. Here are slides that also include the Consonants and their spellings from the sound walls.*
- *You can use the second of these Syllable Division Posters with this lesson if you'd like. "When I bump into three, blends and digraphs I must see!"*
- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 16 (Writing-16):
Teaching Point: *Today we are going to learn about the four types of sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to tell students that all sentences, no matter how long or short, are one of four types of sentences. **Declarative** sentences are statements and are the most common type of sentence. **Imperative** sentences are commands, instructions, or advice. Sometimes imperative sentences have an implied subject, such as "Visit a national park." The implied subject is "you." **Interrogative** sentences are questions, and **exclamatory** sentences are exclamations.

  Show students these sentence examples and ask them to use white boards or hand signals to give you an answer on what type of sentence each example is.

  Tony doesn't want to go. (Declarative)

  Don't go, Tony! (Exclamation)

  Does Tony want to go? (Question)

  Go now. (Command)

  Use one of the vocabulary words from your reading lesson today and ask students to help you write a sentence of each type with that word in it. Choose a second word from your reading lesson and ask students to work in partnerships to create one of each type of sentence with that word in it. Ask students to display their completed sentences on their desks and let the class do a gallery walk to look at each others' work.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2. Review the Consonant-le Syllable Pattern	1. Author's Purpose - Inform	3. Because, But, So

Engaging Experience 17 (Reading-1):
Teaching Point: *Today we are going to understand Author's Purpose.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b

Detailed Description/Instructions:

- **One way to do this** is to prepare a three-column chart on chart paper to fill in after the read-aloud. Leave enough space at the bottom of the chart for students to add sticky notes with the names of the books students are reading as examples of the different purposes. This will become your Author's Purpose Anchor Chart (see your TRS page RR19 for an example). Tell students that authors write for different purposes. We can usually put a book or article in one of three different purposes.

  Display or ask students to get out their copies of *Only on an Island*, the text you used in yesterday's reading lesson. Allow students a few minutes to review the text and then tell students that they are going to use the **Turn and Talk: Why Do You Think That?** protocol again. Students will be answering the question, "What do you think the author's purpose is for *Only on an Island?"*

  - **Partner A:** States their idea
  - **Partner B:** Asks Partner A to provide a rationale "Why do you think that?"
  - **Partner A:** Provides rationale "I think that because_____"
  - **Partner B:** Responds "I agree because _____ or I disagree because _____.
  - **Partner A:** Asks for Partner B's idea.

  Circulate to support and prompt deeper thinking. Close by giving feedback on the students' use of the **Why Do You Think That?** protocol as well as their ability to show good listening habits.

Bloom's Level: Analyze
DOK: 3

<u>Engaging Experience 18 (Phonics and Word Study-2):</u>
Teaching Point: *Today we are going to read and divide words with Consonant-le syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Consonant-le syllable** includes syllables that end with a consonant followed by the letters "**l**" and "**e**."

  Write the words **bubble**, **battle, fizzle**, and **dimple**. Model dividing the words into syllables and reading them, using what you know about Consonant-le syllables. Ask students to help you identify the syllable type for each syllable in each word (they are all Closed syllables + Consonant-le).

  Have partners take turns reading additional words such as **dangle**, **crumple**, **humble**, **grumble, huddle, mantle, meddle, nozzle, speckle.** Ask students to identify the syllable types in each word. Invite students to skim classroom books for other words with Consonant-le syllables and add them to a class chart.

  Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, VCe, Vowel-r, and Vowel Team syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like

cat and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

- *Use these slides that show the Vowel Valley from the sound walls in K-2 classrooms to help students remember spellings for the various vowel sounds. Here are slides that also include the Consonants and their spellings from the sound walls.*
- *You can use the first of these Syllable Division Posters with this lesson if you'd like. "When I bump into two, there's one for me and one for you."*
- *Add to your anchor chart of syllable patterns. There are seven total patterns we will review in these first 10 days.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 19 (Writing-3):
Teaching Point: *Today we are going to learn another strategy to help us expand our sentences.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.C.a, 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to remind students of the kernel sentences they worked with earlier that they expanded to give their readers more information. Tell students that today we are going to use conjunctions to help us expand sentences.

  Tell students that the words **because, but, so** are all conjunctions that help us to combine ideas in sentences. Tell students that you are going to give them sentence stems with one of these conjunctions that they will use to help them to expand the sentence to give more information. Do these examples together:

  Seeds need light to grow because _____.
  Seeds need light to grow, but _____.
  Seeds need light to grow, so _____.

  Have students work with a partner to complete the Because, But, So sheet. Circulate as students work in order to give feedback and help as needed. Have students come back together to share their sentences.

Suggestions:

- *Tomorrow's lesson will focus on coordinating conjunctions that combine two complete sentences and need to include a comma. But and So are coordinating conjunctions. There needs to be a comma before the conjunction that is combining the two sentences. Because is a subordinating conjunction. It does not require a comma.*
- *When students do the Because, But, So activity with a sentence stem that relates to content, it helps students deepen their understanding of the topic, gives you a formative assessment of their understanding, and allows practice with vocabulary.*

Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5. Learn About the Schwa Syllable Pattern	4. Author's Purpose - Entertain	6. Combining Simple Sentences with FANBOYS #1

Engaging Experience 20 (Reading-4):
Teaching Point: *Today we are going to understand author's purpose.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that yesterday they read a text where the author's purpose was to inform. Show students your anchor chart from yesterday and tell students that today we will read another text and decide which purpose it should be included with.

  Read aloud any fiction text that you'd like to read. When you have finished reading, ask students to do **Stand-Up, Hand-Up, Pair-Up** again. Precorrect any behavior that did not meet expectations from Day 1 when students first used this structure. Students often have to be reminded that "drivebys" are not acceptable and make others feel rejected. Once students have their partner, they should talk about what they think the author's purpose was and why they think that. Circulate to hear student answers to gauge student understanding.

  Once students are back on the carpet, have them reflect on why knowing the author's purpose is helpful in understanding the text. Talk about how you would read a text for entertainment differently from a text for information.

Suggestions: *A mini-poster with directions for Stand-Up, Hand-Up, Pair-Up and other Kagan structures is available on Coaches' Corner in the Kagan Resources folder.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 21 (Phonics and Word Study-5):
Teaching Point: *Today we are going to read and divide words with Schwa syllables to help us decode and read longer words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to explain that a **syllable** is a word part with one vowel sound and that a **Schwa** syllable is the trickiest and most common type of syllable. Tell students that the word Schwa comes from Hebrew and German and means "emptiness." Explain that we often refer to a Schwa sound as a "lazy" sound, because we aren't fully saying the vowel sound someone would expect to be there according to the spelling. The Schwa sound also occurs in the unstressed syllable(s) of a multisyllabic word.

  Let students know that the Schwa sound can be spelled with any vowel or vowel team and either makes the short i sound /ĭ/ or the short u sound /ŭ/.

You can use this video to explain Schwa further if you would like.

Write the words **amount**, **formal, lemon**, and **reason**. Model dividing the words into syllables and reading them, trying to pronounce them the way you would expect. For instance, for **amount**, instead of saying /u/-mount say /ā/-mount. Ask if this sounds like a word anyone has heard. Point out that when students are sounding out a word, and either the short or long sound does not create a word they have heard, they should try the Schwa sound /ŭ/ or /ĭ/. Do the same with the other words.

Have partners take turns reading additional words such as **thousand**, **telephone**, **animal**, **parrot, command, focus, syringe, pleasant, comma.** Ask students to identify the syllable types in each word. Invite students to skim classroom books for other words with Schwa syllables and add them to a class chart.

Point out that if students wanted to spell the words and weren't sure how, students could spell each syllable, listening to each sound in the syllable and using what they know about closed, open, VCe, Vowel-r, Vowel Team, and Schwa syllables. This draws on the work students have been doing since kindergarten, when they learned to spell CVC words like **cat** and **dog** by listening to each phoneme (sound) in the word and writing the corresponding grapheme (letter).

Suggestions:

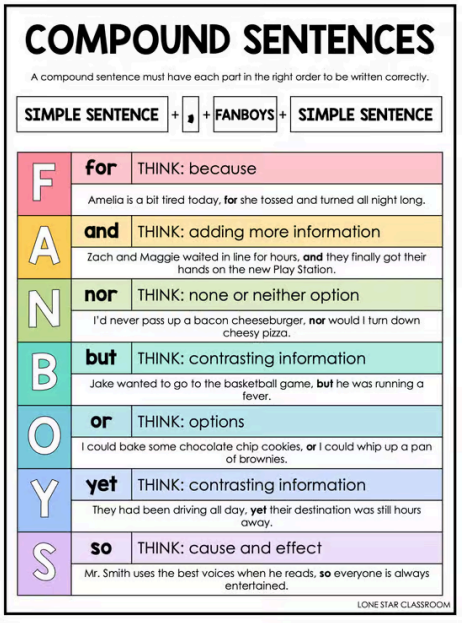
- *Use these slides that show the Vowel Valley from the sound walls in K-2 classrooms to help students remember spellings for the various vowel sounds. Here are slides that also include the Consonants and their spellings from the sound walls.*
- *Add to your anchor chart of syllable patterns. This is our last day of syllable types review.*
- *Your students should know these syllable types from phonics in K-2. These syllable types are likely new to you, so don't hesitate to ask your students to explain the concepts. It will be good for them and for you! Also, please reach out to your instructional coach for more explanation and resources for understanding syllable types/patterns.*

Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 22 (Writing-6):</u>
Teaching Point: *Today we are going to combine sentences using coordinating conjunctions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to remind students of EE 10 where they worked to correct run-on sentences. They might have chosen to correct the run-ons with a compound sentence, which is when two sentences are joined by a comma and a coordinating conjunction. When we have two sentences, we have choices as a writer. We can leave them as two separate sentences, or we can combine them. Combining sentences adds interest and rhythm to our writing.

Introduce students to FANBOYS, a fun way to remember the coordinating conjunctions (For, And, Nor, But, Or, Yet, So). Show the Let's Bring It All Together (Conjunctions)



video from Discovery Education on your portal to show a short video about coordinating conjunctions if you'd like. Stop at 1:33 to give the focus on coordinating conjunctions.
Pass out the FANBOYS #1 sheet. Do one or two of the sentences together and then let partners or individuals work on the rest of the sentences. As you are circulating as students are working, correct anyone not including the comma before the coordinating conjunction to help students learn this important convention.

Bloom's Level: Apply
DOK: 1

Day 3

Phonics and Word Study	Reading	Writing
8. Review Words With Silent Letters	7. Author's Purpose - Persuade	9. Combining Simple Sentences with FANBOYS #2

Engaging Experience 23 (Reading-7):
Teaching Point: *Today we are going to understand author's purpose.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to remind students that yesterday they read a text where the author's purpose was to entertain and before that they read a text where the author's purpose was to inform. Show students the Author's Purpose anchor chart and tell students that today we will read a text meant to persuade.

  Display or pass out copies of *Why are Pollinators Important?* from ReadWorks or use any other persuasive text you'd like to use. As you read, stop to point out words that show the author's opinion. For instance, in paragraph two point out the word "important" before work.

  When you have finished reading, discuss the difference between a strictly informative text and one that is persuasive.

Suggestions: *If you don't already have an account and want to use the suggested text, set up a free account with ReadWorks.org.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 24 (Phonics and Word Study-8):
Teaching Point: *Today we are going to read and spell words with silent letters.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a, f
Detailed Description/Instructions:

- **One way to do this** is to remind students that some words have letters that are not pronounced but are important to the word's spelling. Write the words **know** and **write**. Point out the silent letter k in know and w in write. Underline the silent letter spelling patterns kn and wr.

Write other words with silent letters: **knot**, **wrong**, **wrist**, **sign**, **comb**. Have students read each word and identify the silent letter (k, w, g, b) and spelling pattern (kn, wr, gn, mb).

Provide a list of additional words with silent letters for students to read: **knuckle, design, knowledge, benign, assign, wrestle, lamb, crumb, solemn, autumn**. Have partners take turns identifying the silent letter and spelling pattern. Have the other partner identify the syllable types. Have students skim classroom books for other words with silent letters. List these words on a chart based on the spelling pattern.

Use Decodable Passage 6 for additional practice. This passage is found in the Review and Routines Additional Materials Banks, Day 15, on your Benchmark Advance platform . Have students highlight words with silent letters, read the passage, and answer the comprehension question.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing-9):
Teaching Point: *Today we are going to combine sentences using coordinating conjunctions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to remind students of the work they did with coordinating conjunctions yesterday.

Talk about how when combining sentences, it is important to choose a coordinating conjunction that makes sense. Write the sentence "Marcus wanted to buy the basketball, so he did not have enough money." Ask students if this sentence makes sense or not. Have students Turn and Talk about what coordinating conjunction they would use instead.

Pass out the FANBOYS #2 sheet. Do one or two of the sentences together and then let partners or individuals work on the rest of the sentences. As you are circulating as students are working, correct anyone not including the comma before the coordinating conjunction to help students learn this important convention.

Bloom's Level: Apply
DOK: 1

Day 4

Phonics and Word Study	Reading	Writing
11. Review Inflectional Endings and take a Cumulative Spelling Assessment and Dictation	10. Questioning	12. Writing a Response to Reading

Engaging Experience 26 (Reading-10):
Teaching Point: *Today we are going to use questioning to understand what we read.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the lesson in your TRS on page RR41 to teach about thick and thin questions. If your school has learned about Costa's Levels of Thinking from AVID, use the three levels of questions instead.

  Read a text of your choosing and model asking either thick and thin questions or Costa's Level 1, 2, and 3 questions, explaining which level each question is and why. Explain that asking questions before, during, and after reading helps you to think deeply about what you read. As you find answers, it helps you to draw conclusions supported by text evidence.

  As students go to do some independent reading, ask them to write at least one question of each type from their reading today.

Bloom's Level: Analyze
DOK: 3

Engaging Experience 27 (Phonics and Word Study-11):
Teaching Point: *Today we are going to read and spell words with inflectional endings (with spelling changes).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to remind students that a suffix is a word part added to the end of a base word. Write the words **stop**, **stopped**, and **stopping**. Point out that the spelling changes when the suffixes ‑ed and ‑ing are added to stop (double final consonant). Repeat with the words **race**, **raced**, and **racing** (drop the e before adding the ending).

  Write base words for students to add the suffixes ‑ed and ‑ing to: **drop**, **like**. Have students write the new words and explain the spelling change needed.

  Provide a list of additional words for students to add the suffixes ‑ed and ‑ing to: **slip**, **trap**, **drip**, **pin**, **take**, **slice**, **bake**, **joke**. Have partners take turns adding the suffixes and explaining the spelling change. Have students skim classroom books for other words with suffixes that require a spelling change when added. List these words on a chart based on spelling changes.

  Tell students that throughout the year, they will take a short spelling assessment and write a dictation sentence on day 4 or 5 of a week in each three-week unit (this is called the Cumulative Spelling Assessment and Dictation and can be found in the Phonics & Word Study Resource e-book under Word Study Resources in your Benchmark Advance platform. Tell students that you are going to practice this now.

Spelling Procedure

1. Say each spelling word in the chart below.
2. Have students repeat the word.
3. Use the word in a sentence.
4. Say the word again.
5. Have students write the word.

Dictation Procedure

1. Instruct students to listen carefully as you read the sentence.
2. Read the sentence.
3. Have students repeat the sentence.
4. Have students count how many words are in the sentence.
5. Read the sentence again.
6. Instruct students to write the sentence.

Spelling Words (from lessons this week)	**Dictation Sentence**
dripping lamb wrist dimple lemon	I have said a thousand times that third grade is the best.

Suggestions:

- *You can choose to collect the work "as is" to gauge students' abilities, or you can give immediate feedback as students write the sentence and ask, "what kind of letters goes at the beginning of the sentence?" or "what do you need to do at the end of a sentence?" or point out words that are incorrect and ask students to correct them if they can.*
- *There are two kinds of suffixes: inflectional and derivational. Inflectional suffixes tell the tense (when something happened) or how many. Derivational suffixes often change the part of speech of the base word. In third grade, students will not encounter Derivational suffixes until Unit 10.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 28 (Writing-12):
Teaching Point: *Today we are going to practice writing a response to our reading.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.W.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to ask students to think back to one of the read-alouds shared earlier. Explain that readers sometimes write responses to their reading that include ideas, facts, events, or opinions from the text. Choose one of the questions from your TRS page RR9. Model restating the question in order to start your response.

  Allow two or three students an opportunity to share their ideas. Use these ideas to begin crafting a shared response to the read-aloud book. Point out that you are using proper punctuation and complete sentences when writing.

Share the other questions from page RR9 that fit your read-aloud and allow students to choose a question to write their own writing response.

Suggestions:

- *Think about where you would like students to do their writing this year. Will you have a dedicated notebook? Will students keep writing in a folder?*
- *Students will need to keep their finished pieces throughout the year somewhere safe. In Unit 10, they will choose a favorite piece from each writing genre to share with the class.*

Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
14. Learn the Reading Big Words Strategy	13. Making Predictions	15. Writing a Book Recommendation

Engaging Experience 29 (Reading-13):
Teaching Point: *Today we are going to make predictions to deepen our comprehension.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to introduce students to the **Preview. Predict. Prove.** protocol from Benchmark. Let students know that making predictions based on previewing a text gets the reader ready to read and develops comprehension as we use the text to see if our predictions were right or wrong. Model each step of the protocol with a text that you choose to read.

- **Step 1 Preview:** Model looking at the cover. Read the back cover. Flip through the pages of the text, noticing text features and illustrations.
- **Step 2 Predict:** Make predictions about what the text is about, what might happen, or what you might learn. Model making one prediction but then allow students to also make predictions.
- **Step 3 Prove:** As you read your text, stop as you find evidence that proves or disproves your prediction. Let students know that even if a prediction turns out to be wrong, it is still important to make it. Making the prediction gets us interested in finding out if we are right or wrong and helps us to pay attention to what we are reading.
- **Step 4 Discuss:** Have a class discussion on how making predictions helped you pay attention to and understand the text. Ask students to turn and talk about how their predictions changed or shaped their understanding of the book.

Suggestions: *If you want to start this lesson with a fun activity that makes clear what a prediction is, see your TRS page RR46.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 30 (Phonics and Word Study-14):
Teaching Point: *Today we are going to learn how to use the Reading Big Words Strategy.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to let students know that they will use the Reading Big Words Strategy all year as they encounter long words they do not know. Tell students that you are going to create this anchor chart together so that they can refer to this chart throughout the year. Begin an anchor chart with the heading "Reading Big Words Strategy." As you add items to the chart, read them aloud.

  1. Look at the word parts (prefixes) at the beginning of the word.

  Step away from the anchor chart and write: **disadvantages.** Read the word aloud. Underline the base word (advantage). Circle the prefix (dis). Think aloud about how this helps you: *dis is a prefix that means not.*

  2. Look at the word parts (suffixes) at the end of the word.

  Draw a box around the suffix(s). Think aloud about how this helps you: *I know that adding the suffix s means that there is more than one.*

  3. In the base word, look for familiar spelling patterns to help you figure it out. Think about syllable patterns you have learned.

  Look at the underlined base word (advantage). Find the three syllables: ad-van-tage. The first two syllables are both closed, so they use the short vowel sound. The last syllable is a Schwa syllable using the /ĭ/ sound. ("ge" is a spelling for the /j/ sound, which is listed on the consonants from the K-2 sound walls. See slide 12 for a close up for the spellings for /j/).

  4. Sound out and blend together the word parts.

  Dis-advantage-s

  5. Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: "Is it a real word?" "Does it make sense in this sentence?"

  Think aloud about the meaning: *I know that advantage means something that puts someone or something in a favorable position. Dis means not and s means more than one, so disadvantages must mean "more than one thing that puts someone or something in a less favorable position than someone else."* Give an example such as "The mangy shelter dog had several disadvantages to being adopted" or "Not listening in class and not doing her work gave Anna several disadvantages on the math test." Ask students to think of some examples of disadvantages.

  Have student pairs select 2 or 3 unfamiliar words from class or independent reading and use the strategy to read them. Remind students to refer to the anchor chart you just created together.

Bloom's Level: Apply
DOK: 2

Engaging Experience 31 (Writing-15):
Teaching Point: *Today we are going to write a book recommendation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.W.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to let students know that today they will recommend a book or genre to their community of readers. Ask students to use the **Turn and Talk: Why Do You Think That?** protocol again. Students will answer the question, "What is a book that you loved that you can recommend?" If students struggle with that question, another question could be, "What is your favorite genre of book?" Quickly review genres such as Historical Fiction, Realistic Fiction, Adventure, Animal Fiction, Biography, Science Fiction, Fantasy, Informational, Graphic Novel.

    - **Partner A:** States their idea
    - **Partner B:** Asks Partner A to provide a rationale "Why do you think that?"
    - **Partner A:** Provides rationale "I think that because_____"
    - **Partner B:** Responds "I agree because _____ or I disagree because _____.
    - **Partner A:** Asks for Partner B's idea.

    Ask a few students to share what their partners said. Give students the sentence starter, "A book/genre I'd like to recommend is" _____ because _____. Model filling out the sentence starter yourself and then giving several reasons to support your opinion.

    Send students off to do their own book/genre recommendation. If there is time, allow students to share with partners or do a gallery walk when they are finished writing.

Bloom's Level: Create
DOK: 3

Unit 1: Animal Adaptations

Subject: Reading, Writing, Phonics and Word Study
Grade: 3rd Grade
Name of Unit: Animal Adaptations
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read and compare selections about animals and plants to understand how living things grow and change. Students will synthesize information to learn the adaptations of several animals and how these adaptations help animals to survive.

Topic 1 (Week 1)
In week 1, students will work on recounting key details to determine the main idea as well as comparing and contrasting the most important points in two texts on the same topic. In writing, students will analyze an informative/explanatory essay mentor text and take notes from source text and video. They will also pay attention to nouns, identifying concrete and abstract nouns. For word study, students will review spellings for short vowels, as well as learn a strategy for Reading Big Words.

Topic 2 (Week 2)
In week 2, students will continue to work on recounting key details to determine the main idea. They will also continue comparing and contrasting the most important points in two texts on the same topic as well as comparing and contrasting relationships and connections in a text. In writing, students will plan their own informative essay. They will also work on verb tenses. For word study, students will review long a spellings.

Topic 3 (Week 3)
In week 3, students will continue to work on integrating information from multiple sources. They will also compare and contrast narrative points of view. In writing, students will write their informative essay and evaluate it based on the rubric. For word study, students will review long and o and long u spellings and continue to apply the strategy for Reading Big Words.

Getting Ready for the Unit:
- Prepare skeleton anchor charts
- Consider creating bookshelves for Unit 1 materials

Essential Question:
- How do living things survive in their environment?

Enduring Understandings:

- Over time, groups of living things develop and pass down certain features or traits that help them survive in their environments.
- An adaptation is an inherited feature or trait that helps a living thing survive where it lives.
- Different animals have different adaptations for survival depending on where they live, what they eat, and what they need protection from.

DESE Priority Standards for Unit:

- **3.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 3.R.1.A.b drawing conclusions and support with textual evidence.
- **3.R.1.B** Develop an understanding of vocabulary by:
    - 3.R.1.B.b using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words.
    - 3.R.1.B.i using conversational, general academic, and domain-specific words and phrases
- **3.R.3.A** Read, infer, and draw conclusions to:
    - 3.R.3.A.b identify the details or facts that support the main idea
- **3.R.3.C** Read, infer, and draw conclusions to:
    - 3.R.3.C.e compare and contrast the most important points and key details presented in texts on the same topic
- **3.RF.3.A** Develop phonics in the reading process by:
    - 3.RF.3.A.a decoding multisyllabic words in context and independent of context by applying common spelling patterns
- **3.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 3.W.1.B.a generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including imperative and exclamatory
    - 3.W.1.B.b supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
    - 3.W.1.B.c categorizing, organizing, and sequencing supporting details into a text with a clear beginning, middle, and end
    - 3.W.1.B.d addressing an appropriate audience
- **3.W.2.B** Write informative/explanatory texts that:
    - 3.W.2.B.a introduce a topic or text being studied
    - 3.W.2.B.b develop the topic with simple facts, definitions, details, and explanations
    - 3.W.2.B.d use the student's original language except when quoting from a source
    - 3.W.2.B.f create a concluding statement or paragraph
- **3.W.3.A** Apply research process to:
    - 3.W.3.A.c decide what sources of information might be relevant to answer these questions
- **3.L.1.B** In written text:
    - 3.L.1.B.g capitalize titles of books, stories, song
- **3.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 3.SL.1.A.b asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.R.1.A.b	Draw conclusions and support with text evidence	Draw a logical conclusions about a character, event, or idea that is not directly stated in the text Use clues from the text to support the conclusion Select specific textual evidence that supports the conclusion Explain how the evidence supports the conclusion Distinguish between what the text says directly and what must be inferred	3
3.R.1.B.b	Use context clues at the sentence-level to determine word meaning	Notice when a word is unfamiliar or has more than one meaning Use clues in the same sentence to determine meaning Identify context clues such as definitions, examples, restatements, synonyms or antonyms Determine which meaning of a multiple-meaning word fits the sentence Reread the sentence to confirm the meaning makes sense	2
3.R.1.B.i	Use conversational, general academic, and domain-specific words and phrases	Use conversational vocabulary appropriately in everyday speaking and writing Use general academic vocabulary accurately Use domain-specific vocabulary correctly Choose words that fit the topic and purpose of the task Incorporate vocabulary naturally rather than listing terms Use increasingly precise language	2
3.R.3.A.b	Identify details or facts that support the main idea	Determine the main idea of a paragraph or passage Infer the main idea when it is not directly stated Identify the details or facts that support the main idea	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Explain how each detail supports the main idea. Avoid details that are interesting but not relevant to the main idea.	
3.R.3.C.e	Compare and contrast the most important points and key details in texts on the same topic	Read two or more texts on the same topic Identify the most important points in each text Identify key supporting details from each text Compare similarities between the important points or details Contrast differences between the important points or details Explain how the texts are alike and different, not just list details Focus on important ideas, not minor or unrelated information	3
3.RF.3.A.a	Decode multisyllabic words in context and independent of context	Break multisyllabic words into syllables Use common spelling patterns to decode each syllable Blend decoded syllables to read the full word accurately Apply these skills in both context and out of context Self-correct when a decoded word doesn't make sense in the sentence	1
3.W.1.B.a-d	Draft from prewriting according to genre type	Generate one clear main idea to support a multiple-paragraph text Uses a variety of sentence types, including declarative, interrogative, imperative, and exclamatory Write clear topic sentences for each paragraph Support each topic sentence with relevant facts and details using sources when appropriate Organize and sequence ideas clearly into a beginning, middle, and end Address an appropriate audience.	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.W.2.B.a, b, d, f	Write information/explanatory texts	Introduce the topic or text clearly in an opening section Provide simple, accurate, facts, definitions, details and explanations related to the topic Organize information logically Use student's original language except when quoting from a source Create a concluding statement or paragraph that wraps up the information	3
3.W.3.A.c	Decide what sources of information are relevant to answer research questions	Identify the research question clearly Determine what kind of information is needed to answer the question (facts, explanations, examples) Recognize different types of sources Select sources that are directly related to the research question Use basic research tools (table of contents, headings, keywords) to evaluate a source's usefulness	2
3.L.1.B.g	Capitalize in written text	Identify titles of books, stories, and songs Capitalize titles of books Capitalize titles of stories Capitalize titles of songs Do not capitalize small words unless they are the first or last word (e.g., the, a, an, in, on, to, of)	1
3.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Listening attentively during formal and informal discussions Ask relevant questions Ask clarifying questions Respond appropriately to questions or comments Link comments to what others have said Build on others' ideas Use respectful discussion behaviors	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling ● Phonological Awareness Assessment ● Interim Assessment 1 (preassessment for the year)	● Unit 1 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 1 Cumulative Spelling Assessment and Dictation ● Unit 1 Cumulative Word Fluency

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
advantage blending in surfaces functions classified role various consume frigid sheds special features	characteristic adaptation environment survive/survival

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1. Introduce the Knowledge Focus: *Animal Adaptations* 2. "Animal Disguises" First Reading: Ask Questions to Learn About Adaptations	3. Write an Informative/ Explanatory Essay: Read a Mentor Text

Engaging Experience 1 (Unit Introduction-1):
Teaching Point: *For the next three weeks, we are going to talk, read, and write about how living things survive in their environment.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 1 multimedia video. Use the Unit 1 Opener to introduce the Essential Question. Explain that as we explore the topic of *Animal Adaptations*, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *In order to keep this introductory lesson to 20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 2 (Reading-2):
Teaching Point: *Today we are going to ask questions before, during, and after reading to learn about Animal Adaptations.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to model asking questions before, during, and after reading. Ask students to generate and write their own questions.

Suggestions:

- *Show students how to use the flap of their Animal Adaptations Texts for Close Reading to be a book mark. A space to record learning goals is on the front of the flap, and annotation symbols are on the inside.*
- *Consider printing the Readers Ask Questions anchor chart and pasting it into a demonstration notebook to access throughout the unit as well as with small groups.*

You could also create a partial Ask Questions anchor chart that you finish with your students. Co-creating charts anchors the lesson and makes it more likely students will use the anchor chart as a resource.

- *Consider using the Integrated ELD box. These sentence starters and other scaffolds may be necessary for your entire class, especially in their first year of this new resource.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 3 (Writing-3):
Teaching Point: *Today we are going to read an informative/explanatory mentor text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.a, b, f
Detailed Description/Instructions:

- **One way to do this** is to hand out copies of the Mentor Writing Prompt and Mentor Text. Model noticing the key features of the text. Co-construct the Informative/Explanatory Essays anchor chart that you will use throughout Unit 1.

Suggestions: *Consider using the Integrated ELD box for whole class support.*
Bloom's Level: Understand
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5. Review Short Vowel Spellings and the Reading Big Words Strategy Chart	4. "Animal Disguises" Determine Main Idea and Recount Key Details	6. Write an Informative/ Explanatory Essay: Analyze Facts and Details from a Print Source

Engaging Experience 4 (Reading-4):
Teaching Point: *Today we are going to determine the main idea and recount key details.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to model finding and underlining key details. As students work with a partner to continue reading and underlining key details, guide them to use the key details to determine the main idea of the text. Remind students that main ideas are expressed in a single sentence and are not one word or summaries.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 5 (Phonics and Word Study-5):
Teaching Point: *Today we are going to use the Reading Big Words Strategy to decode multisyllabic words with short vowels.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model decoding multisyllabic words using syllable division and short vowel spelling patterns. Start to co-construct the Reading Big Words Strategy anchor chart with your students, focusing on numbers 3, 4, and 5.

Suggestions:

- *Consider using the Integrated ELD box for support.*
- *Use your co-constructed Reading Big Words Strategy anchor chart from Unit 0 or use this alternate format of the Reading Big Words Strategy anchor chart. You can print this as 11 x 8.5 or 11 x 17. You can cover boxes you are not actively using in each lesson.*

Bloom's Level: Apply
DOK: 1

Engaging Experience 6 (Writing-6):
Teaching Point: *Today we are going to analyze how writers develop a topic with facts, definitions, and details.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to model annotating "Animal Disguises" to show how facts and details were incorporated into the Mentor Informative/Explanatory essay. Ask students to continue to do this and then write a series of sentences describing how the writer incorporated evidence from "Animal Disguises" into the Mentor Informative/Explanatory essay.

Suggestions: *Consider using the Integrated ELD box for support.*
Bloom's Level: Understand
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7. "Animal Disguises" Build Domain Specific Vocabulary Begin the Blueprint	8. Grammar in Context: Identify Concrete and Abstract Nouns in context 9. Write an Informative/ Explanatory Essay: Analyze Facts and Details from a Video

Engaging Experience 7 (Reading-7):
Teaching Point: *Today we are going to determine the meaning of unknown words using context clues.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b, i
Detailed Description/Instructions:

- **One way to do this** is to model using context clues to define words. Have students work with a partner to determine the meaning of unknown words. Model how to add information to the Knowledge Blueprint.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 8 (Writing/Grammar-8):
Teaching Point: *Today we are going to form and use concrete and abstract regular nouns*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review that nouns name a person, place, or thing. Then, use the model text to show how to identify concrete and abstract nouns before having partners work together to identify concrete and abstract nouns.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book Lesson-1):
Teaching Point: *Today we are going to read and spell words with short vowels.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 10 (Writing-9):
Teaching Point: *Today we are going to learn how to develop a topic with facts and details from a digital source.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.2.B.b, 3.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to provide students with the Note-taking Guide and model viewing the video and taking notes. Then, replay the video and have students work with a partner to add notes based on what they see and hear.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10. "Animals' Tools for Survival" First Reading: Create Mental Images 12. "Animals' Tools for Survival" Compare and Contrast Relationships and Connections to a Text Add to the Blueprint	11. Write an Informative/ Explanatory Essay: Analyze an Author's Organization

Engaging Experience 11 (Reading-10):
Teaching Point: *Today we are going to create mental images to learn about animal adaptations.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to introduce vocabulary from the text, using the Define/Example/Ask Routine. Use the Create Mental Images anchor chart and model creating mental images while reading. Have students underline words that allow them to create a mental image.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider co-creating and displaying the anchor chart with your students for engagement, buy-in, and reference.*

Bloom's Level: Understand
DOK: 2

Engaging Experience 12 (Reading-12):
Teaching Point: *Today we are going to identify and describe compare-and-contrast relationships in an informational text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to model describing the similarities and differences among people, places, and things. Model noticing repeated terms, circling repeated terms, and using key words to cue comparing and contrasting. Have students add to the Knowledge Blueprint.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-2):
Teaching Point: *Today we are going to spell and sort words with short vowels.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Use the Week 1 Reproducibles page 5 to note that short vowels fall in closed syllables in both one-syllable and multisyllabic words. Use pages 6-7 for the Closed Sort.

Bloom's Level: Understand
DOK: 1

Engaging Experience 41 (Writing-11):
Teaching Point: *Today we are going to analyze an author's organization of an informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.a
Detailed Description/Instructions:

- **One way to do this** is to display and/or distribute the Mentor Informative/Explanatory Essay. Annotate as you read the first and second paragraphs to model how the topic is introduced and how related information is grouped in body paragraphs.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13. Compare and Contrast the Most Important Points in Two Texts on the Same Topic 15. Discuss the Blueprint and Build Toward the Culminating Task	14. Grammar: Form and Use Concrete and Abstract Nouns

Engaging Experience 15 (Reading-13):
Teaching Point: *Today we are going to compare and contrast the most important points in two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and/or distribute the Key Details Comparison Chart and model how you can use your annotations from "Animal Disguises" and "Animals Tools for Survival" to compare the two texts. Then, have partners work together to use their own annotations to compare texts and add ideas to their charts.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15):
Teaching Point: *Today we are going to discuss all of the knowledge we have gained about animal adaptations and interactions.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.A.b, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students talk with a partner to answer the questions in the Knowledge Blueprint.

Suggestions:

- *Consider using the Integrated ELD box.*
- *If you want to work on the Build Toward the Culminating Task, Complete Step 1: Choose an Environment.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with short vowels.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use the Week 1 Reproducibles page 8 for the Common Features Sort.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 18 (Writing/Grammar-14):
Teaching Point: *Today we are going to form and use concrete and abstract nouns.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to remind students that nouns are words that describe people, places, things, and ideas. Model how to determine which nouns are concrete and which are abstract. Have partners write two sentences about animals and use at least one abstract noun in each sentence. During independent practice students will continue writing sentences using both concrete and abstract nouns.

Suggestions:

- *Consider using the Integrated ELD box.*
- *If students need more support, there is additional practice in the Grammar and Spelling Activity Book.*

Bloom's Level: Apply
DOK: 1

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2. Review Long a (VCe, ai, ay, a)	1. "Animal Coverings" First Reading: Ask Questions	3. Write an Informative/ Explanatory Essay: Read and Analyze the Text-Based Prompt

Engaging Experience 19 (Reading-1):
Teaching Point: *Today we are going to read, ask questions, and build vocabulary to learn about animal coverings.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.b.i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Have students open "Animal Coverings" and guide them to notice text features and ask questions around the title. Model how to ask questions before reading. Review the Readers Ask Questions anchor chart with students as you remind them that they can ask questions before, during, and after reading.

Suggestions:

- *Consider using the digital Multilingual Glossary and Integrated ELD box.*
- *Consider only focusing on vocabulary words that you know your students will not know.*

Bloom's Level: Understand
DOK: 2

Engaging Experience 20 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review the spellings of long a to decode multisyllabic words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the provided multisyllabic long a words and the Reading Big Words Anchor Chart. Model the flexible use of syllable division, pronounce each word, and circle the long a spelling pattern.

Suggestions:

- *On subsequent days, use lessons 1-3 in the Phonics & Word Study Resource e-book.*
- *Consider using the Integrated ELD box.*

Bloom's Level: Understand
DOK: 1

Engaging Experience 21 (Writing-3):
Teaching Point: *Today we are going to read and analyze the text-based prompt for our Informative/Explanatory Essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.a, b, f
Detailed Description/Instructions:

- **One way to do this** is to review the elements of an Informative/Explanatory Essay using an anchor chart. Then, display and distribute the Student Writing Prompt and Informative/Explanatory Essay Writing Checklist. Read the prompt aloud and model analyzing the prompt.

Suggestions:

- *Consider using the Integrated ELD box.*
- *You can create an anchor chart to be completed together or print the one provided. When you co-create anchor charts, students are more likely to use them.*

Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. "Animals Coverings" Recount Key Ideas and Determine Main Idea 5. "Animal Coverings" Refer Explicitly to the Text to Draw Inferences	6. Write an Informative/ Explanatory Essay: Find Facts and Details in a Print Source

Engaging Experience 22 (Reading-4):
Teaching Point: *Today we are going to recount key ideas and determine the main idea.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to reread the introductory paragraph aloud and model how you can use the introduction to determine the main idea of the text. Then, read aloud the end of paragraph 3 and model how to identify key details and explain how they support the main idea. Then, students will work with their partner to underline key details in the second section of the text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 23 (Reading-5):
Teaching Point: *Today we are going to refer explicitly to the text to draw inferences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the modeling activity, reread and

think out loud for students to hear. Ask partners to share their experiences with drawing inferences. To apply understanding, students can write a response using evidence from the text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 24 (Phonics & Word Study Resource Book- Lesson 1):
Teaching Point: *Today we are going to read and spell words with long a spelling patterns.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If your students can already read the Build Automaticity words fluently, have students move on to reading the Accountable Text. Both Build Automaticity and the Accountable Text are in students' My Word Study book as well as the e-book reproducibles.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 25 (Writing-6):
Teaching Point: *Today we are going to find facts and details in a print source.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to model taking notes from the first two paragraphs of "Animal Coverings." Then, distribute the Note-taking Guide to students and have them work with a partner to read paragraphs 3 and 4 to find more facts about fur.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8. Describe Compare-and-Contrast Relationships and Connections in a Text	7. Grammar in Context: Review Regular Verbs/Verb Tenses 9. Write an Informative/ Explanatory Essay: Gather Evidence from a Video Source

Engaging Experience 26 (Writing/Grammar-7):
Teaching Point: *Today we are going to form and use regular present tense verbs (the simple present)..*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to use the model sentences to show how you identify regular present tense verbs. Then, have students work with partners to identify the subject and present tense verb in the Guided Practice sentences.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 27 (Reading-8):
Teaching Point: *Today we are going to read closely to compare and contrast relationships and connections in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to explain that when we reread a text, we want to dig deeper to pull even more meaning out of the text. This is called close reading. Explain that today we will work on comparing and contrasting animal coverings. Model comparing and contrasting the fur of Arctic foxes and cheetahs. Have students work with partners to compare and contrast the skins of poison dart frogs and salamanders.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with long a.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use page 14 of the Week 2 reproducibles for the Closed Sort.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 29 (Writing-9):
Teaching Point: *Today we are going to gather evidence from a video source.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to reference and review the Informative/Explanatory Essay Anchor Chart. Then, show the "Facts About Fur" video and model how you listen and view to identify relevant facts and details, organizing your notes on the Note-taking Guide. Then, replay the video and allow partners to find details and add

them to their Note-taking Guides.
Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10. Describe Compare-and-Contrast Relationships and Connections in a Text Add to the Blueprint	11. Write an Informative/ Explanatory Essay: Organize Your Ideas

Engaging Experience 30 (Reading-10):
Teaching Point: *Today we are going to identify compare-and-contrast relationships in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display the Close Reading question and model how you would answer the question. Then, display and read the second Close Reading question and have partners reread, annotate and discuss the question.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider adding to Blueprint as a class by displaying the teacher's copy.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with long a vowel spelling patterns.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use page 15 of the Week 2 Reproducibles for the Common Features Sort.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 32 (Writing-11):
Teaching Point: *Today we are going to organize our ideas to plan our Informative/ Explanatory essay*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to use the Modeling Informative/Explanatory Essay Planning Guide to separate information into two main categories. These will become your two body paragraphs. Have students add details from their Note-taking Guides to their Planning Guides.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12. Compare and Contrast the Most Important Points in Two Texts on the Same Topic 14. Discuss the Blueprint and Build Toward the Culminating Task	13. Grammar: Review Regular Verb Tenses

Engaging Experience 33 (Reading-12):
Teaching Point: *Today we are going to compare and contrast the most important points from two texts written on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display the Close Reading question and model how you answer the question. Then, display the second Close Reading question and have partners reread, make notes and underline text evidence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14):
Teaching Point: *Today we are going to discuss knowledge about how adaptations help animals survive in their environments.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to ask partners to discuss their Knowledge Blueprint. Students should refer back to their Texts for Close Reading.

Suggestions: *Build toward the culminating task by having students draw one special feature of their fictional animal.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 35 (Writing-13):
Teaching Point: *Today we are going to explain the function of verbs in sentences and use simple verb tenses in our writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and review the Rules for Regular Verbs Chart and the Verb Tense Chart. Display the Practice Text and model how you analyze the sentence to determine the correct form of the verb.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2. Review Long o (VCe, oa, ow, o), Long u (VCe, ue, ew, u)	1. "One Body, Many Adaptations" First Reading: Create Mental Images to Learn About Adaptations	3. Write an Informative/ Explanatory Essay: Draft an Effective Opening Paragraph

Engaging Experience 36 (Reading-1):
Teaching Point: *Today we are going to develop vocabulary and create mental images to learn about adaptations.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b, i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Reference the Create Mental Images Anchor Chart and then read aloud paragraphs 1-5 and model creating a mental image based on the author's description. Then, display the guided practice activity and have students work with a partner to complete.

Suggestions:

- *Consider using the digital Multilingual Glossary and Integrated ELD box.*
- *Consider only focusing on vocabulary words that you know your students will not know.*

Bloom's Level: Understand
DOK: 2

Engaging Experience 37 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review long o and long u spellings.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the Reading Big Words Strategy Anchor chart and review the steps. Model the flexible use of syllable division—divide after the vowel, then after the consonant to see which makes a word you have heard before. Pronounce each word using your knowledge of the long o and long u spelling patterns. Circle the long o and long u spelling patterns in each word.

Suggestions: *On subsequent days, use lessons 1-3 in the Phonics & Word Study Resource e-book.*

Bloom's Level: Understand
DOK: 1

Engaging Experience 38 (Writing-3):
Teaching Point: *Today we are going to draft an effective opening paragraph for our Informative/Explanatory Essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.a-d
Detailed Description/Instructions:

- **One way to do this** is to read aloud the Modeling Informative/Explanatory Essay Introduction Text. Explain why it is an effective opening paragraph. Have partners orally rehearse what they want to say in their introductions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. Recount Key Details and Explain How They Support the Main Idea	5. Grammar in Context: Form Simple Sentences/Regular Subject-Verb Agreement 6. Write an Informative/ Explanatory Essay: Incorporate Facts and Details from Sources

Engaging Experience 39 (Reading-4):
Teaching Point: *Today we are going to recount key details and explain how they support the main idea.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.3.A.b, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the Close Reading task: Explain how the key details in this section support the main idea that animals' adaptations help them survive in their environment. Give partners time to reread and annotate the text to draw conclusions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply

DOK: 3

Engaging Experience 40 (Writing/Grammar-5):
Teaching Point: *Today we are going to form simple sentences with regular subject-verb agreement.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display mentor sentences from the text, "One Body, Many Adaptations." Use the highlighted sentences to show subject-verb agreement.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with long o and long u.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 42 (Writing-6):
Teaching Point: *Today we are going to use facts and details from sources to develop our topic.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.b, 3.W.2.B.d
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 2 of the Mentor Informative/Explanatory Essay and model how you incorporate facts and details from sources to create body paragraphs. Then, have partners discuss and orally rehearse what they might write in their first body paragraph.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Refer to the Informative/Explanatory Anchor Chart as needed.*

Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7. Refer Explicitly to the Text to Draw Inferences About Animal Adaptations Add to the Blueprint	8. Write an Informative/ Explanatory Essay: Edit for Correct Subject/Verb Agreement

Engaging Experience 43 (Reading-7):
Teaching Point: *Today we are going to refer explicitly to the text to answer questions and draw inferences about Animal Adaptations.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the Close Reading question. Have partners reread and annotate the text as needed to answer the question.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with long o and long u.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use page 21 in the Week 3 Reproducibles for the Closed Sort .*
Bloom's Level: Understand
DOK: 1

Engaging Experience 45 (Writing-8):
Teaching Point: *Today we are going to edit for correct subject-verb agreement.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and read the Unedited Text and model checking for subject/verb agreement. Then, display and read the Guided Practice sentences and allow partners to revise the sentences together.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9. Compare and Contrast the Most Important Points in Two Texts on the Same Topic 10. Discuss The Blueprint and Build Toward the Culminating Task	11. Write an Informative/ Explanatory Essay: Edit to Check Capitalization, Punctuation, and Spelling

Engaging Experience 46 (Reading-9):
Teaching Point: *Today we are going to compare and contrast the most important points in two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading question. Allow partners time to reread and annotate before having discussions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10):
Teaching Point: *Today we are going to discuss the knowledge we have gained about how animal adaptations help animals survive in their environment.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.A.b, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to ask partners to discuss their Knowledge Blueprint. Students should refer back to their Texts for Close Reading.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider working on the Culminating Task by explaining how your animal survives.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with long o and long u.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use page 22 in the Week 3 Reproducibles for the Common Features Sort.*
Bloom's Level: Understand

DOK: 1

Engaging Experience 49 (Writing-11):
Teaching Point: *Today we are going to edit a text to correct capitalization, punctuation, and spelling.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.B.g
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the unedited text and model how you identify and correct capitalization, punctuation, and spelling errors. Then, have partners work together to edit the remainder of the unedited sentences.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Day 5

Phonics and Word Study	Reading	Writing
	12. Introduce the Genre: Poetry 14. Share Real-World Perspectives	13. Write an Informative/ Explanatory Essay: Evaluate and Reflect on Writing

Engaging Experience 50 (Reading-12):
Teaching Point: *Today we are going to identify the features of a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Something Told the Wild Geese." Read the poem aloud. Reread stanzas 1 and 2 and model identifying features of a poem. Display the Features of Poetry anchor chart. Refer to the chart and have students work independently to read the rest of the poem and find one feature that helped them picture the scene or better understand the poem.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 3

Engaging Experience 51 (Reading-14):
Teaching Point: *Today we are going to demonstrate what we have learned in this unit by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.1.B.i, 3.R.3.A.b, 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to introduce students to the Rules of Conversation anchor chart. Have students work in a small group to discuss the questions on page 30 of their Texts for Close Reading, "Real-World Perspectives: Have a Constructive Conversation."

Suggestions:

- *Consider using the Integrated ELD box.*
- *You could also use the Socratic Seminar AVID strategy to do this work.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13):
Teaching Point: *Today we are going to evaluate and reflect on our writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.a, b, d, f
Detailed Description/Instructions:

- **One way to do this** is to display the Informative/Explanatory Writing Rubric and review it with students. Then model evaluating the mentor essay using the rubric. Students will evaluate and score their essays based on the criteria. Students will then decide if they are ready to turn in their work or if they want to further revise and edit it.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53:
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.1.B.b, 3.R.3.A.b, 3.R.3.C.e, 3.W.2.B.a, b, f,
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

<u>Culminating Task:</u>
Teaching Point: Today we are going to create an Adapted Animal and environment in which it lives.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on pages 10, 18, and 30 in *Animal Adaptations.*

Unit 2: Ways Characters Shape Stories

Subject: Reading, Writing, Phonics and Word Study
Grade: 3rd Grade
Name of Unit: Ways Characters Shape Stories
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read a range of famous poems, folktales, and myths with well-known, archetypical characters. Students will analyze characters' thoughts and actions and the consequences of those actions to see how they shape a story's plot.

Topic 1 (Week 1)
In week 1, students will work on drawing inferences about characters' actions, explain how their actions contribute to events as well as recount story details. In writing, students will analyze an opinion essay mentor text. They will also explain the function of adjectives and adverbs. For word study, students will review spellings for long e.

Topic 2 (Week 2)
In week 2, students will continue to work on drawing inferences to learn about characters' actions and how those actions contribute to events. They will also compare and contrast plots of stories. In writing, students will plan and gather text evidence for their own opinion essay. They will also work on irregular past tense verbs. For word study, students will review long i spellings.

Topic 3 (Week 3)
In week 3, students will continue to draw inferences about characters' actions and compare and contrast the plots of stories. They will also explain how illustrations contribute to a story. In writing, students will write their opinion essay and evaluate it based on the rubric. For word study, students will work with compound words.

Getting Ready for the Unit:
- Prepare skeleton anchor charts
- Consider creating bookshelves for Unit 2 materials

Essential Question:
- How do our actions influence our lives?

Enduring Understandings:

- Writers tell traditional tales including fables, tall tales, myths, and folktales; these tales carry important messages and lessons for readers.
- Every action has a consequence, and a story's plot is shaped by the actions of its characters.
- Readers can learn from characters' actions and their consequences.
- People who think about the consequences of their actions can make caring and constructive decisions.

DESE Priority Standards for Unit:

- **3.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 3.R.1.A.b drawing conclusions and support with textual evidence.
    - 3.R.1.A.c summarizing a story's beginning, middle, and end determining its central message, lesson, or moral
- **3.R.1.B** Develop an understanding of vocabulary by:
    - 3.R.1.B.d distinguishing the literal and nonliteral meanings of words and phrases in context
    - 3.R.1.B.i using conversational, general academic, and domain-specific words and phrases
- **3.R.2.A.** Read, infer, analyze and draw conclusions using fiction texts including poetry and drama by:
    - 3.R.2.A.a summarizing and sequencing the events/plot and explain how the past events impact future events
    - 3.R.2.A.b describing the personality traits of characters from their thoughts, words, and actions
    - 3.R.2.A.c describing the interactions of characters, including relationships and how they change
    - 3.R.2.A.f explaining cause and effect relationships
- **3.RF.3.A** Develop phonics in the reading process by:
    - 3.RF.3.A.a decoding multisyllabic words in context and independent of context by applying common spelling patterns
- **3.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 3.W.1.B.a generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including imperative and exclamatory
    - 3.W.1.B.b supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
    - 3.W.1.B.c categorizing, organizing, and sequencing supporting details into a text with a clear beginning, middle, and end
    - 3.W.1.B.d addressing an appropriate audience
- **3.W.1.C** Reread, revise and edit drafts with assistance from adults/peers that:
    - 3.W.1.C.a develop and strengthen writing by revising main idea, sequence, focus beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice
- **3.W.2.A** Write opinion texts that:

- 3.W.2.A.a introduce a topic or text being studied
- 3.W.2.A.b state an opinion or establish a position and provide reasons for the opinion/position
- 3.W.2.A.c use specific and accurate words that are related to the topic, audience, and purpose
- 3.W.2.A.d contain information using student's original language, except when using direct quotation from a source
- 3.W.2.A.e reference the name of the author(s) or name of the source used for details or facts included in the text
- 3.W.2.A.f use transitions to connect opinion and reason
- 3.W.2.A.g provide clear evidence of a beginning, middle and concluding statement or paragraph

- **3.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
  - 3.SL.1.A.b asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.R.1.A.b	Draw conclusions and support with text evidence	Draw a logical conclusions about a character, event, or idea that is not directly stated in the text Use clues from the text to support the conclusion Select specific textual evidence that supports the conclusion Explain how the evidence supports the conclusion Distinguish between what the text says directly and what must be inferred	3
3.R.1.A.c	Summarize a text and determine its central message, lesson, or moral	Identify the key events in the beginning of the story Identify the important events in the middle of the story Summarize the beginning and middle using only the most important details (not a full retell) Determine the central message, lesson, or moral of the story State the lesson as a complete idea, not just a topic (e.g., not just "friendship," but "True friends support each other") Explain how the events in the beginning and middle connect to the lesson	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.R.1.B.d	Distinguish literal and non-literal meanings of words and phrases in context	Recognize when a word or phrase is being used literally (exact, real meaning) Recognize when a word or phrase is being used non-literally (figurative language) Use context clues in the sentence or passage to determine which meaning the author intended Explain the figurative meaning in their own words Distinguish clearly between literal and figurative meanings of the same word or phrase	2
3.R.1.B.i	Use conversational, general academic, and domain-specific words and phrases	Use conversational vocabulary appropriately in everyday speaking and writing Use general academic vocabulary accurately Use domain-specific vocabulary correctly Choose words that fit the topic and purpose of the task Incorporate vocabulary naturally rather than listing terms Use increasingly precise language	2
3.R.2.A.a	Summarize and sequence the events/plot and explain how past events impact future events	Identify the most important events in the story Sequence events accurately Create a concise summary of the plot (not a full retell) Explain how earlier events influence or cause later events in the story Use evidence from the text to support explanations of how events are connected	3
3.R.2.A.b	Describe the personality traits of characters from their thoughts, words, and actions	Identify details in the text about a character's thoughts, words, and actions Use those clues to infer personality traits Support the traits from the text, providing specific evidence	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Distinguish between temporary feelings and long-term personality traits Describe multiple traits when appropriate	
3.R.2.A.c	Describe the interaction of characters, including relationships and how they change	Identify how characters interact Describe the relationships between characters (e.g. friends, teammates, rivals) Explain how the relationship develops or changes from the beginning to the end using evidence from the text Differentiate between temporary feelings and longer-term relationship changes	3
3.R.2.A.f	Explain cause-and-effect relationships	Identify the cause (why something happened) in a story Identify the effect (what happened as a result) Explain the relationship clearly (how the cause led to the effect) Use text evidence to support the cause-and-effect explanation	3
3.RF.3.A.a	Decode multisyllabic words in context and independent of context	Break multisyllabic words into syllables Use common spelling patterns to decode each syllable Blend decoded syllables to read the full word accurately Apply these skills in both context and out of context Self-correct when a decoded word doesn't make sense in the sentence	1
3.W.1.B.a-d	Draft from prewriting according to genre type	Generate one clear main idea to support a multiple-paragraph text Uses a variety of sentence types, including declarative, interrogative, imperative, and exclamatory Write clear topic sentences for each paragraph Support each topic sentence with relevant facts and details using sources when appropriate Organize and sequence ideas clearly into	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		a beginning, middle, and end Address an appropriate audience.	
3.W.1.C.a	Revise drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add or refine details Choose strong, precise words Make sure sentences are complex and varied Use transitions to connect ideas Revise with the audience and purpose in mind Strengthen voice making the writing sound appropriate for the task	2
3.W.2.A.a-g	Write opinion texts	Introduce a topic or text being studied, using connected sentences State an opinion or establish a position and provide reasons for the opinion/position Use specific and accurate words that are related to the topic, audience, and purpose Contain information using student's original language except when using direct quotation from a source Reference the name of the author(s) or name of the source used for details or facts included in the text Use transitions to connect opinion and reasons Provide clear evidence of a beginning, middle, and concluding statement or paragraph	3
3.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Listening attentively during formal and informal discussions Ask relevant questions Ask clarifying questions	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Respond appropriately to questions or comments Link comments to what others have said Build on others' ideas Use respectful discussion behaviors	

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling ● Phonological Awareness Assessment	● Unit 2 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 2 Cumulative Spelling Assessment and Dictation ● Unit 2 Cumulative Word Fluency ● Narrative Performance Task

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
gratefully reflection crisp striking appetizing blurted giddily fonder beamed flustered nuisance resist actions constructive consequence decisions	traditional tale

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	**Reading**	**Writing**
	1. Introduce the Knowledge Focus: *Ways Characters Shape Stories* 2. *"*Two Fables from Aesop*"* First Reading: Draw Inferences About Characters' Actions	3. Write an Opinion Essay: Read a Mentor Opinion Essay

Engaging Experience 1 (Reading-1):
Teaching Point: *For the next three weeks, we are going to talk, read, and write about how our actions influence our lives.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 2 multimedia video. Use the Unit 2 Opener to introduce the Essential Question. Explain that as we explore the topic of *how our actions influence our lives*, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *In order to keep this introductory lesson to 20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word..*

Bloom's Level: Understand
DOK: 3

Engaging Experience 2 (Reading-2):
Teaching Point: *Today we are going to develop our vocabulary and draw inferences to learn about characters' actions.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.1.B.i, 3.R.2.A.b, c
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Read aloud *"The Dog and The Bone"* and *"The Ant and the Dove."* Model how you use text evidence and your own knowledge to make an inference. Create a Draw Inferences anchor chart. Students will underline text evidence to support their claim for Annotate, Pair, Share.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 3 (Writing-3):
Teaching Point: *Today we are going to use a mentor opinion essay to understand the features of an opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.A.a, b, g
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Mentor Writing Prompt and Mentor Opinion Essay. Read aloud the Mentor Opinion Essay and explain that this is an example of what might have been written in response to the prompt. Then, have students work with a partner to locate examples of where the author of the Mentor Opinion Essay uses information from the selections to support his/her opinion.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5. Review Long e spellings (VCe, ea, ee, ey, y, ie, e)	4. *"*Two Fables from Aesop*"* Recount Story Details	6. Write an Opinion Essay: Analyze an Author's Reasons

Engaging Experience 4 (Reading-4):
Teaching Point: *Today we are going to recount the details of a story by identifying its character, setting, and plot.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.c, 3.R.2.A.a,
Detailed Description/Instructions:

- **One way to do this** is to co-create an Elements of Plot Anchor Chart with rising action, climax, and resolution. Reread "The Dog and the Bone" aloud. Model how to recount story details. Students will read "The Ant and the Dove" with a partner and recount the beginning, middle, end, and details.

Suggestions:

- *Reference the Possible Responses on page 140 of the Teacher's Resource System for your chart.*
- *Consider using the Integrated ELD box for Guided Practice.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 5 (Phonics and Word Study-5):
Teaching Point: *Today we are going to review Long e spellings to decode multisyllable words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model how to divide each word into syllables and sound it out while pointing out the long e spellings. Then, reference the Reading Big Words Strategy Anchor Chart and work with the class to divide and sound out the remaining words.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK:1

Engaging Experience 6 (Writing-6):
Teaching Point: *Today we are going to analyze how authors provide reasons that support their opinion.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to set the purpose for the lesson by reminding students that in an opinion essay, authors express their thoughts and feelings about the topic. Display and/or distribute the Mentor Opinion Essay. Read aloud the first paragraph and model how the reasons support the opinion. Have partners reread the Mentor Opinion

Essay and highlight other reasons that support the opinion.
Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7. Describe Characters and Explain How Their Actions Contribute to Events Begin the Blueprint	8. Grammar in Context: Explain the Function of Adjectives and Adverbs 9. Write an Opinion Essay: Analyze an Author's Evidence

Engaging Experience 7 (Reading-7):
Teaching Point: *Today we are going to explain how characters develop throughout the plot of a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.b, c, f
Detailed Description/Instructions:

- **One way to do this** is to display "The Dog and the Bone" and model how to describe the main character of the story. Also explain how the character's actions contribute to story events. Then, display the Guided Practice activity and allow partners to work together. Begin the Knowledge Blueprint.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider beginning the Knowledge Blueprint together as a class.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 8 (Writing/Grammar-8):
Teaching Point: *Today we are going to identify adjectives and adverbs, and explain their function.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 3 in *"*The Dog and the Bone.*"* Highlight and reread the mentor sentence. Model how to identify adjectives and adverbs. Explain that words that end in -ly are adverbs that answer the questions of how, when, where, or to what extent. Students will underline adverbs and adjectives in the example sentence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with long e spelling patterns.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 2 Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 10 (Writing-9):
Teaching Point: *Today we are going to understand how opinion writers support an opinion with evidence.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and review the Opinion Essay anchor chart. Then, display and/or distribute the Mentor Opinion Essay and read aloud the first two paragraphs. Model how to use text evidence to support your opinion. Then, have partners read the rest of the Mentor Opinion Essay and identify the evidence used to support the second reason.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10. "Two Famous Poems" First Reading: Make Connections to Learn About Characters' Actions 12. Build Vocabulary: Distinguish Literal from Nonliteral Language-Similes Add to the Blueprint	11. Write an Opinion Essay: Analyze an Author's Organization

Engaging Experience 11 (Reading-10):
Teaching Point: *Today we are going to develop our vocabulary and make connections to learn about characters' actions.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.R.2.A.b, c
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Read aloud the introduction and lines 1-10 of "The Ballad of John Henry." Model making a connection to another text, to a personal experience, and to society. Have students read *"*The Village Blacksmith*"* and write notes about connections they made.

Suggestions:

- *Have students share their answers in small groups or with the whole group.*
- *Consider using the Integrated ELD box for their written responses.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 12 (Reading-12):
Teaching Point: *Today we are going to identify and explain the meaning of similes as they are used in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display and have students turn to "The Village Blacksmith" and reread lines 5-6 and then line 8. Model how you identified the similes found in those lines. Then, display the Guided Practice Activity and have partners work together to answer it. Then, add to the Blueprint.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider adding to the Blueprint together as a class.*

Bloom's Level: Understand
DOK: 2

Engaging Experience 13 (Phonics and Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with long e spelling patterns.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 2 Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Use page 28 in the Week 1 Reproducibles for the Closed Sort.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 14 (Writing-11):
Teaching Point: *Today we are going to understand how to state and support an opinion in an opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.a, c, 3.W.2.A.c, d
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Opinion Essay Organization Chart and model organization of an opinion essay. Then, display and/or distribute the Mentor Opinion Essay and have partners work together to identify specific examples from the Mentor Essay that match different parts of the Opinion Essay Organization Chart.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider referencing and reviewing the Opinion Essay anchor chart.*

Bloom's Level: Analyze
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13. Compare and Contrast the Plots of Stories 15. Discuss the Blueprint and Build Toward the Culminating Task	14. Grammar: Use Adjectives and Adverbs

Engaging Experience 15 (Reading-13):
Teaching Point: *Today we are going to compare and contrast the plots of narrative texts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.b, f
Detailed Description/Instructions:

- **One way to do this** is to display/distribute the three column chart in the Additional Materials and have students turn to "Two Fables from Aesop." Model filling in the chart as you compare and contrast the rising action of each fable. Then have partners work together to continue comparing and contrasting the climaxes of the fables as well as identify similarities and differences between the plot events.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider referencing the Elements of Plot Anchor Chart.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15):
Teaching Point: *Today we are going to discuss knowledge gained about making decisions and identifying consequences.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to page 10 of *Ways Characters Shape Stories* and focus on the "Discuss Your Knowledge Blueprint" in the Build Knowledge section. Have students discuss each question with a partner.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider completing Step 1 of the Culminating Task.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with long e spelling patterns.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 2 Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 18 (Writing-14):
Teaching Point: *Today we are going to use adjectives and adverbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display the modeling text and model how to incorporate adjectives and adverbs to add more detail to sentences.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2. Review Long i (i_e, igh, y, ie, i)	1. "The Tale of King Midas: A Greek Myth" First Reading: Draw Inferences to Learn About Characters' Actions	3. Write an Opinion Essay: Read and Analyze the Text-Based Prompt

Engaging Experience 19 (Reading-1):
Teaching Point: *Today we are going to draw inferences to learn about characters' actions.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.1.B.i, 3.R.2.A.b, c
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, display the text "The Tale of King Midas." Ask students to preview the text, looking at the title and illustrations. Read aloud paragraphs 1-5. Model using details about Midas's character traits, motivations, and feelings to infer what Midas's wish will be in paragraph 6. Model using evidence from the text in paragraph 6 to check your inference. Collectively read paragraphs 6-13 to draw inferences.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Students can reread paragraph 9 with a partner for fluency practice.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 20 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review long i letter patterns to read and pronounce multisyllabic words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the Big Words Strategy Anchor Chart and review the steps. Display the word list and model the flexible use of syllable division, keeping the letters forming the long i sound together in the same syllable. Pronounce each word using knowledge of long i sounds, which can be spelled i_e, igh, y, ie, or i. Circle the letters that make the long i sound in each word (y, ie, igh, i, i_e) and review that there are several ways to spell the long i sound.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 21 (Writing-3):
Teaching Point: *Today we are going to read and analyze the text-based prompt for our opinion piece.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.a-d
Detailed Description/Instructions:

- **One way to do this** is to review the Opinion Essay anchor chart. Distribute copies of the Student Writing Prompt and Opinion Essay Writing Checklist. Have partners examine the checklist together. Answer the question: What are the steps involved in writing an opinion essay?

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. "The Tale of King Midas: A Greek Myth" Recount Story Details (Myth) 5. Explain How Illustrations Contribute to a Story	6. Write an Opinion Essay: Develop Opinion and Reasons

Engaging Experience 22 (Reading-4):
Teaching Point: *Today we are going to recount story details of a myth by analyzing its plot.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.c, 3.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the text "The Tale of King Midas." Read aloud paragraphs 1-5 and refer to the Elements of a Plot anchor chart. Model how to identify the rising action of a story. Students should reread and annotate the text to build upon previous sections.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 23 (Reading-5):
Teaching Point: *Today we are going to explain how illustrations contribute to what is conveyed in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display "The Tale of King Midas" and model how to analyze how these illustrations contribute to the mood of the story. Explain how illustrations build understanding of characters and setting. Have partners analyze illustrations to infer about the characters and mood.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with long i (i_e, igh, y, ie, i).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Unit 2 Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 25 (Writing-6):
Teaching Point: *Today we are going to plan an opinion essay by developing an opinion and reasons.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to model how you can use evidence from the text to support your opinion. Fill in the Opinion and Reasons Chart as you model. Partners will reread both texts to look for reasons and evidence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8. "The Tale of King Midas: A Greek Myth" Distinguish Literal from Nonliteral Language - Similes	7. Grammar in Context: Form and Use Irregular Past Tense Verbs 9. Write an Opinion Essay: Gather Text Evidence

Engaging Experience 26 (Writing/Grammar-7):
Teaching Point: *Today we are going to form and use irregular past tense verbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 2 in the "The Tale of King Midas." Model how you identify irregular past tense verbs and what the present tense verb is.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 27 (Reading-8):
Teaching Point: *Today we are going to interpret the meaning of nonliteral phrases, such as similes, as they are used in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to remind students that we practiced identifying similes last week. Display and have partners discuss the Close Reading Question.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 28 (Phonics and Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with long i (i_e, igh, y, ie, i).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Unit 2 Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 29 (Writing-9):
Teaching Point: *Today we are going to identify and gather text evidence to support an opinion.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.a, b
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Reasons and Evidence Chart and Display the Mentor Opinion Essay as you model gathering text evidence to support the first reason in your essay. Then, have students reread "The Ballad of John Henry" and "The Village Blacksmith" to find text evidence to support their opinion.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Opinion Essay anchor chart.*

Bloom's Level: Analyze
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10. "The Tale of King Midas: A Greek Myth" Close Reading: Describe Characters and Explain How Their Actions Contribute to Events Add to the Blueprint	11. Write an Opinion Essay: Organize Your Opinion Essay

Engaging Experience 30 (Reading-10):
Teaching Point: *Today we are going to describe characters in a story and explain how their actions contribute to the sequence of events.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.b, c, f
Detailed Description/Instructions:

- **One way to do this** is to display the Close Reading Question. Give partners time to discuss the prompt. Students share actions from the text that support their reasoning.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with long i (i_e, igh, y, ie, i).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 2 Week 2 Lesson 3 from the Phonics and Word Study Resource e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 32 (Writing-11):
Teaching Point: *Today we are going to organize our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to display the Opinion Essay anchor chart. Remind students of the parts of an opinion essay. Partners will share and record ideas for an introduction, body paragraphs, and conclusion.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12. Close Reading: Compare and Contrast the plots of stories 14. Build Knowledge: Discuss the Blueprint and Build toward the Culminating Task.	13. Grammar: Form and Use Irregular Past Tense Verbs.

Engaging Experience 33 (Reading-12):
Teaching Point: *Today we are going to compare and contrast the plots of stories.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to remind students that we compared and contrasted plots of stories last week. Display the Close Reading question and have partners discuss their answers.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 24 (Reading-14):
Teaching Point: *Today we are going to discuss knowledge gained about responsible decision-making.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to page 18 in *Ways Characters Shape Stories* and focus on the "Discuss your Knowledge Blueprint" in the Build Knowledge section. Have students answer questions with their partner.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider completing Step 2 of the culminating task.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 35 (Writing-13):
Teaching Point: *Today we are going to form and use irregular past tense verbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display/distribute the Irregular Verbs chart and make a list

of irregular verbs in their present and past tense forms. Display the Irregular Verbs Practice text and model writing the past tense form of the verb "find." Then, have students work with their partner to identify the correct past tense verbs in sentences 2-5.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider completing Step 2 of the culminating task.*

Bloom's Level: Understand
DOK: 1

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2. Review Compound Words	1. "Uncle Parrot's Wedding: A Cuban Folktale" Close Reading: Make Connections to Learn About Characters' Actions	3. Write an Opinion Essay: Introduce the Topic, Opinion, and Reason

Engaging Experience 36 (Reading-1):
Teaching Point: *Today we are going to make connections to learn about characters' actions*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Have students preview the text, paying attention to text features and illustrations. Display the Make Connections anchor chart from Week 1. Read aloud the first two paragraphs. Model making connections between the text and your personal experience. As students read, have them underline words and phrases that help them make connections.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 37 (Phonics and Word Study-2):
Teaching Point: *Today we are going to decode compound words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to write a word list on board or use the e-Pocket Chart. Model syllable division and using your knowledge of each smaller word to determine meaning. Display the Big Words Strategy anchor chart and review the steps.

Suggestions:

- *Consider using the Integrated ELD box.*
- *On subsequent days, use lessons 1-5 in the Phonics and Word Study Resource Book.*

Bloom's Level: Understand
DOK: 1

Engaging Experience 38 (Writing-3):
Teaching Point: *Today we are going to introduce the topic, our opinion, and reasons for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.A.a, b, d, e
Detailed Description/Instructions:

- **One way to do this** is to display the Opinion Essay anchor chart and Modeling Introduction Text. Read the paragraph aloud. Point out why it is a strong, cohesive introduction. Partners should orally rehearse their introductions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. "Uncle Parrot's Wedding" Close Reading: Explain how Illustrations Contribute to a Story	5. Grammar in Context: Form and Use Regular Future Tense Verbs 6. Write an Opinion Essay: Incorporate Text Evidence to Support Your Opinion

Engaging Experience 39 (Reading-4):
Teaching Point: *Today we are going to explain how illustrations contribute to a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display the text and have a Constructive Conversation in response to the prompt. Have partners discuss how illustrations support how the character is described in the story.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar-5):
Teaching Point: *Today we are going to form and use regular future tense verbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the second paragraph of "Uncle Parrot's Wedding." Highlight the model sentence. Model how you identified the

future tense verb. Have partners find the future tense verb in the example sentence.
Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell compound words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Unit 2 Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 42 (Writing-6):
Teaching Point: *Today we are going to incorporate text evidence to support your opinion in your opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.A.b, c, d, e, g
Detailed Description/Instructions:

- **One way to do this** is to display the Opinion Essay anchor chart and the first body paragraph in the Mentor Opinion Essay. Explain how the first body paragraph states a reason and supports the reason with evidence. Partners should orally rehearse their ideas for body paragraphs.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7. Close Reading: Describe Characters and Explain How Their Actions Contribute to Events Add to the Blueprint	8. Write an Opinion Essay: Edit for Correct Form and Use of Verb Tenses

Engaging Experience 43 (Reading-7):
Teaching Point: *Today we are going to describe characters and explain how their actions contribute to events in the story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.b, c, f
Detailed Description/Instructions:

- **One way to do this** is to display the close reading prompt and have students have a Constructive Conversation with a partner. Allow partners to reread and annotate their texts before they begin their discussion. Add to the Blueprint after the discussion.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Grade 3 Comprehension Quick Checks linked in the Additional Materials online.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort compound words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Unit 2 Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 45 (Writing-8):
Teaching Point: *Today we are going to edit our opinion essays for correct verb form and tense.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.C.a, 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Unedited Text. Model how you identify verbs and their tenses. Correct any errors. Partners will read item 3 to identify and correct errors.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9. Close Reading: Compare and Contrast the Plots of Stories 10. Build Knowledge: Discuss the Blueprint	11. Write an Opinion Essay: Use Linking Words and Phrases to Connect Ideas

Engaging Experience 46 (Reading-9):
Teaching Point: *Today we are going to compare and contrast the plots of two stories and how they support a moral.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, c, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students reread and annotate "Uncle Parrot's

Wedding" and "The Ant and the Dove" before the Constructive Conversation. Display the prompt. Students will respond to the prompt orally with their partner, using evidence from both texts to support their answer.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10):
Teaching Point: *Today we are going to discuss knowledge gained about making responsible decisions.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to use page 26 in *Ways Characters Shape Stories* and focus on "Discuss Your Knowledge Blueprint" in the Build Knowledge section. Give partners time to work through and discuss all questions. Ask partners to share out.

Suggestions: *Consider using the Integrated ELD box and the "Plan Your Steps" strategy in the Teacher Resource System (TRS).*
Bloom's Level: Understand
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read, spell, and sort compound words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 2 Week 3 Lesson 3 whole group lesson from the Phonics and Word Study Resource e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 49 (Writing-11):
Teaching Point: *Today we are going to use linking words and phrases to connect ideas in our opinion essays.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.A.c, 3.W.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Unedited Text. Model how you identify places to add linking words and phrases. Have partners discuss how they could use a linking word or phrase in their essay.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12. "The Walrus and the Carpenter" Analyze Poetic Structure and Nonliteral Language 14. Unit Wrap-Up: Demonstrate Knowledge and share Real-World Perspectives	13. Write an Opinion Essay: Evaluate and Reflect on Writing

Engaging Experience 50 (Reading-12):
Teaching Point: *Today we are going to analyze poetic structure and nonliteral language in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the poem "The Walrus and the Carpenter" and identify the rhyme scheme. Also model identifying and explaining an example of personification in stanza 1 as you annotate the text. Then have partners read stanza 3 to find and annotate examples of personification as well as the rhyme scheme.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Features of Poetry Anchor Chart.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 51 (Reading-14):
Teaching Point: *Today we are going to demonstrate knowledge by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.1.B.i, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to page 30 of *Ways Characters Shape Stories* and discuss the questions in the "Real-World Perspectives" section with their partner.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 3

Engaging Experience 52 (Writing-13):
Teaching Point: *Today we are going to evaluate and reflect on our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: W.2.A.a, b, c, d, e, f, g
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Opinion Essay and Rubric. Model evaluating the Mentor Essay with the first two sections of the rubric. Then, have partners work together to evaluate the mentor essay based on the 3rd section of the rubric. Have each pair come up with a score for the section of the rubric and discuss their reasoning with the class. During independent time, students will complete evaluations of their own essays based on the rubric.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53:
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.a, b, d, 3.R.1.B.b, d, 3.L.1, 3.W.1.B.c, 3.W.2.A.a, b, f, g,
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Assessment.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task:
Teaching Point: Today we are going to create a Decision-Making Guide.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on pages 10, 18, and 30 in *Ways Characters Shape Stories.*

Unit 3: Government for the People

Subject: Reading, Writing, Phonics and Word Study
Grade: 3rd Grade
Name of Unit: Government for the People
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read informational texts about people and organizations that work to help others and ensure rights, and about the evolution of voting rights in the United States. They will understand that in a democracy, people use their voices in many ways to influence laws, promote fairness, and work for equal treatment.

Topic 1 (Week 1)
In week 1, students will work on describing cause and effect relationships and connections in a text. They will also summarize and synthesize to learn more about government. In writing, students will analyze an informative/explanatory essay mentor text and take notes from sources. They will also form and use irregular verbs. For word study, students will review spellings for r-Controlled Vowels (/ar/, /or/).

Topic 2 (Week 2)
In week 2, students will continue to work on cause and effect relationships. They will also recount key details and determine the main idea as well as draw inferences about participating in government. In writing, students will introduce a chosen topic and draft their informative essay, collecting details and adding a concluding statement. They will also work on past tense verbs. For word study, students will review spellings for r-Controlled Vowels with the /er/ sound (-er, -ir, -ur).

Topic 3 (Week 3)
In week 3, students will work on using information from graphic features and text to demonstrate understanding. They will also compare and contrast the most important points in two texts on the same topic. In writing, students will revise, edit, and publish their informative essay and evaluate it based on the rubric. They will revise and edit to improve sentence fluency as well as including illustrations to aid comprehension. For word study, students will review the closed syllable pattern.

Getting Ready for the Unit:
- Prepare skeleton anchor charts
- Consider creating bookshelves for Unit 3 materials

Essential Question:

- Why do people participate in government?

Enduring Understandings:

- Participating in government gives people a voice in how their lives are governed.
- In a democracy, people have a civic duty to take part in government and contribute to their communities.
- Throughout history, people in the United States have protested unjust laws and worked with the government to gain rights and equal and fair treatment.
- There are many ways to participate in government, including voting, proposing new laws, petitioning leaders, protesting inequality, and/or serving as a volunteer or worker.

DESE Priority Standards for Unit:

- **3.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 3.R.1.A.b drawing conclusions and support with textual evidence.
- **3.R.1.B** Develop an understanding of vocabulary by:
    - 3.R.1.B.b using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words.
    - 3.R.1.B.d distinguishing the literal and nonliteral meanings of words and phrases in context
    - 3.R.1.B.i using conversational, general academic, and domain-specific words and phrases
- **3.R.3.A.** Read, infer, analyze and draw conclusions using text features in nonfiction texts by:
    - 3.R.3.A.b identifying the details or facts that support the main idea
    - 3.R.3.A.c using text and graphic features to locate information and to make and verify predictions
- **3.R.3.C** Read, infer and draw conclusions using text structures in nonfiction texts by:
    - 3.R.3.C.a describing relationships between problems and solutions
    - 3.R.3.C.e comparing and contrasting the most important points and key details presented in texts on the same topic
- **3.RF.3.A** Develop phonics in the reading process by:
    - 3.RF.3.A.a decoding multisyllabic words in context and independent of context by applying common spelling patterns
- **3.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 3.W.1.B.a generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including imperative and exclamatory
    - 3.W.1.B.b supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
    - 3.W.1.B.c categorizing, organizing, and sequencing supporting details into a text with a clear beginning, middle, and end
    - 3.W.1.B.d addressing an appropriate audience
- **3.W.1.C** Reread, revise and edit drafts with assistance from adults/peers that:
    - 3.W.1.C.a develop and strengthen writing by revising main idea, sequence, focus beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice

    - 3.W.1.C.b edit for language conventions
- **3.W.2.B** Write informative/explanatory texts that:
    - 3.W.2.B.a introduce a topic or text being studied
    - 3.W.2.B.b develop the topic with simple facts, definitions, details, and explanations
    - 3.W.2.B.d use the student's original language except when quoting from a source
    - 3.W.2.B.e use transition words to connect ideas within categories of information
    - 3.W.2.B.f create a concluding statement or paragraph
- **3.W.3.A** Apply research process to:
    - 3.W.3.A.c decide what sources of information might be relevant to answer these questions
- **3.L.1.B** In written text:
    - 3.L.1.B.f capitalize names of places
    - 3.L.1.B.g capitalize titles of books, stories, song
- **3.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 3.SL.1.A.b asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.R.1.A.b	Draw conclusions and support with text evidence	Draw a logical conclusions about a character, event, or idea that is not directly stated in the text Use clues from the text to support the conclusion Select specific textual evidence that supports the conclusion Explain how the evidence supports the conclusion Distinguish between what the text says directly and what must be inferred	3
3.R.1.B.b	Use context clues at the sentence-level to determine word meaning	Notice when a word is unfamiliar or has more than one meaning Use clues in the same sentence to determine meaning Identify context clues such as definitions, examples, restatements, synonyms or antonyms Determine which meaning of a multiple-meaning word fits the sentence Reread the sentence to confirm the meaning makes sense	2
3.R.1.B.d	Distinguish literal and non-literal meanings of words and phrases in context	Recognize when a word or phrase is being used literally (exact, real meaning)	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Recognize when a word or phrase is being used non-literally (figurative language) Use context clues in the sentence or passage to determine which meaning the author intended Explain the figurative meaning in their own words Distinguish clearly between literal and figurative meanings of the same word or phrase	
3.R.1.B.i	Use conversational, general academic, and domain-specific words and phrases	Use conversational vocabulary appropriately in everyday speaking and writing Use general academic vocabulary accurately Use domain-specific vocabulary correctly Choose words that fit the topic and purpose of the task Incorporate vocabulary naturally rather than listing terms Use increasingly precise language	2
3.R.3.A.b	Identify details or facts that support the main idea	Determine the main idea of a paragraph or passage Infer the main idea when it is not directly stated Identify the details or facts that support the main idea Explain how each detail supports the main idea. Avoid details that are interesting but not relevant to the main idea.	2
3.R.3.A.c	Use text and graphic features to locate information and to make/verify predictions	Identify text features (e.g. bold print, captions, headings) Identify graphic features (e.g., charts, graphs, maps, diagrams) Use text features to locate information quickly Use graphic features to gather information that supports understanding	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Make predictions about the content of a text by previewing text and graphic features Use evidence from text and graphic features to support conclusions	
3.R.3.C.a	Describe relationships among events, ideas, concepts, and cause and effect	Identify key events, ideas, or concepts in a text Explain how events or ideas are connected Identify clear cause-and-effect relationships in the text Use signal words (e.g., because, so, since, as a result) to help determine relationships Provide specific evidence from the text to support explanations	3
3.R.3.C.e	Compare and contrast the most important points and key details in texts on the same topic	Read two or more texts on the same topic Identify the most important points in each text Identify key supporting details from each text Compare similarities between the important points or details Contrast differences between the important points or details Explain how the texts are alike and different, not just list details Focus on important ideas, not minor or unrelated information	3
3.RF.3.A.a	Decode multisyllabic words in context and independent of context	Break multisyllabic words into syllables Use common spelling patterns to decode each syllable Blend decoded syllables to read the full word accurately Apply these skills in both context and out of context Self-correct when a decoded word doesn't make sense in the sentence	1
3.W.1.B.a-d	Draft from prewriting according to genre type	Generate one clear main idea to support	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		a multiple-paragraph text Uses a variety of sentence types, including declarative, interrogative, imperative, and exclamatory Write clear topic sentences for each paragraph Support each topic sentence with relevant facts and details using sources when appropriate Organize and sequence ideas clearly into a beginning, middle, and end Address an appropriate audience.	
3.W.1.C.a-b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add or refine details Choose strong, precise words Make sure sentences are complex and varied Use transitions to connect ideas Revise with the audience and purpose in mind Strengthen voice making the writing sound appropriate for the task Edit for grammar, capitalization, punctuation and spelling	2
3.W.2.B.a, b, d, e, f	Write information/explanatory texts	Introduce the topic or text clearly in an opening section Provide simple, accurate, facts, definitions, details and explanations related to the topic Organize information logically Use student's original language except when quoting from a source Use transitions words and phrases to connect ideas Create a concluding statement or	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		paragraph that wraps up the information	
3.W.3.A.c	Decide what sources of information are relevant to answer research questions	Identify the research question clearly Determine what kind of information is needed to answer the question (facts, explanations, examples) Recognize different types of sources Select sources that are directly related to the research question Use basic research tools (table of contents, headings, keywords) to evaluate a source's usefulness	2
3.L.1.B.f	Capitalize names of places	Identify names of specific places (cities, states, countries) Capitalize the first letter of each proper noun in place names Capitalize all important words in multi-word place names Distinguish between common nouns and proper nouns (e.g., state vs Missouri)	1
3.L.1.B.g	Capitalize in written text	Identify titles of books, stories, and songs Capitalize titles of books Capitalize titles of stories Capitalize titles of songs Do not capitalize small words unless they are the first or last word (e.g., the, a, an, in, on, to, of)	1
3.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Listening attentively during formal and informal discussions Ask relevant questions Ask clarifying questions Respond appropriately to questions or comments Link comments to what others have said Build on others' ideas Use respectful discussion behaviors	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling ● Phonological Awareness Assessment	● Unit 3 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 3 Cumulative Spelling Assessment and Dictation ● Unit 3 Cumulative Word Fluency ● Interim Assessment 2 (assesses standards taught in Units 1-3)

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
responsibility volunteers victory cast protest/protested register rights strike ensure taxes Union vote equal equality participate	civic duty

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1. Introduce the Knowledge Focus: *Government for the People* 2. "Working Together" First Reading: Distinguish Between Important and Unimportant Information to Learn about Government.	3. Write an Informative/ Explanatory Essay: Brainstorm your Topic.

Engaging Experience 1 (Reading-1):
Teaching Point: *For the next three weeks we are going to talk, read and write about why people participate in government.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 3 multimedia video. Use the Unit 3 Opener to introduce the Essential Question. Explain that as we explore the topic of *Government for the People*, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *In order to keep this introductory lesson to 20 minutes, the Define/Example/Ask Routine should move at a steady pace.*
- *Use pictures from the digital Multilingual Glossary to help students understand the meaning of each vocabulary word.*
- *Consider using the Integrated ELD box.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 2 (Reading-2):
Teaching Point: *Today we are going to distinguish between important and unimportant information to learn about government.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.b, c
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, read aloud the title and 1st paragraph and model how you use text and graphic features to identify important information. Have partners read paragraph 3 and annotate which information is important or unimportant.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider using the Important vs. Unimportant Information anchor chart.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 3 (Writing-3):
Teaching Point: *Today we are going to brainstorm topic ideas for our informative/ explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.a
Detailed Description/Instructions:
- **One way to do this** is to display/distribute the Essay Checklist. Read it with students and then model brainstorming. Then, have partners work together to think of social studies topics that could be the basis for their essay.

Suggestions:
- *Consider providing students with a list of predetermined topics or come up with a list as a class that they will be able to choose from.*
- *Consider using the Integrated ELD box.*
- *Consider using the Information/Explanatory Essays anchor chart.*

Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5. Review r-Controlled Vowels /ar/, /or/	4. "Working Together" Describe Cause/Effect Relationships and Connections in a Text	6. Write an Informative/Explanatory Essay: Evaluate Online Sources.

Engaging Experience 4 (Reading-4):
Teaching Point: *Today we are going to describe cause and effect relationships in an informational text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to remind students that writers use signal words and text structures to make comparisons. Display and read aloud paragraph 1 of "Working Together." Pose the model question and model how to use cause/effect connections to describe relationships in a text. Then, display the Guided Practice questions and have partners work together to read and answer the questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 3

Engaging Experience 5 (Phonics and Word Study-5):
Teaching Point: *Today we are going to review r-controlled vowels.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the words and model using flexible syllable division to sound out the word and discuss the r-controlled vowels. Review the Reading Big Words Strategies and have students practice sounding out the words.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Reading Big Words Strategies anchor chart.*

Bloom's Level: Understand
DOK: 1

Engaging Experience 6 (Subject-6):
Teaching Point: *Today we are going to identify and evaluate online sources for an informative/explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the Note-Taking Chart and model how to search for and evaluate online sources. Then, provide students with copies of the Student Note-Taking Chart and have them work with their partner to find reliable and credible sources.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Informative/Explanatory Essay anchor chart.*

Bloom's Level: Evaluate
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7. "Working Together" Use Information Gained from Graphic Features: Maps, Photos, and Captions Begin the Blueprint	8. Grammar in Context: Irregular Verbs 9. Write an Informative/ Explanatory Essay: Gather Information and Take Notes from Online Sources

Engaging Experience 7 (Reading-7):
Teaching Point: *Today we are going to explain how graphic features such as maps, photos, and captions support understanding of the text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the text "Working Together." Model how the map

supports the information in the first paragraph. Have partners review the photo on page 5 and write information gained in the margin.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 3

Engaging Experience 8 (Writing/Grammar-8):
Teaching Point: *Today we are going to form and use irregular verbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 1 of "Working Together." Highlight and reread the model sentences. Display the picture and caption on page 5. Ask partners to identify the verb in the sentence and why it is irregular.

Suggestions: *Consider using the Integrated ELD box and Irregular Verbs Chart.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with r-controlled vowels.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 10 (Writing-9):
Teaching Point: *Today we are going to gather information and take notes from online sources for our Informative/Explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the Informative/Explanatory Essays anchor chart. Let students know that now that they have found reliable digital sources relevant to their topic, they are ready to gather information from these sources. Display the Model Note-Taking Chart you created in Lesson 6. Model how to take notes from online sources. Allow partners to access online sources and record at least one fact or detail they could use in their essays.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10. "Election Day" First Reading: Summarize and Synthesize to Learn About Government 12. "Election Day" Describe Sequential Relationships and Connections in a Text Add to the Blueprint	11. Write an Informative/ Explanatory Essay: Organize Your Essay

Engaging Experience 11 (Reading-10):
Teaching Point: *Today we are going to summarize and synthesize information to learn about government.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.b, i, 3.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to introduce words from the text using the Define/Example/Ask Routine Model previewing the text "Election Day." Then, read aloud paragraph 1 and model using context to determine meaning of words and how to synthesize information to create new ideas. Then, have partners read and summarize paragraphs 2-5.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider constructing a Summarizing anchor chart as a class or using the Summarize anchor chart provided.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 12 (Reading-12):
Teaching Point: *Today we are going to describe sequential relationships in an informational text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to display the modeling activity. Read aloud paragraphs 3-5 and model how to identify and annotate chronology and sequential text connections. Then, display the Guided Practice Activity and have partners work together to complete the activity while they reread and annotate paragraphs 6-7.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to read and spell words with r-controlled vowels (ar, or, oar, ore).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 14 (Writing-11):
Teaching Point: *Today we are going to organize our Informative/Explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.c
Detailed Description/Instructions:

- **One way to do this is to** display the Model Essay Planning Guide. Model planning and organizing your essay. Then, distribute copies of the Student Essay Planning Guide and have partners refer to their Note-Taking Chart from lesson 9 to discuss how they can group related information together. They can also work together to fill in their planning guides.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Informative/Explanatory Essays anchor chart.*

Bloom's Level: Apply
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13. Build Vocabulary: Determine the Meaning of Domain Specific Vocabulary 15. Build Knowledge: Discuss the Blueprint	14. Grammar: Form and Use Irregular Verbs

Engaging Experience 15 (Reading-13):
Teaching Point: *Today we are going to use context clues to determine the meaning of domain-specific words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b, i
Detailed Description/Instructions:

- **One way to do this** is to reread paragraph 1 of "Election Day" aloud. Model using context clues to define the words "candidates" and "office." Have students find and circle domain specific vocabulary in paragraph 2. Use the chart to provide context clues, definitions, and references.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 16 (Reading-15):
Teaching Point: *Today we are going to discuss knowledge gained about being citizens.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.A.b, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the "Discuss Your Knowledge Blueprint" prompt in the Build Knowledge section. Partners will work through and discuss the questions. Ask partners to reflect and share their ideas with the class.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with r-controlled vowels (ar, or, oar, ore).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 18 (Writing/Grammar-14):
Teaching Point: *Today we are going to form and use irregular verbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to create and display an Irregular Verbs Chart. Read aloud the present and simple past tense verbs. Display the modeling text. Model how you use the correct form of irregular verbs in the simple past tense. Continue modeling and have students collaborate to write two more complete sentences.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2. Review r-Controlled Vowels (er, ir, ur)	1. "Fighters for Rights" First Reading: Distinguish Between Important and Unimportant Information to Learn about Government	3. Write an Informative/ Explanatory Essay: Introduce Your Topic

Engaging Experience 19 (Reading-1):
Teaching Point: *Today we are going to distinguish between important and unimportant information to learn about government.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.R.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, read aloud the title, introduction and first two paragraphs. Model how you identify important information as you read. Then, have partners work together to read paragraphs 2-6 and annotate information as important or unimportant.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Important vs. Unimportant Information anchor chart.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Phonics and Word Study-2):
Teaching Point: *Today we are going to decode words with r-controlled vowels (er, ir, ur).*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.b, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model dividing words by using flexible syllable division and making note of the r-controlled vowels to determine correct pronunciation. Then, chorally read paragraph 2 of "Fighters for Rights: Rosa Parks and Ceasar Chavez" and model use of r-controlled vowels to read the word. Model using context clues to determine the meaning of the word in the sentence.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Reading Big Words Strategy anchor chart.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing-3):
Teaching Point: *Today we are going to develop an introduction for our Informative/Explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.a, 3.W.2.B.a
Detailed Description/Instructions:

- **One way to do this** is to display/distribute the Modeling Text: Opening Paragraph and model thinking about why the paragraph is effective in introducing a topic. Then, give students time to review their notes and then work with their partner to discuss their ideas and orally rehearse their introductions.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Informative/Explanatory Essay anchor chart.*

Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. "Fighters for Rights" Recount Key Details and Determine the Main Idea 5. "Fighters for Rights" Use Information Gained from Graphic Features: Time Lines	6. Write an Informative/Explanatory Essay: Develop Your Topic with Specific Details

Engaging Experience 22 (Reading-4):
Teaching Point: *Today we are going to recount key details and determine the main idea of a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to display the text. Model reading the title, introduction, and first paragraph aloud. Model how to identify and recount key details. Model again with paragraph 2. Partners will read paragraphs 3-6 to identify and underline key details. Guide students to determine the main idea based on these details.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 23 (Reading-5):
Teaching Point: *Today we are going to explain how time lines support understanding of a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to reread paragraphs 2-5 of "Fighters for Rights" and model how the time line supports the information in these paragraphs. Have partners read paragraphs 6-11 and annotate the text to see which information is reiterated by the time line and which information is provided only by the time line.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with r-controlled vowels (er, ir, ur).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 25 (Writing-6):
Teaching Point: *Today we are going to develop your Informative/Explanatory essay topic with specific details.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.b, 3.W.2.B.b, d
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Model Body Paragraphs. Read the paragraphs aloud and model how you developed the topics with facts, definitions, and details. Have students work in pairs to orally rehearse their ideas for their body paragraphs.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8. "Fighters for Rights" Close Reading: Describe Cause/Effect Relationships and Connections in a Text	7. Grammar in Context: Review Regular Verbs/Verb Tenses. 9. Write an Informative/ Explanatory Essay: Use Linking Words and Phrases to Connect Your Ideas.

Engaging Experience 26 (Writing/Grammar-7):
Teaching Point: *Today we are going to form and use regular verbs in the past tense.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this is to** display and read aloud paragraph 2 of "Fighters for Rights: Rosa Parks and Ceasar Chavez" and highlight or display the model sentence. Then model how to determine if a verb is regular or irregular, present or past tense. Next, display and read aloud the model sentence from paragraph 4 and have partners identify the verbs and determine if they are regular or irregular as well as its tense. Have them continue with paragraph 5.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 27 (Reading-8):
Teaching Point: *Today we are going to describe cause and effect relationships in specific historical events.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.a
Detailed Description/Instructions:

- **One way to do this is to** display the Close Reading Question and have partners work together to reread the texts and discuss the questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to read and spell words with r-controlled vowels (er, ir, ur).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 29 (Writing-9):
Teaching Point: *Today we are going to use linking words and phrases to connect ideas in our Informative/Explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.c, 3.W.1.C.a, 3.W.2.B.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Text. Model how to use linking words and phrases to show connections between ideas. Then, display/distribute the Linking Words and Phrases Chart and have partners review their essays and look for opportunities to add linking words and phrases. Partners should also orally rehearse using the words and phrases in their essays.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Informative/Explanatory Essay anchor chart.*

Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10. "Fighters for Rights" Close Reading: Use Text Evidence to Draw Inferences About Participating in Government Add to the Blueprint	11. Write an Informative/ Explanatory Essay: Provide a Concluding Statement or Section

Engaging Experience 30 (Reading-10):
Teaching Point: *Today we are going to use text evidence to draw inferences about participating in government.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is for students to open to "Fighters for Rights" and display the Close Reading Question. Give partners time to reread and annotate the text before they respond. Students should apply what they discussed in their Constructive Conversation to the Turn and Talk prompt. Add information to the Blueprint.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with r-controlled vowels (er, ir, ur).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 32 (Writing-11):
Teaching Point: *Today we are going to draft a conclusion for our Informative/Explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.c, d, 3.W.2.B.f
Detailed Description/Instructions:

- **One way to do this** is to display the Model Draft of a Conclusion text. Read aloud the paragraph and describe its purpose and function. Have partners work together to orally rehearse their conclusion and relate it back to their introduction.

Suggestions: *Consider distributing a copy of the Model Draft to each student and using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12. Close Reading: Compare and Contrast the Most Important Points in Two Texts on the Same Topic. 14. Build Knowledge: Discuss the Blueprint	13. Grammar: Form and Use Regular Past Tense Verbs.

Engaging Experience 33 (Reading-12):
Teaching Point: *Today we are going to compare and contrast the most important points in two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display the Close Reading Question. Give partners time to reread, annotate and discuss their thinking.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14):
Teaching Point: *Today we are going to discuss the knowledge gained about working for people's rights.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to have partners turn to page 18 in *Government for the People* and answer the questions in the "Discuss Your Knowledge Blueprint" area of the Build Knowledge section.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider completing Step 2 of the Culminating Task.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 35 (Writing-13):
Teaching Point: *Today we are going to form and use regular past tense verbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this is to** display and read aloud the first sentences of the Modeling Text. Model how to revise the verb for correct tense. Then, have students work with a partner to identify and correct the incorrect verb in sentence 2 of the Modeling Text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2. Review Closed Syllable Pattern	1. "African Americans and Women Get the Right to Vote" First Reading: Summarize and Synthesize to Learn About Government	3. Write an Informative/ Explanatory Essay: Revise to Improve Sentence Fluency.

Engaging Experience 36 (Reading-1):
Teaching Point: *Today we are going to summarize an informational text and synthesize ideas to learn about government.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.R.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Have students preview the text. Read aloud the introduction and model how you summarize. Read paragraph 1 aloud, model how to synthesize new information and build knowledge about a topic. Have students read paragraphs 2-5 and summarize each paragraph.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 37 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review the closed syllable spelling pattern.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the example words. Model the use of syllable division, pronounce each word using knowledge of closed syllables, and circle the closed syllables. Display more example words. Partners will read these aloud.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the "Reading Big Words Strategy" anchor chart.*

Bloom's Level: Understand
DOK: 1

Engaging Experience 38 (Writing-3):
Teaching Point: *Today we are going to revise to improve sentence fluency in our Informative/Explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display the Informative/Explanatory Essays anchor chart. Display and read aloud the Modeling Text. Model how you identify and correct a lack of sentence fluency in writing. Show the Unedited and Edited Text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. Close Reading: Analyze Sequential Relationships and Connections in Texts	5. Grammar in Context: Ensure Pronoun-Antecedent Agreement 6. Write an Informative/ Explanatory Essay: Revise to Include Domain-Specific Vocabulary

Engaging Experience 39 (Reading-4):
Teaching Point: *Today we are going to analyze sequential relationships and connections in texts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.a
Detailed Description/Instructions:

- **One way to do this is** to display and read the Close Reading Question. Have partners reread paragraphs 3-5 and complete the activity.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar-5):
Teaching Point: *Today we are going to identify correct pronoun-antecedent agreement.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this is** to display and read aloud paragraph 1 in "African Americans and Women Get the Right to Vote," highlighting the model sentence. Model how you think about and annotate the text. Then, do the same thing with the model sentence in paragraph 2. Finally, display the Guided Practice Sentences and have partners identify the pronounce and its antecedent.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with closed syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 42 (Writing-6):
Teaching Point: *Today we are going to revise our Informative/Explanatory essay to include domain-specific vocabulary.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.W.1.C.a,
Detailed Description/Instructions:

- **One way to do this is** Display and read aloud the Modeling Text and model how to add domain-specific words to make the text clearer. Have partners review each other's drafts and make suggestions on improving domain-specific vocabulary. Be sure to provide students with a print or online dictionary and/or thesaurus.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7. Close Reading: Use Information Gained from Graphic Features to Demonstrate Understanding	8. Write an Informative/ Explanatory Essay: Edit for Correct Pronoun-Antecedent Agreement

Engaging Experience 43 (Reading-7):
Teaching Point: *Today we are going to use information from graphic features to demonstrate understanding.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the Close Reading Question for a Constructive Conversation. Give partners time to read and annotate their text before answering. Pose the Turn and Talk Question. Allow partners to use their Blueprint and Building Knowledge Word Bank for support.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Display the Speaking and Writing Frames for support.*
- *Add to the Blueprint.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with closed syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 45 (Writing-8):
Teaching Point: *Today we are going to edit for correct pronoun-antecedent agreement in our Informative/Explanatory essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.C.b, 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display the Informative/Explanatory Essays anchor chart. Display the Unedited Text and read aloud sentences 1 and 2. Model how to identify and correct errors in pronoun-antecedent agreement. Students should work with a partner to correct sentences 3 and 4. Afterwards, display the Unedited and Edited Texts.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9. Close Reading: Compare and Contrast the Most Important Points in Two Texts on the Same Topic 10. Build Knowledge: Discuss the Blueprint	11. Write an Informative/ Explanatory Essay: Edit to Check Capitalization, Punctuation, and Spelling

Engaging Experience 46 (Reading-9):
Teaching Point: *Today we are going to compare and contrast the most important points in two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this is** to display and read the Close Reading Question. Have partners reread, find text evidence and write down their ideas.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10):
Teaching Point: *Today we are going to discuss knowledge gained about working for change.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.A.b, 3.SL.1.A.b

Detailed Description/Instructions:

- **One way to do this** is to have partners turn to page 26 in *Government for the People* and answer the questions in the "Discuss Your Knowledge Blueprint" area of the Build Knowledge section.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with closed syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 49 (Writing-11):
Teaching Point: *Today we are going to edit our Informative/Explanatory essay for capitalization, punctuation, and spelling.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.b
Detailed Description/Instructions:

- **One way to do this is to** display and read aloud the unedited text. Model correcting errors in spelling, capitalization and punctuation in sentences 1 and 2. Then, have students work with a partner to identify and correct errors in sentence 3. When they are finished, you will introduce the Rubric used for this unit.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
	12. "Lincoln Monument: Washington" Analyze Nonliteral Language in a Poem 14. Unit Wrap-Up: Demonstrate Knowledge and Share Real World Perspectives	13. Publish the Writing: Include Illustrations to Aid Comprehension

Engaging Experience 50 (Reading-12):
Teaching Point: *Today we are going to explain the meaning of a metaphor in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display the poem "Lincoln Monument: Washington." Read aloud the title and author feature. Read the poem aloud. Reread lines 1-7. Model noticing and analyzing metaphors. Add metaphor to the Features of Poetry anchor chart you may have made earlier. If you didn't co-create a Feature of Poetry anchor chart earlier, start one now. Summarize your modeling. Pose the practice task for partners.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 51 (Reading-14):
Teaching Point: *Today we are going to demonstrate what we have learned in this unit by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.1.B.i, 3.R.3.A.b, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the questions on page 30 of *Government for the People*. Explain how students will use the questions to guide their Constructive Conversations in small groups. Give groups time to work through and discuss all the questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13):
Teaching Point: *Today we are going to publish our Informative/Explanatory essay, including illustrations to aid comprehension.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.b
Detailed Description/Instructions:

- **One way to do this** is to explain that when writing about social studies topics, it is often helpful to include illustrations, photographs, and/or time lines to help readers understand the topic. Display the completed modeling text. Model how you might include illustrations to aid the reader's understanding of the text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 6

Engaging Experience 53:
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.1.B.b, 3.R.3.A.b, 3.R.3.C.a, e, 3.L.1.A, 3.W.2.B.a, b, e, f
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Test.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task:
Teaching Point: Today we are going to create a Call-to-Action Poster.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on pages 10, 18, and 30 in *Government for the People.*

Unit 4: Comparing Points of View

Subject: Reading, Writing, Phonics and Word Study
Grade: 3rd Grade
Name of Unit: Comparing Points of View
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read a prose version (a fictional diary entry and a trickster tale) and then a play version of the same events, with the same characters. Students will understand that stories can be told from different perspectives, across various genres and settings and that recognizing these viewpoints helps us better understand both characters and ourselves.

Topic 1 (Week 1)
In week 1, students will distinguish the reader's perspective from that of the narrator or characters, create mental images, and identify literal versus nonliteral language with hyperbole and idioms In writing, students will analyze a narrative journal prompt and mentor text then work to write their own, working on developing the character and the character's voice. They will also form and use comparative and superlative adjectives. For word study, students will review the open syllable pattern in words.

Topic 2 (Week 2)
In week 2, students will continue distinguishing points of view. They will also recount story details, and compare and contrast stories that feature similar characters. In writing, students will plan their own narrative journal entry, working on developing the character and the character's voice. Students will also form and use comparative and superlative adverbs. For word study, students will review and apply the consonant-le syllable pattern.

Topic 3 (Week 3)
In week 3, students will continue to compare and contrast stories with similar characters and create mental images of characters to better understand characters' perspectives. Students will also analyze point of view in a poem. In writing, students will write their narrative journal entry, paying attention to revising to improve dialogue. Students will also edit and evaluate it using the rubric. For word study, students will review and apply vowel team syllables.

Getting Ready for the Unit:
- Prepare skeleton anchor charts
- Consider creating bookshelves for Unit 4 materials

Essential Question:
- What makes people view the same experience differently?

Enduring Understandings:

- The narrator and the characters in a story have different perspectives, or ways of looking at the story's events.
- Authors can explore the same characters using different perspectives, settings, and literary genres.
- A play is a literary form with unique storytelling features.
- We can learn about ourselves—and others—by examining and respecting others' perspectives.

DESE Priority Standards for Unit:

- **3.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 3.R.1.A.c summarizing a story's beginning, middle, and end determining its central message, lesson, or moral
- **3.R.1.B** Develop an understanding of vocabulary by:
    - 3.R.1.B.b using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words
    - 3.R.1.B.d distinguishing the literal and nonliteral meanings of words and phrases in context
    - 3.R.1.B.i using conversational, general academic, and domain-specific words and phrases
- **3.R.1.D** Read independently for multiple purposes over sustained periods of time by:
    - 3.R.1.D.a reading text that is developmentally appropriate
    - 3.R.1.D.b producing evidence of reading
- **3.R.2.A.** Read, infer, analyze and draw conclusions using fiction texts including poetry and drama by:
    - 3.R.2.A.a summarizing and sequencing the events/plot and explain how the past events impact future event
    - 3.R.2.A.c describing the interaction of characters, including relationships and how they change
    - 3.R.2.A.g distinguishing their own point of view from that of the narrator or those of the characters
- **3.RF.3.A** Develop phonics in the reading process by:
    - 3.RF.3.A.a decoding multisyllabic words in context and independent of context by applying common spelling patterns
- **3.W.1.C** Reread, revise and edit drafts with assistance from adults/peers that:
    - 3.W.1.C.a develop and strengthen writing by revising main idea, sequence, focus beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice
    - 3.W.1.C.b edit for language conventions
- **3.W.2.C** Write fiction or nonfiction narratives and poems that:
    - 3.W.2.C.a establish a setting, situation/topic and introduce a narrator and/or characters
    - 3.W.2.C.b use narrative techniques, such as dialogue and descriptions
    - 3.W.2.C.c establish and organize an event sequence to establish a begining/middle/end
    - 3.W.2.C.d use transition words and phrases to signal event order

    - 3.W.2.C.e use specific and relevant words that are related to the topic, audience, and purpose
- **3.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 3.SL.1.A.b asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.R.1.A.c	Summarize a text and determine its central message, lesson, or moral	Identify the key events in the beginning of the story Identify the important events in the middle of the story Summarize the beginning and middle using only the most important details (not a full retell) Determine the central message, lesson, or moral of the story State the lesson as a complete idea, not just a topic (e.g., not just "friendship," but "True friends support each other") Explain how the events in the beginning and middle connect to the lesson	3
3.R.1.B.b	Use context clues at the sentence-level to determine word meaning	Notice when a word is unfamiliar or has more than one meaning Use clues in the same sentence to determine meaning Identify context clues such as definitions, examples, restatements, synonyms or antonyms Determine which meaning of a multiple-meaning word fits the sentence Reread the sentence to confirm the meaning makes sense	2
3.R.1.B.d	Distinguish literal and non-literal meanings of words and phrases in context	Recognize when a word or phrase is being used literally (exact, real meaning) Recognize when a word or phrase is being used non-literally (figurative language) Use context clues in the sentence or passage to determine which meaning the author intended Explain the figurative meaning in their own words Distinguish clearly between literal and	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		figurative meanings of the same word or phrase	
3.R.1.B.i	Use conversational, general academic, and domain-specific words and phrases	Use conversational vocabulary appropriately in everyday speaking and writing Use general academic vocabulary accurately Use domain-specific vocabulary correctly Choose words that fit the topic and purpose of the task Incorporate vocabulary naturally rather than listing terms Use increasingly precise language	2
3.R.1.D.a, b	Read developmentally appropriate text independently for multiple purposes and produce evidence of reading	Select text that match reading level (not too easy, not too difficult) Read independently and sustain reading for an appropriate length of time Produce evidence of reading such as: paraphrasing parts of the text, writing journal responses, creating summaries or reflections, participating in book talks or discussions Share ideas and responses that demonstrate comprehension Use details from the text to support responses	1
3.R.2.A.a	Summarize and sequence the events/plot and explain how past events impact future events	Identify the most important events in the story Sequence events accurately Create a concise summary of the plot (not a full retell) Explain how earlier events influence or cause later events in the story Use evidence from the text to support explanations of how events are connected	3
3.R.2.A.c	Describe the interaction of characters, including relationships and how they change	Identify how characters interact Describe the relationships between characters (e.g. friends, teammates, rivals) Explain how the relationship develops or changes from the beginning to the end	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		using evidence from the text Differentiate between temporary feelings and longer-term relationship changes	
3.R.2.A.g	Distinguish their own point of view from the narrator or characters	Identify the narrator's point of view Identify a character's point of view (what the character thinks, feels, believes) Explain their own personal point of view about events or characters Describe how their point of view is similar to or different from the narrator's or characters' Use evidence from the text in their explanations	2
3.RF.3.A.a	Decode multisyllabic words in context and independent of context	Break multisyllabic words into syllables Use common spelling patterns to decode each syllable Blend decoded syllables to read the full word accurately Apply these skills in both context and out of context Self-correct when a decoded word doesn't make sense in the sentence	1
3.W.1.C.a-b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add or refine details Choose strong, precise words Make sure sentences are complex and varied Use transitions to connect ideas Revise with the audience and purpose in mind Strengthen voice making the writing sound appropriate for the task Edit for grammar, capitalization, punctuation and spelling	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.W.2.C.a-e	Write fiction or nonfiction narratives and poems	Establish a clear setting (time and place) Introduce a narrator and/or characters Use narrative techniques such as dialogue, descriptive details, characters thoughts or feelings Organize events in a logical sequence with a clear beginning, middle, and end Develop events so they unfold naturally Use transition words and phrases to signal event order Use specific and relevant vocabulary including sensory details	3
3.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Listening attentively during formal and informal discussions Ask relevant questions Ask clarifying questions Respond appropriately to questions or comments Link comments to what others have said Build on others' ideas Use respectful discussion behaviors	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling ● Phonological Awareness Assessment	● Unit 4 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 4 Cumulative Spelling Assessment and Dictation ● Unit 4 Cumulative Word Fluency

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
blanketed toil delectable horrendous abundance fleeing investigate pesky accused furious recall trial examine	character perspective narrator literary

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	**Reading**	**Writing**
	1. Introduce the Knowledge Focus: *Comparing Points of View* 2. "Cinderella's Very Bad Day" First Reading: Ask Questions About Characters and Events to Learn About Points of View	3. Write a Narrative Journal Entry: Read a Prompt and Mentor Text

Engaging Experience 1 (Reading-1):
Teaching Point: *For the next three weeks we are going to talk, read and write about what makes people view the same experience differently.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 4 multimedia video. Use the Unit 4 Opener to

introduce the Essential Question. Explain that we will explore the topic of *what makes people view the same experience differently,* and use some key vocabulary. Use the Define/Example/Ask Routine to orally build vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 3

<u>Engaging Experience 2 (Reading-2):</u>
Teaching Point: *Today we are going to ask questions about characters and events to learn about point of view.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.D.a, 3.R.1.D.b, 3.R.1.B.i, 3.R.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Have students open to the text and preview the text. Then, have students read the paragraphs and jot down questions they have about the characters and events in the margins of the text.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the provided Readers Ask Questions anchor chart or creating your own with the class. Co-creating anchor charts boosts the likelihood students will use the resource.*

Bloom's Level: Apply
DOK: 3

<u>Engaging Experience 3 (Writing-3):</u>
Teaching Point: *Today we are going to read and analyze a writing prompt and narrative journal entry mentor text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Mentor Writing Prompt. Read it aloud and model how you analyze it. Then, display and read aloud "Cinderella's Very Bad Day" and model how you identify key features of a narrative journal entry.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the provided Narrative Journal Entries anchor chart, or creating your own with the class.*

Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5. Review Open Syllable Pattern	4.”Cinderella’s Very Bad Day” Distinguish Literal from Nonliteral Language: Hyperbole	6. Write a Narrative Journal Entry: Use Events and Details from a Source Text

Engaging Experience 4 (Reading-4):
Teaching Point: *Today we are going to distinguish our point of view from the narrator’s point of view.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to read aloud paragraphs 1, 2 and 3. Model how you analyze the text to identify Cinderella’s point of view. Ask partners to finish reading the selection, underlining key details that give them clues about Cinderella’s thoughts and feelings. Use the text-dependent questions in the TRS and provide support as needed.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use question suggestions from Guided Practice.*

Bloom’s Level: Analyze
DOK: 3

Engaging Experience 5 (Phonics and Word Study-5):
Teaching Point: *Today we are going to review the open syllable pattern.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the word list. Model different strategies for syllable division. Pronounce each word using knowledge of open syllables. Circle the open syllable in each word and review that an open syllable ends with a vowel that is pronounced with its long sound. Display the Reading Big Words Strategy and review the steps. Work together to read the other words.

Suggestions: *Consider using the Integrated ELD box.*
Bloom’s Level: Understand
DOK: 1

Engaging Experience 6 (Writing-6):
Teaching Point: *Today we are going to use events and details from a source text for our narrative journal entry.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to display the Model Source Text and the Analyze the Source Text Chart. Read the Source Text aloud or in pairs. Read aloud the Source Text Excerpt 1 from the chart. Model how the author used events from the Source Text in the journal entry. Students will work in pairs to compare Source Text Excerpt 2 with Excerpt 2 from "Cinderella's Very Bad Day."

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7."Cinderella's Very Bad Day" Distinguish Literal from Nonliteral Language: Hyperbole Begin the Blueprint	8. Grammar in Context: Form and Use Comparative and Superlative Adjectives. 9. Write a Narrative Journal Entry: Develop the Character

Engaging Experience 7 (Reading-7):
Teaching Point: *Today we are going to identify and explain a hyperbole in a text to learn about characters' points of view.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to read aloud the second paragraph from "Cinderella's Very Bad Day" while students follow along. Model identifying and interpreting hyperboles. Then, ask partners to reread and annotate the paragraphs to identify other examples of hyperboles. Begin adding information to the Blueprint.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 8 (Writing/Grammar-8):
Teaching Point: *Today we are going to form and use comparative and superlative adjectives.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the first paragraph from "Cinderella's Very Bad Day," highlighting the model sentences. Model identifying the comparative and superlative adjectives and what they are comparing. Then,

display and read aloud the guided practice sentences and have partners identify the comparative and superlative adjectives. Students should also identify what is being compared and how many things are being compared.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with open syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 4 Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 10 (Writing-9):
Teaching Point: *Today we are going to develop the character for our narrative journal entry.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 1 of the Model Text. Model how you would notice and analyze the text evidence that would help the reader understand Cinderella's traits and feelings. Then, have partners reread the Model Text and look for text evidence that shows that Cinderella is overworked but still very nice.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10. "Cinderella, Too Much for Words" First Reading: Create Mental Images of Characters and Events to Learn About Perspective 12. Describe How Each Part of a Drama Build on Previous Parts	11. Write a Narrative Journal Entry: Develop the Character's Voice

Engaging Experience 11 (Reading-10):
Teaching Point: *Today we are going to create mental images of characters and events to learn about perspective.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Open to "Cinderella, Too Much for Words." Explain that this text is a play. Point out the characters list, setting description, and stage directions. Ask students to read page 6. Have them underline text that helps them create mental images of characters and events.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 12 (Reading-12):
Teaching Point: *Today we are going to describe how each part of a drama builds on previous parts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the text "Cinderella, Too Much For Words." Read aloud the first scene as students follow along. Model describing the scene and think aloud about how the next scene will build on it. Partners will read scene 2 and underline details that show how this scene builds on the characters and events in scene 1.

Suggestions: *Consider using the Integrated ELD box. Add to the blueprint.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with open syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 4 Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 14 (Writing-11):
Teaching Point: *Today we are going to develop the character's voice in our narrative journal entry.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.a, b, e
Detailed Description/Instructions:

- **One way to do this** is to display the Narrative Journal Entries anchor chart. Display

"Cinderella's Very Bad Day." Display the Character Traits and Voice Chart (from Lesson 9) and model how you use information about the character to develop her voice. Have partners reread the text to look for examples of how the character's voice reflects that she is overworked but how she is also nice.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13. Distinguish Literal from Nonliteral Language: Idioms 15. Build Knowledge: Discuss the Blueprint	14. Grammar: Form and Use Comparative and Superlative Adjectives

Engaging Experience 15 (Reading-13):
Teaching Point: *Today we are going to use context clues to determine the meaning of idioms.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b, d
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud Stepsister #2's third dialogue from "Cinderella, Too Much for Words" while students follow along. Underline the sentence "But I saw right through her trick." Model how you identify and interpret the idiom. Then, have partners continue reading and underlining examples of idioms. Partners should also identify each example's literal and nonliteral meaning.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 16 (Reading-15):
Teaching Point: *Today we are going to discuss knowledge gained about how characters can have different perspectives.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.g, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the "Discuss Your Knowledge Blueprint" prompt in the Build Knowledge section of *Comparing Points of View*. Partners will work through and discuss the questions. Ask partners to reflect and share their thinking with the class.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with open syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 4 Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 18 (Writing/Grammar):
Teaching Point: *Today we are going to form and use comparative and superlative adjectives.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.e
Detailed Description/Instructions:

- **One way to do this** is to remind students that they have learned about adjectives, including some used to make comparisons. Display and/or distribute copies of the Comparative and Superlative Adjectives Chart. Review the rules for forming comparative and superlative adjectives.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2. Review Consonant -le Syllable Pattern	1. "Rabbit and Coyote" First Reading: Ask Questions About Characters and Events to Learn About Perspective	3. Write a Narrative Journal Entry: Read the Prompt and Checklist

Engaging Experience 19 (Reading-1):
Teaching Point: *Today we are going to ask questions about characters and events to learn about perspective.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.R.1.D.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Display and ask students to open to "Rabbit and Coyote." Students will preview the text and graphic features. Review the Readers Ask Questions anchor chart. Have students read paragraphs 1-7 and underline the text about which they have questions. Jot down questions in the margin.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 20 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review the consonant -le syllable pattern.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to write and/or display the word list. Model syllable division. Pronounce each word. Circle the syllable with the consonant -le pattern. Display the Reading Big Words Strategy and review the steps. Display the word list. Read each word aloud with the class. Have students read "Rabbit and Coyote." Ask them to chorally read paragraph 17. Model using the -le pattern on the word gobbled.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 21 (Reading-3):
Teaching Point: *Today we are going to read the prompt and checklist for our narrative journal entry.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to display the completed anchor chart of the key elements of a narrative journal entry. Display and distribute copies of the Student Writing Prompt and Narrative Journal Entries Writing Checklist. Read aloud the prompt. Model how you analyze the prompt. Explain how the checklist reflects the important features of a narrative journal entry. Tell students they will refer to this checklist as they plan, draft, revise, and edit.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. "Rabbit and Coyote" Recount Story Details (Folktale) 5. "Rabbit and Coyote" Explain How Illustrations Contribute to a Story.	6. Write a Narrative Journal Entry: Use Events and Descriptions from a Source Text.

Engaging Experience 22 (Reading-4):
Teaching Point: *Today we are going to recount story details of a folktale.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.c, 3.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to review prior learning on recounting details. Then, have partners reread and annotate the paragraphs to identify and recount story details.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 23 (Reading-5):
Teaching Point: *Today we are going to explain how illustrations contribute to a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to review prior learning about how illustrations can create mood. Then, display and read the Constructive Conversations Practice Activity. Have students work with a partner to review the text, annotate and answer the questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with consonant -le syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 4 Week 2 Lesson 1 whole group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 25 (Writing-6):
Teaching Point: *Today we are going to use events and descriptions from a source text for our narrative journal entry.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.a, c
Detailed Description/Instructions:

- **One way to do this** is to review the writing prompt. Then, reread a scene from "Rabbit and Coyote," and model breaking the scene down into discrete events. Use the three column chart in the TRS to record the events and explain how the events can be used in your narrative journal entry.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider reviewing the Narrative Journal Entries anchor chart.*

Bloom's Level: Apply
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8. Close Reading: Distinguish Reader's Point of View from That of the Narrator	7. Grammar in Context: Form and Use Comparative and Superlative Adverbs 9. Write a Narrative Journal Entry: Develop the Character

Engaging Experience 26 (Writing/Grammar-7):
Teaching Point: *Today we are going to form and use comparative and superlative adverbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the example sentence. Model identifying the adverb and what it is comparing. Display and read aloud the next example sentence. Ask partners to identify the adverb in the sentence and its form. Have them explain what is being compared and how many things are being compared.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 27 (Reading-8):
Teaching Point: *Today we are going to distinguish our own points of view from that of the narrator.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to display and read the Constructive Conversation Close Reading Question. Have partners work together to reread, annotate and answer the questions. Use the Reinforce or Reaffirm Strategy Box in the TRS as needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with the consonant -le syllable pattern.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 4, Week 2, Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book

Bloom's Level: Understand
DOK: 1

Engaging Experience 29 (Writing-9):
Teaching Point: *Today we are going to develop the character for our narrative journal entry.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and provide the Modeling Character Traits and Evidence Charts. Reread the paragraphs and model how you used text evidence to infer one of Coyote's character traits. Then, have partners continue to reread and look for text evidence that reveals some of Coyote's other traits. They should add their findings to their chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10. "Rabbit and Coyote" Close Reading: Distinguish Reader's Point of View from That of the Character. Add to the Blueprint	11. Write a Narrative Journal Entry: Develop the Character's Voice.

Engaging Experience 30 (Reading-10):
Teaching Point: *Today we are going to distinguish our point of view from that of a character.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.g, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Constructive Conversation Close Reading Question. Before students work with their partner, have them reread and annotate their text to form their own thinking. Then, have students meet with their partner to discuss their thinking.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider working with a small group of students who may need help reading the text.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with a consonant -le syllable.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 4 Week 2 Lesson 3 Whole Group lesson in the

Phonics & Word Study Resource e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 32 (Writing-11):
Teaching Point: *Today we are going to develop the character's voice for our narrative journal entry.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Narrative Journal Entry Planning Chart. Review the chart and then model how you combine your knowledge of story events and Coyote's character traits to create a voice for him. Then, have partners reread the text together and work to describe Coyote's thoughts and feelings about getting tricked again as well as what he might say to Rabbit. They should add this information to their chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12. Close Reading: Compare and Contrast Stories with Similar Characters 14. Build Knowledge: Discuss the Blueprint	13. Grammar: Form and Use Comparative and Superlative Adverbs

Engaging Experience 33 (Reading-12):
Teaching Point: *Today we are going to compare and contrast characters from two stories.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the Close Reading Question. Answer any questions students have about the prompt. Give students time to read and annotate their texts. Students will discuss in pairs and use evidence from the text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14):
Teaching Point: *Today we are going to discuss knowledge gained from looking at different points of view.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.g, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to use page 18 of *Comparing Points of View.* Students should discuss their Knowledge Blueprint. Give partners time to work through and discuss the questions.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use "Step 2: Examine Opposite Views" to build toward the Culminting Task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Grammar-13):
Teaching Point: *Today we are going to form and use comparative and superlative adverbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and distribute copies of the Comparison and Superlative Adverbs Chart. Read aloud and discuss the rules for forming each type. Display the modeling text and model how you form and use comparative and superlative adverbs. Students will work with a partner to complete sentences on their own with the correct adverb forms.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2. Review Vowel Team Syllable Pattern	1. "The Trial of Rabbit" First Reading: Create Mental Images of Characters and Events to Learn About Characters' Perspective	3. Write a Narrative Journal Entry: Use Dialogue to Dramatize Events.

Engaging Experience 36 (Reading-1):
Teaching Point: *Today we are going to create mental images of characters and events to learn about characters' perspectives.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.i

Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, preview the text as a class and remind students that readers actively create mental images of characters and events as they read. Have students read the text and underline text that helps them create mental images.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Multilingual Glossary for vocabulary.*
- *Consider revisiting the Create Mental Images anchor chart.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 37 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review the vowel team syllable pattern.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.b, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to remind students that syllables have one vowel sound and two vowels can work together to make one vowel sound. Then, display the word list and model how to divide the words by syllable and sound them out. Review the Reading Big Words strategies and display the second list of words. As a class, break the words into syllables and sound them out. Next, chorally read the text, identify the focus word and model using your knowledge of vowel team syllable patterns to sound it out. Also, model using context clues to determine the meaning of the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 38 (Writing-3):
Teaching Point: *Today we are going to use dialogue to describe characters' thoughts and emotions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.a, 3.W.2.C.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Narrative Journal Entry Excerpts and explain why the dialogue makes the text more cohesive and interesting. Then, give students time to look over their planning documents before meeting with their partner to orally rehearse their ideas for using dialogue in their own journal entries.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider reviewing the Narrative Journal Entries anchor chart.*

Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. "The Trial of Rabbit" Close Reading: Distinguish Literal from Nonliteral Language	5. Grammar in Context: Form and Use Superlative Adjectives 6. Write a Narrative Journal Entry: Use Description and Temporal Language to Develop Events

Engaging Experience 39 (Reading-4):
Teaching Point: *Today we are going to determine the meanings of hyperbole and idioms in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the Close Reading Question. Allow time for students to reread and annotate their texts. Pair students to discuss their responses.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Annotate, Pair, Share Plus protocol found in the Additional Materials Bank.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 40 (Writing/Grammar-5):
Teaching Point: *Today we are going to form and use superlative adjectives.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.2.C.e, 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the beginning scene of "The Trial of Rabbit." Highlight the example sentence. Model identifying the comparative and superlative adjectives and what is being compared. Display the second and third example sentences. Ask partners to identify the superlative adjective in the second sentence. Students should share their ideas with the class.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with vowel team syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 4 Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 42 (Writing-6):
Teaching Point: *Today we are going to use description to develop events in our narrative journal entry.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.c, d, e
Detailed Description/Instructions:

- **One way to do this** is to display the Narrative Journal Entries anchor chart. Display and read aloud the Modeling Journal Entry Excerpt. Explain how the descriptive details and temporal words give readers a clearer understanding of events.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7. "The Trial of Rabbit" Close Reading: Describe How Each Part of a Drama Builds on Previous Parts Add to the Blueprint	8. Write a Narrative Journal Entry: Revise to Improve Dialogue

Engaging Experience 43 (Reading-7):
Teaching Point: *Today we are going to describe how each part of a drama builds on previous parts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.D.a, b, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to review important drama terms. Then, display and read aloud the Constructive Conversations Close Reading Questions. Have partners reread, annotate and discuss their thinking. Use the Turn and Talk method to pose a question that requires students to use their knowledge of plot and structure. Reinforce or Reaffirm as needed. Add to the Blueprint.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with vowel team syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Unit 4 Week 3 Lesson 2 Whole Group Lesson in the Phonics and Word Study Resource e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 45 (Writing-8):
Teaching Point: *Today we are going to revise to improve dialogue in our narrative journal entry.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.C.a, 3.W.2.C.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the draft and revision Modeling Text and model how you evaluate your own use of dialogue and punctuation in order to improve it. Then, have partners review each other's drafts to check dialogue before orally rehearsing revisions that include more descriptive and precise language.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9. Close Reading: Compare and Contrast Stories with Similar Characters 10. Build Knowledge: Discuss the Blueprint	11. Write a Narrative Journal Entry: Edit for Correct Form and Use of Comparatives and Superlatives

Engaging Experience 46 (Reading-9):
Teaching Point: *Today we are going to compare and contrast two characters from a story and a play.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.D.a, b, 3.R.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the Constructive Conversations Close Reading Question. Have partners work together to reread, annotate and answer the questions together. Reinforce or Reaffirm as needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10):
Teaching Point: *Today we are going to discuss knowledge gained about comparing characters' different perspectives.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.g, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to use page 26 in *Comparing Points of View* and focus on "Discuss your Knowledge Blueprint" in the Build Knowledge section. Give partners time to work through and discuss all questions. Ask partners to share their thinking with the class.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with vowel team syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 4 Week 3 Lesson 3 Whole Group Lesson in the Phonics and Word Study Resource e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 49 (Writing-11):
Teaching Point: *Today we are going to edit our narrative journal entry to make sure we use comparatives and superlatives correctly.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.C.a, 3.W.2.C.e
Detailed Description/Instructions:

- **One way to do this** is to review previous learning. Then, display the Modeling Text and read aloud the unedited text. Model how you identify the use of comparative and superlative adjectives and adverbs and edit incorrect ones to give them the correct forms. Next, have partners identify and correct the modifiers in the rest of the unedited modeling text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12. "Fish in a Bowl" Analyze Point of View in a Poem 14. Unite Wrap-Up Demonstrate Knowledge and Share Real-World Perspectives	13. Write a Narrative Journal Entry: Evaluate and Reflect on Writing

Engaging Experience 50 (Reading-12):
Teaching Point: *Today we are going to analyze the point of view in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to read aloud the entire poem "Fish in a Bowl," and then reread stanza 1. Discuss the figurative language and poetry structure as you annotate. Then, display the guided practice activity and have partners work together to reread, annotate and discuss their thinking.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider reviewing the Features of Poetry anchor chart.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 (Reading-14):
Teaching Point: *Today we are going to demonstrate knowledge by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.R.2.A.g, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the questions on page 30 of *Comparing Points of View*. Explain how students will use the questions to guide their Constructive Conversations in small groups. Give groups time to work through and discuss all the questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13):
Teaching Point: *Today we are going to evaluate and reflect on our narrative journal entry.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to display and have students turn to "Cinderella's Very Bad Day." Display the Modeling Evaluation Criteria and review it with students,

explaining the scoring key. Then model evaluating the text (choose two criteria to focus on). Ask students to evaluate and score their writing for one of the criteria on the chart. Have students circle specific examples in their writing to justify their scores. During independent time, students will complete evaluations of their own narrative journal entry based on the rubric.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 6

Engaging Experience 53:
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.b, d, 3.R.2.A.g, 3.L.1.A, 3.W.2.C.a, b, d
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Test.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task:
Teaching Point: Today we are going to create a Scene with Different Perspectives.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on pages 10, 18, and 30 in *Comparing Points of View.*

Unit 5: Advancements in Technology

Subject: Reading, Writing, Phonics and Word Study
Grade: 3rd Grade
Name of Unit: Advancements in Technology
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read biographies of inventors and learn about their technological innovations and inventions. They will also read informational texts about communication technologies past and present, asking about each technology, "How does it improve communication or other inventions?"

Topic 1 (Week 1)
In week 1, students will distinguish the reader's point of view from that of the author, use information gained from illustrations and text to learn about advancements in technology, and distinguish between important versus unimportant information. In writing, students will analyze an opinion essay mentor text to brainstorm opinions, evaluate online sources, gather information, and take notes from sources, while also using coordinating conjunctions to form compound sentences. For word study, students will review and apply the VCe syllable pattern in words.

Topic 2 (Week 2)
In week 2, students will continue to distinguish the reader's point of view from that of the author and will use text features to locate information, and compare and contrast important points from two texts on the same topic. In writing, students will state an opinion, incorporate research to support that opinion, and provide a concluding statement, while also using subordinating conjunctions to form complex sentences. For word study, students will review and apply vowel-r syllable patterns (ar, er, ir, or, ur).

Topic 3 (Week 3)
In week 3, students will describe cause/effect relationships and connections in a text, use information from illustrations and words, and analyze poetic structure. In writing, students will write an opinion essay using linking words and phrases to improve sentence fluency, revise to maintain a formal voice, and edit to improve paragraphing. Students will also edit for correct use of coordinating and subordinating conjunctions. For word study, students will review and apply inflectional endings (-ed, -ing).

Getting Ready for the Unit:
- Prepare skeleton anchor charts
- Consider creating bookshelves for Unit 5 materials

Essential Question:

- What is the value of innovation?

Enduring Understandings:

- Inventions and new technology are created to solve problems.
- Technology influences and changes how we live, work, communicate, play, and learn.
- Inventors learn from and build upon the works of other inventors.
- Technology can help connect people and cultures.

DESE Priority Standards for Unit:

- **3.R.1.A** Develop and demonstrate reading skills in response to text by:
  - 3.R.1.A.b drawing conclusions and support with textual evidence.
- **3.R.1.B** Develop an understanding of vocabulary by:
  - 3.R.1.B.a decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
  - 3.R.1.B.b using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words.
  - 3.R.1.B.i using conversational, general academic, and domain-specific words and phrases
- **3.R.3.A.** Read, infer, analyze and draw conclusions using text features in nonfiction texts by:
  - 3.R.3.A.b identifying the details or facts that support the main idea
  - 3.R.3.A.c using text and graphic features to locate information and to make and verify predictions
- **3.R.3.B** Read, infer, and draw conclusions using literary techniques in nonfiction texts by:
  - 3.R.3.B.c distinguishing point of view from what the author is trying to persuade the reader to think or do
- **3.R.3.C** Read, infer and draw conclusions using text structures in nonfiction texts by:
  - 3.R.3.C.a describing relationships between problems and solutions
  - 3.R.3.C.b explaining the relationship between problems and solutions.
  - 3.R.3.C.c comparing and contrasting the most important points and key details presented in texts on the same topic
- **3.RF.3.A** Develop phonics in the reading process by:
  - 3.RF.3.A.a decoding multisyllabic words in context and independent of context by applying common spelling patterns
- **3.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
  - 3.W.1.B.a generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including imperative and exclamatory
  - 3.W.1.B.b supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
  - 3.W.1.B.c categorizing, organizing, and sequencing supporting details into a text with a clear beginning, middle, and end
  - 3.W.1.B.d addressing an appropriate audience
- **3.W.1.C** Reread, revise and edit drafts with assistance from adults/peers that:
  - 3.W.1.C.a develop and strengthen writing by revising main idea, sequence, focus beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice

    - 3.W.1.C.b edit for language conventions
- **3.W.2.A** Write opinion texts that:
    - 3.W.2.A.a introduce a topic or text being studied
    - 3.W.2.A.b state an opinion or establish a position and provide reasons for the opinion/position
    - 3.W.2.A.c use specific and accurate words that are related to the topic, audience, and purpose
    - 3.W.2.A.d contain information using student's original language, except when using direct quotation from a source
    - 3.W.2.A.e reference the name of the author(s) or name of the source used for details or facts included in the text
    - 3.W.2.A.f use transitions to connect opinion and reason
    - 3.W.2.A.g provide clear evidence of a beginning, middle and concluding statement or paragraph
- **3.W.3.A** Apply research process to:
    - 3.W.3.A.c decide what sources of information might be relevant to answer these questions
- **3.L.1.A.**In speech and written form, apply standard English grammar by:
    - 3.L.1.A.f Producing simple and compound imperative, declarative, and interrogative sentences
- **3.L.1.B** In written text:
    - 3.L.1.B.g capitalize titles of books, stories, song
- **3.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 3.SL.1.A.b asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.R.1.A.b	Draw conclusions and support with text evidence	Draw a logical conclusions about a character, event, or idea that is not directly stated in the text Use clues from the text to support the conclusion Select specific textual evidence that supports the conclusion Explain how the evidence supports the conclusion Distinguish between what the text says directly and what must be inferred	3
3.R.1.B.a	Decode and determine meaning using common prefixes and suffixes	Recognize common prefixes (e.g., un-, re-, dis-, pre-) Recognize common suffixes (e.g., -ful, -less, -ly, -er, -able) Identify the root or base word in a word with a prefix or suffix	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Decode words by breaking them into meaningful parts Explain how a prefix changes the meaning of a root or base word Explain how a suffix changes the meaning or part of speech Use context clues to confirm the meaning	
3.R.1.B.b	Use context clues at the sentence-level to determine word meaning	Notice when a word is unfamiliar or has more than one meaning Use clues in the same sentence to determine meaning Identify context clues such as definitions, examples, restatements, synonyms or antonyms Determine which meaning of a multiple-meaning word fits the sentence Reread the sentence to confirm the meaning makes sense	2
3.R.1.B.i	Use conversational, general academic, and domain-specific words and phrases	Use conversational vocabulary appropriately in everyday speaking and writing Use general academic vocabulary accurately Use domain-specific vocabulary correctly Choose words that fit the topic and purpose of the task Incorporate vocabulary naturally rather than listing terms Use increasingly precise language	2
3.R.3.A.b	Identify details or facts that support the main idea	Determine the main idea of a paragraph or passage Infer the main idea when it is not directly stated Identify the details or facts that support the main idea Explain how each detail supports the main idea. Avoid details that are interesting but not relevant to the main idea.	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.R.3.A.c	Use text and graphic features to locate information and to make/verify predictions	Identify text features (e.g. bold print, captions, headings) Identify graphic features (e.g., charts, graphs, maps, diagrams) Use text features to locate information quickly Use graphic features to gather information that supports understanding Make predictions about the content of a text by previewing text and graphic features Use evidence from text and graphic features to support conclusions	3
3.R.3.B.c	Distinguish point of view from what the author is trying to persuade the reader to think or do	Identify the author's point of view Identify the author's persuasive purpose Explain the difference between an author's opinion and the action or believe the author is encouraging Recognize persuasive language or reasons the author uses to influence the reader Use specific evidence from the text to support explanations	2
3.R.3.C.a	Describe relationships among events, ideas, concepts, and cause and effect	Identify key events, ideas, or concepts in a text Explain how events or ideas are connected Identify clear cause-and-effect relationships in the text Use signal words (e.g., because, so, since, as a result) to help determine relationships Provide specific evidence from the text to support explanations	3
3.R.3.C.b	Explain the relationship between problems and solutions	Identify the main problem Identify the solution Explain how the solution addresses or resolves the problem Describe the sequence of events that lead from the problem to the solution Use specific evidence from the text to	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		support explanations Distinguish between minor problems and the main problem	
3.R.3.C.e	Compare and contrast the most important points and key details in texts on the same topic	Read two or more texts on the same topic Identify the most important points in each text Identify key supporting details from each text Compare similarities between the important points or details Contrast differences between the important points or details Explain how the texts are alike and different, not just list details Focus on important ideas, not minor or unrelated information	3
3.RF.3.A.a	Decode multisyllabic words in context and independent of context	Break multisyllabic words into syllables Use common spelling patterns to decode each syllable Blend decoded syllables to read the full word accurately Apply these skills in both context and out of context Self-correct when a decoded word doesn't make sense in the sentence	1
3.W.1.B.a-d	Draft from prewriting according to genre type	Generate one clear main idea to support a multiple-paragraph text Uses a variety of sentence types, including declarative, interrogative, imperative, and exclamatory Write clear topic sentences for each paragraph Support each topic sentence with relevant facts and details using sources when appropriate Organize and sequence ideas clearly into a beginning, middle, and end Address an appropriate audience.	3
3.W.1.C.a-b	Revise and edit drafts	Revise to clarify the main idea	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add or refine details Choose strong, precise words Make sure sentences are complex and varied Use transitions to connect ideas Revise with the audience and purpose in mind Strengthen voice making the writing sound appropriate for the task Edit for grammar, capitalization, punctuation and spelling	
3.W.2.A.a -g	Write opinion texts	Introduce a topic or text being studied, using connected sentences State an opinion or establish a position and provide reasons for the opinion/position Use specific and accurate words that are related to the topic, audience, and purpose Contain information using student's original language except when using direct quotation from a source Reference the name of the author(s) or name of the source used for details or facts included in the text Use transitions to connect opinion and reasons Provide clear evidence of a beginning, middle, and concluding statement or paragraph	3
3.W.3.A.c	Decide what sources of information are relevant to answer research questions	Identify the research question clearly Determine what kind of information is needed to answer the question (facts, explanations, examples) Recognize different types of sources Select sources that are directly related to the research question	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Use basic research tools (table of contents, headings, keywords) to evaluate a source's usefulness	
3.L.1.A.f	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences	Identify the four types of sentences Write complete simple sentences for each of the four types Write compound sentences for each of the four types using coordinating conjunctions Use correct punctuation for each sentence type Apply standard English grammar when forming sentences (subject-verb agreement, correct word order) Use different sentence types appropriately in speech and writing	1
3.L.1.B.g	Capitalize in written text	Identify titles of books, stories, and songs Capitalize titles of books Capitalize titles of stories Capitalize titles of songs Do not capitalize small words unless they are the first or last word (e.g., the, a, an, in, on, to, of)	1
3.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Listening attentively during formal and informal discussions Ask relevant questions Ask clarifying questions Respond appropriately to questions or comments Link comments to what others have said Build on others' ideas Use respectful discussion behaviors	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling ● Phonological Awareness Assessment	● Unit 5 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 5 Cumulative Spelling Assessment and Dictation ● Unit 5 Cumulative Word Fluency ● Informative/Explanatory Performance Task

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
advances innovations communication develop information system concept distant concentrate inspiration obtained transmitted converts exchange integrate playing a role	

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1. Introduce the Knowledge Focus: *Advancements in Technology* 2. "Shirley Jackson's Scientific Mind" First Reading: Draw Inferences to Learn About Advancements in Technology	3. Write an Opinion Essay: Brainstorm Your Opinion

Engaging Experience 1 (Reading-1):
Teaching Point: *For the next three weeks we are going to talk, read and write about the impact of technology on our lives.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this is to** view the Unit 5 multimedia video. Use the Unit 5 Opener to introduce the Essential Question. Explain that as we explore the topic of *Advancements in Technology,* and use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Multilingual glossary for vocabulary.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 2 (Reading-2):
Teaching Point: *Today we are going to draw inferences to learn about advancements in technology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then display and preview the text, noting the graphic features. Use the Draw Inferences anchor chart to remind students of their previous learning. Pose the question from the Read and Annotate section and discuss as a class.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 3 (Writing-3):
Teaching Point: *Today we are going to brainstorm ideas for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.A.a
Detailed Description/Instructions:

- **One way to do this** display and discuss the Opinion Essay anchor chart or create your own as a class. Then, display and distribute the Opinion Essay Writing Checklist, read it with students, and tell them they will use it as they complete work. Model brainstorming and selecting a topic using a brainstorming chart. Next, have partners work together to brainstorm a list of possible topics.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5. Review VCe Syllable Pattern	4. "Shirley Jackson's Scientific Mind" Distinguish Reader's Point of View from That of the Author	6. Write an Opinion Essay: Evaluate Online Sources

Engaging Experience 4 (Reading-4):
Teaching Point: *Today we are going to distinguish our point of view from that of the author.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.B.c
Detailed Description/Instructions:

- **One way to do this** is to read aloud paragraph 2 as students follow along. Model how to annotate the text to determine the author's purpose and point of view. Then, use the last sentence of the paragraph to model distinguishing between the author's point of view and your own.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 5 (Phonics and Word Study-5):
Teaching Point: *Today we are going to review the VCe syllable pattern.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.b, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the list of words and model dividing the words by syllables to sound them out. Then, write/display the next set of words and work as a class to divide the words by syllables and sound them out. Next, chorally read paragraph 3 and then model using your knowledge of the VCe syllable pattern to decode. Model using context clues to define the words.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6):
Teaching Point: *Today we are going to evaluate online sources for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Online Source Checklist. Display the Evaluate Digital Sources anchor chart, or create your own, and model evaluating online sources. Then, allow students time to access online resources and have them evaluate the sources using the checklist.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider discussing .gov, .org, .edu vs .com. Also consider discussing district provided resources such as PebbleGo.*

Bloom's Level: Evaluate
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7. Use Information Gained from Illustrations and Words to Learn About Advancements in Technology Begin the Blueprint	8. Grammar in Context: Use Coordinating Conjunctions/ Produce Compound Sentences 9. Write an Opinion Essay: Gather Information and Take Notes from Online Sources

Engaging Experience 7 (Reading-7):
Teaching Point: *Today we are going to use information from photographs to learn about advancements in technology.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the Constructive Conversation Activity. Allow partners time to discuss their responses to the prompt. Students should underline or highlight specific information in the text that relates to the photograph. Use the Turn and Talk prompt for students to share their ideas.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 8 (Writing/Grammar-8):
Teaching Point: *Today we are going to use coordinating conjunctions to produce compound sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A.f

Detailed Description/Instructions:

- **One way to do this** is to display the example sentence. Model identifying the coordinating conjunction and the clauses it joins. Display and read aloud the next example sentence. Ask partners to identify the coordinating conjunction and the two clauses in the sentence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with vowel-consontant-e syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 5 Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 10 (Writing-9):
Teaching Point: *Today we are going to gather information and take notes from online sources.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.A.d, e, 3.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to revisit the Opinion Essay Anchor Chart. Display and distribute the Note-Taking Source Text and the Model Note-Taking Guide. Model writing the URL and the note on your own page. Have partners continue to identify details and evidence from the example text and add them to their Model Note-Taking Guide.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10. "From Phone Calls to Videochat" First Reading: Distinguish Between Important and Unimportant Information to Learn About Advancements in Technology 12. Describe the Logical Connection Between Parts of a Text Add to the Blueprint	11. Write an Opinion Essay: Organize Your Essay

Engaging Experience 11 (Reading-10):
Teaching Point: *Today we are going to distinguish between important and unimportant information to learn about advancements in technology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.R.3.A.b, c
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Preview the text, taking note of the graphic features. Then, have students read and annotate the first section of the text, distinguishing between important and unimportant information.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Important vs. Unimportant Information anchor chart.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 12 (Reading-12):
Teaching Point: *Today we are going to describe the logical connection between text parts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and have students turn to "From Phone Calls to Videochat." Model how to identify cause/effect connections in the first two paragraphs. Then, use paragraphs 3-5 to model how to identify chronology and sequential text connections. Next, display and read the Guided Practice Activity. Have partners work together to find connections and discuss their thinking. Pose a question from the Turn and Talk section that requires students to use their knowledge of cause/effect and sequential text connections.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with vowel-consonant-e syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 5 Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 14 (Writing-11):
Teaching Point: *Today we are going to organize our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.c, 3.W.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to display the Opinion Essay Anchor Chart. Remind students about the features of a strong opinion essay. Display a three-column planning chart and model how to organize an opinion essay. Have partners orally rehearse their own planning process.
- **Suggestions:** *Consider using the Integrated ELD box.*

Bloom's Level: Apply
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13. Distinguish Shades of Meaning Among Related Words 15. Build Knowledge: Discuss the Blueprint	14. Grammar: Use Coordinating Conjunctions to Form Compound Sentences

Engaging Experience 15 (Reading-13):
Teaching Point: *Today we are going to distinguish shades of meaning among related words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display the text "From Phone Calls to Videochat." Read paragraphs 1 and 2 aloud. Underline the words: *knew, believed*, and *heard*. Model distinguishing between the different meanings of these words. Display the Shades of Meaning Chart. Students will write their definitions for *know, thought*, and *wondered* in the margin of their text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 16 (Reading-15):
Teaching Point: *Today we are going to discuss knowledge gained about innovations in technology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to use page 10 in *Advancements in Technology* to guide a Constructive Conversation. Give partners time to work through and discuss the questions.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build toward the Culminating Task of making a timeline.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with vowel-consonant-e syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 5 Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 18 (Writing/Grammar-14):
Teaching Point: *Today we are going to use coordinating conjunctions to write compound sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to display the Coordinating Conjunctions Chart. Display the Modeling Text and model creating a compound sentence. Students will work in pairs to combine the sentences in items 2 and 3. Students will choose a coordinating conjunction to use.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2. Review Vowel-r Syllable Pattern	1. "Thomas Edison: A Curious Mind" First Reading: Draw Inferences to Learn About Advancements in Technology	3. Write an Opinion Essay: State Your Opinion

Engaging Experience 19 (Reading-1):
Teaching Point: *Today we are going to draw inferences to learn about advancements in technology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Preview the text, noting the graphic features. Have students read the paragraphs and annotate to be able to answer the questions from the Read and Annotate section.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Draw Inferences anchor chart.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 20 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review the vowel-r syllable pattern.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.b, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the word list and model how to divide the words by syllables and sound them out. Then, display the second word list and work as a class to divide the words by syllables and sound them out. Chorally read the text and then model using your knowledge of the syllables and context clues to decode and determine the meaning of words.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 21 (Writing-3):
Teaching Point: *Today we are going to write an introduction for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.a, 3.W.2.A.a

Detailed Description/Instructions:

- **One way to do this** is to display the Model Introduction and read it with the class. Talk about why this paragraph is effective in introducing the topic. Then, model creating a clear and cohesive opinion statement. Next, give students time to review their work before orally rehearsing their introductions with a partner.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. "Thomas Edison: A Curious Mind" Use Text Features to Locate Information 5. Distinguish Shades of Meaning Among Related Words	6. Write an Opinion Essay: Incorporate Research to Support Your Opinion

Engaging Experience 22 (Reading-4):
Teaching Point: *Today we are going to use text features to find information in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and have students turn to "From Phone Calls to Videochat." Display and read aloud the activity. Model how to use text features to locate information that helps you answer the questions. Have students turn to "Thomas Edison: A Curious Mind" and complete the practice activity. Students will use text features to locate relevant answers.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 23 (Reading-5):
Teaching Point: *Today we are going to distinguish shades of meaning among related words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display the Shades of Meaning Chart from Lesson 13 in Week 1. Pose the Constructive Conversation question. Have students underline at least two words related to state of mind or certainty. Have partners share their work.

Suggestions: *Consider using the Reinforce or Reaffirm the Strategy in the TRS.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with vowel-r syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 5 Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 25 (Writing-6):
Teaching Point: *Today we are going to incorporate research to support our opinion in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.b, 3.W.2.A.b, d, e, 3.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the Opinion Essay anchor chart. Display and/or distribute the Opinion Essay Planning Chart and the Model Body Paragraph. Model how you use research to develop cohesive body paragraphs. Tell students to review their planning charts and discuss ideas for their body paragraphs.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8. Close Reading: Describe Logical Connections Between Parts of a Text	7. Grammar in Context: Use Subordinating Conjunctions/ Produce Complex Sentences 9. Write an Opinion Essay: Use Linking Words and Phrases to Connect Ideas

Engaging Experience 26 (Writing/Grammar-7):
Teaching Point: *Today we are going to use subordinating conjunctions to create complex sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to review how we used coordinating conjunctions to form compound sentences. Then, model how a simple sentence can be formed into a complex sentence, pointing out dependent and independent clauses. Next, display and read aloud the Guided Practice Sentence and have partners identify the subordinating conjunction and how it connects the ideas. Students also need to identify which are the dependent and independent clauses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 27 (Reading-8):
Teaching Point: *Today we are going to describe logical connections between parts of a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the Constructive Conversation Close Reading Question. Allow students time to reread and annotate their texts. Then have partners meet and discuss their thinking. Use the Reinforce or Reaffirm the Strategy box in your TRS as needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with vowel-r syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Unit 5 Week 2 Lesson 2 whole group lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 29 (Writing-9):
Teaching Point: *Today we are going to use linking words and phrases in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.C.a, 3.W.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the draft. Model using linking words to connect reasons and evidence. Use the example draft paragraph and revised paragraph to show how linking words and phrases were added through revision. Have students orally rehearse using linking words and phrases with partners.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Help students review their essays to identify places to add transition words.*

Bloom's Level: Analyze
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10. Close Reading: Distinguish Reader's Point of View from That of the Author Add to the Blueprint	11. Write an Opinion Essay: Provide a Concluding Statement or Section

Engaging Experience 30 (Reading-10):
Teaching Point: *Today we are going to distinguish our point of view from that of the author.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.B.c
Detailed Description/Instructions:

- **One way to do this is** to display and read the Constructive Conversation prompt. Have students reread and annotate their texts to develop their own thinking. Then, have students work with their partner to discuss their thinking.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with vowel-r syllables.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Unit 5 Week 2 Lesson 3 whole group lesson from the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 32 (Writing-11):
Teaching Point: *Today we are going to write a conclusion for our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.c, 3.W.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to display or distribute the mentor text. Describe how to effectively conclude an opinion essay. Have students work with a partner to orally rehearse their ideas for their concluding paragraph. Discuss restating their opinion and reasons using new words.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12. Close Reading: Compare and Contrast the Important Points in Two Texts on the Same Topic 14. Build Knowledge: Discuss the Blueprint	13. Grammar: Use Subordinating Conjunctions to Form Complex Sentences

Engaging Experience 33 (Reading-12):
Teaching Point: *Today we are going to compare and contrast the important points in two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the Constructive Conversation prompt. Students will read and annotate the text to develop their own thinking. Then, students will work with a partner to discuss their thinking.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14):
Teaching Point: *Today we are going to discuss knowledge gained about innovations in technology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to page 18 in *Advancements in Technology* and focus on the "Discuss Your Knowledge Blueprint" section. Students will talk with a partner to discuss the questions listed in the section.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider having students work towards the Culminating Task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing-13):
Teaching Point: *Today we are going to use subordinating conjunctions to produce complex sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to display or distribute the Subordinating Conjunctions Chart. Tell students that these conjunctions are commonly used to form complex sentences. Display the Modeling Text. Read the first two sentences aloud. Review the

placement of the conjunction and how it relates to comma use. Complete the next two as a class. Have students work with partners to combine the last two as a pair.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2. Review Inflectional Endings (-ed, -ing)	1. "Hear All About It" First Reading: Distinguish Between Important and Unimportant Information to Learn About Advancements in Technology	3. Write an Opinion Essay: Use Linking Words and Phrases to Improve Sentence Fluency

Engaging Experience 36 (Reading-1):
Teaching Point: *Today we are going to distinguish between important and unimportant information to learn about advancements in technology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.R.3.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Have students preview the text. Then, ask students to read and annotate paragraphs 1-6. Have them underline important information. Ask partners to share which information they identified as important and why.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 37 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review the inflectional endings -ed, -ing.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to review the Reading Big Words Strategies and model syllable division of vocabulary. Then, display the given list of words and work with the class read each word by breaking them into syllables.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 38 (Writing-3):
Teaching Point: *Today we are going to revise an opinion essay by using linking words and phrases to connect ideas and sentences.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.C.a, 3.W.2.A.f
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the draft. Exaggerate the choppy feel of the writing. Model using linking words and phrases to combine sentences. Display the Revision Text. Ask partners to review each other's drafts to identify sentences that could be combined into compound or complex sentences.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. "Hear All About It" Close Reading: Describe the Logical Connection Between Parts of a Text	5. Grammar in Context: Produce Simple, Compound, and Complex Sentences 6. Write an Opinion Essay: Revise to Maintain a Formal Voice

Engaging Experience 39 (Reading-4):
Teaching Point: *Today we are going to describe the logical connection between parts of a text.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.C.a, 3.AL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and discuss the Constructive Conversation prompt. Give students time to read and annotate their text to develop their own thinking. Then, have partners work together to discuss their thinking.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 3

Engaging Experience 40 (Writing/Grammar-5):
Teaching Point: *Today we are going to produce simple, compound, and complex sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to review simple, compound, and complex sentences. Display and read aloud the sentence from "Hear All About It!" Model identifying the conjunction, clauses, and type of sentence. Display the second example sentence. Ask partners to identify the conjunction and clauses in the sentence. Then have them identify if the sentence is simple, compound, or complex.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Apply
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with inflectional endings -ed, -ing.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 5 Week 3 Lesson 1 whole group lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 2

Engaging Experience 42 (Writing-6):
Teaching Point: *Today we are going to revise to maintain a formal voice in our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.d, 3.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to review the Rules for Formal Writing. Display and read aloud the Modeling Text. Model how the use of language affects whether a text is formal or informal. As a class, analyze the side by side Informal and Formal texts. Have partners read their drafts to identify sentences that use informal language.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7. Close Reading: Use Information Gained From Illustrations and Words Add to the Blueprint	8. Write an Opinion Essay: Edit to Improve Paragraphing

Engaging Experience 43 (Reading-7):
Teaching Point: *Today we are going to use information from words and illustrations to understand the text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the Close Reading question and have students annotate their text as they respond to the prompt. Pair students and have them discuss their responses. Pose a question that requires students to use their ability to gain information from illustrations and words. Have students use the Turn and Talk strategy.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Refer to Reinforce or Reaffirm the Strategy in the TRS to provide modeling or extend a challenge.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with inflectional endings -ed, -ing.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 5 Week 3 Lesson 2 whole group lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 2

Engaging Experience 45 (Writing-8):
Teaching Point: *Today we are going to edit our opinion essay to improve paragraphing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the example draft. Show how you are dividing it into paragraphs based on related information. Show the Improve Paragraphing Modeling Text. Ask partners to read each other's essays and identify areas where they might be able to improve their paragraphing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9. Close Reading: Compare and Contrast the Important Points in Two Texts on the Same Topic 10. Build Knowledge: Discuss the Blueprint	11. Write an Opinion Essay: Edit for Correct Use of Coordinating and Subordinating Conjunctions

Engaging Experience 46 (Reading-9):
Teaching Point: *Today we are going to compare and contrast the important points from two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e

Detailed Description/Instructions:

- **One way to do this** is to lead a Constructive Conversation. Display and discuss the Close Reading question. Remind students to annotate their copy of both texts as they respond to the prompt. Have partners share their findings. Have students ask clarifying questions, build on others' ideas, and present opposing viewpoints.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10):
Teaching Point: *Today we are going to discuss knowledge gained about advancements in technology.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.g, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to use page 26 in *Advancements in Technology* and focus on "Discuss your Knowledge Blueprint" in the Build Knowledge section. Give partners time to work through and discuss all questions. Ask partners to share their thoughts with the class.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build toward the Culminating Task by completing Step 3: Plot Your Time Line.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with inflectional endings -ed, -ing.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 5 Week 3 Lesson 3 whole group lesson from the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 2

Engaging Experience 49 (Writing-11):
Teaching Point: *Today we are going to edit for correct use of coordinating and subordinating conjunctions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.b, 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to display the side by side texts in the Coordinating and Subordinating Conjunctions Modeling Text. Then read aloud example 1 of the Unedited Sentences. Model how to use a coordinating conjunction correctly. Then read aloud example 2 and model how to use a subordinating conjunction.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
	12. "My Smartphone Isn't Very Smart" Analyze Poetic Structure 14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13. Write an Opinion Essay: Use Technology to Publish Writing

Engaging Experience 50 (Reading-12):
Teaching Point: *Today we are going to identify rhyming words and label the rhyme scheme in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the poem. Reread stanzas 1 and 2 and model annotating as you identify the rhyme scheme as well as describe the effect that it has. Then, have partners reread stanzas 3-6 and identify the rhyme scheme and the effect it has.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 3

Engaging Experience 51 (Reading-14):
Teaching Point: *Today we are going to demonstrate knowledge by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.1.B.i, 3.R.3.A.b, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to page 30 of *Advancements in Technology*. Explain how students will use the questions to guide their Constructive Conversations in small groups. Give groups time to work through and discuss all the questions.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider reviewing the Rules for Conversation anchor chart.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13):
Teaching Point: *Today we are going to use technology to publish our opinion essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display the Model Titles and model how to develop a title. Model how to choose an appropriate font size and style. Have students work with a partner to brainstorm titles for their essays. Then, have students experiment with different font choices on their computers. Students should decide whether the font they chose is appropriate for their topic and form of writing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 6

Engaging Experience 53
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.1.B.b, 3.R.3.B.c, 3.R.3.C.a, e, 3.W.1.C.b, 3.L.1.A.f, 3.W.2.A, a, b, f, g
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Test.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task:
Teaching Point: Today we are going to create a Time Line to show how technology has improved communication.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on pages 10, 18, and 30 in *Advancements in Technology.*

Unit 6: Making Decisions

Subject: Reading, Writing, Phonics and Word Study
Grade: 3rd Grade
Name of Unit: Making Decisions
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read realistic fiction stories by the same author (Crystal Allen, an author of a popular trade fiction book series for the target audience) focusing on kids in contemporary settings needing to resolve an issue when they are presented with a situation in which they must decide to "do the right thing."

Topic 1 (Week 1)
In week 1, students will make connections to learn about problem solving, explain how characters' actions influence story events, summarize and synthesize information to deepen understanding of how problems are solved, and determine the central message or lesson in a story. In writing, students will read and analyze the beginning of a personal narrative. They will then work to write an ending to the narrative, making sure that the ending builds on events introduced in the beginning. For word study, students will review irregular plural forms (foot/feet, life/lives).

Topic 2 (Week 2)
In week 2, students will continue to determine the central message or lesson in a story and explain how characters' actions influence story events. Students will also compare and contrast themes in stories by the same author. In writing, students will write an informative/explanatory response to a text-based prompt with a focus on identifying and using text evidence. For word study, students will review and analyze long oo and short oo spelling patterns.

Topic 3 (Week 3)
In week 3, students will continue to determine the central message or lesson in a story, summarize and synthesize to deepen understanding of problem solving, explain how characters' actions contribute to story events, and compare and contrast themes in stories by the same author. In writing, students will write an opinion response to a text-based prompt by clearly stating and supporting an opinion. For word study, students will review and analyze the /ou/ spelling patterns (how, out).

Getting Ready for the Unit:
- Prepare skeleton anchor charts
- Consider creating bookshelves for Unit 6 materials

Essential Question:

- What helps us solve problems?

Enduring Understandings:

- Realistic fiction stories take place in real-life settings with believable characters and plots.
- Authors can approach similar themes in a variety of settings, with different plots and characters.
- Characters' actions have consequences that impact the story.
- Readers can learn problem-solving and decision-making skills by thinking about characters' actions and their consequences.

DESE Priority Standards for Unit:

- **3.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 3.R.1.A.c summarizing a story's beginning, middle, and end determining its central message, lesson, or moral
- **3.R.1.B** Develop an understanding of vocabulary by:
    - 3.R.1.B.b using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words
    - 3.R.1.B.i using conversational, general academic, and domain-specific words and phrases
- **3.R.1.D** Read independently for multiple purposes over sustained periods of time by:
    - 3.R.1.D.a reading text that is developmentally appropriate
    - 3.R.1.D.b producing evidence of reading
- **3.R.2.A.** Read, infer, analyze and draw conclusions using fiction texts including poetry and drama by:
    - 3.R.2.A.a summarizing and sequencing the events/plot and explain how the past events impact future events
    - 3.R.2.A.b describing the personality traits of characters from their thoughts, words, and actions
    - 3.R.2.A.c describing the interaction of characters, including relationships and how they change
    - 3.R.2.A.f explaining cause and effect relationships
    - 3.R.2.A.g distinguishing their own point of view from that of the narrator or those of the characters
- **3.RF.3.A** Develop phonics in the reading process by:
    - 3.RF.3.A.a decoding multisyllabic words in context and independent of context by applying common spelling patterns
- **3.W.1.C** Reread, revise and edit drafts with assistance from adults/peers that:
    - 3.W.1.C.a develop and strengthen writing by revising main idea, sequence, focus beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice
    - 3.W.1.C.b edit for language conventions
- **3.W.2.A** Write opinion texts that:
    - 3.W.2.A.b state an opinion or establish a position and provide reasons for the opinion/position

    - 3.W.2.A.c use specific and accurate words that are related to the topic, audience, and purpose
    - 3.W.2.A.d contain information using student's original language, except when using direct quotation from a source
- **3.W.2.B** Write informative/explanatory texts that:
    - 3.W.2.B.b develop the topic with simple facts, definitions, details, and explanations
    - 3.W.2.B.f create a concluding statement or paragraph
- **3.W.2.C** Write fiction or nonfiction narratives and poems that:
    - 3.W.2.C.c establish and organize an event sequence to establish a beginning/middle/end
    - 3.W.2.C.d use transition words and phrases to signal event order
    - 3.W.2.C.e use specific and relevant words that are related to the topic, audience, and purpose
- **3.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 3.SL.1.A.b asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
3.R.1.A.c	Summarize a text and determine its central message, lesson, or moral	Identify the key events in the beginning of the story Identify the important events in the middle of the story Summarize the beginning and middle using only the most important details (not a full retell) Determine the central message, lesson, or moral of the story State the lesson as a complete idea, not just a topic (e.g., not just "friendship," but "True friends support each other") Explain how the events in the beginning and middle connect to the lesson	3
3.R.1.B.b	Use context clues at the sentence-level to determine word meaning	Notice when a word is unfamiliar or has more than one meaning Use clues in the same sentence to determine meaning Identify context clues such as definitions, examples, restatements, synonyms or antonyms Determine which meaning of a	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		multiple-meaning word fits the sentence Reread the sentence to confirm the meaning makes sense	
3.R.1.B.i	Use conversational, general academic, and domain-specific words and phrases	Use conversational vocabulary appropriately in everyday speaking and writing Use general academic vocabulary accurately Use domain-specific vocabulary correctly Choose words that fit the topic and purpose of the task Incorporate vocabulary naturally rather than listing terms Use increasingly precise language	2
3.R.1.D.a, b	Read developmentally appropriate text independently for multiple purposes and produce evidence of reading	Select text that match reading level (not too easy, not too difficult) Read independently and sustain reading for an appropriate length of time Produce evidence of reading such as: paragraphising parts of the text, writing journal responses, creating summaries or reflections, participating in book talks or discussions Share ideas and responses that demonstrate comprehension Use details from the text to support responses	1
3.R.2.A.a	Summarize and sequence the events/plot and explain how past events impact future events	Identify the most important events in the story Sequence events accurately Create a concise summary of the plot (not a full retell) Explain how earlier events influence or cause later events in the story Use evidence from the text to support explanations of how events are connected	3
3.R.2.A.b	Describe the personality traits of characters from their thoughts, words, and actions	Identify details in the text about a character's thoughts, words, and actions Use those clues to infer personality traits Support the traits from the text, providing	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		specific evidence Distinguish between temporary feelings and long-term personality traits Describe multiple traits when appropriate	
3.R.2.A.c	Describe the interaction of characters, including relationships and how they change	Identify how characters interact Describe the relationships between characters (e.g. friends, teammates, rivals) Explain how the relationship develops or changes from the beginning to the end using evidence from the text Differentiate between temporary feelings and longer-term relationship changes	3
3.R.2.A.f	Explain cause-and-effect relationships	Identify the cause (why something happened) in a story Identify the effect (what happened as a result) Explain the relationship clearly (how the cause led to the effect) Use text evidence to support the cause-and-effect explanation	3
3.R.2.A.g	Distinguish their own point of view from the narrator or characters	Identify the narrator's point of view Identify a character's point of view (what the character thinks, feels, believes) Explain their own personal point of view about events or characters Describe how their point of view is similar to or different from the narrator's or characters' Use evidence from the text in their explanations	2
3.RF.3.A.a	Decode multisyllabic words in context and independent of context	Break multisyllabic words into syllables Use common spelling patterns to decode each syllable Blend decoded syllables to read the full word accurately Apply these skills in both context and out of context Self-correct when a decoded word doesn't make sense in the sentence	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
3.W.1.C.a -b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add or refine details Choose strong, precise words Make sure sentences are complex and varied Use transitions to connect ideas Revise with the audience and purpose in mind Strengthen voice making the writing sound appropriate for the task Edit for grammar, capitalization, punctuation and spelling	2
3.W.2.A.b , c, d	Write opinion texts	State an opinion or establish a position and provide reasons for the opinion/position Use specific and accurate words that are related to the topic, audience, and purpose Contain information using student's original language except when using direct quotation from a source	3
3.W.2.B.b , f	Write information/explanatory texts	Provide simple, accurate, facts, definitions, details and explanations related to the topic Create a concluding statement or paragraph that wraps up the information	3
3.W.2.C.c, d, e	Write fiction or nonfiction narratives and poems	Organize events in a logical sequence with a clear beginning, middle, and end Develop events so they unfold naturally Use transition words and phrases to signal event order Use specific and relevant vocabulary including sensory details	3
3.SL.1.A. b	Develop and apply effective listening skills and strategies in formal and informal settings	Listening attentively during formal and informal discussions Ask relevant questions Ask clarifying questions Respond appropriately to questions or	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb's DOK
		comments Link comments to what others have said Build on others' ideas Use respectful discussion behaviors	

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling ● Phonological Awareness Assessment	● Unit 6 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 6 Cumulative Spelling Assessment and Dictation ● Unit 6 Cumulative Word Fluency ● Interim Assessment 3 (assesses standards taught in Units 1-6)

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
privilege vigorous actions consequences decisions impact problem-solving designate honor afford magnificent real-looking registration strutting droop nudge rivals	realistic fiction

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	**Reading**	**Writing**
	1. Introduce the Knowledge Focus: *Making Decisions* 2. "Addison and Rocky" First Reading: Make Connections to Learn About Solving Problems	3. Write a Narrative Response: Read and Analyze a Source Text

Engaging Experience 1 (Reading-1):
Teaching Point: *For the next three weeks, we are going to talk, read, and write about how people solve problems.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.SL.1.A.b

Detailed Description/Instructions:

- **One way to do this** is to view the Unit 6 multimedia video. Use the Unit 6 Opener to introduce the Essential Question. Explain that as we explore the topic of *Making Decisions,* we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 3

Engaging Experience 2 (Reading-2):
Teaching Point: *Today we are going to make connections to learn about solving problems.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, display and preview the text as a class, skimming it and noticing the illustrations. Have students read and annotate paragraphs 1-4 as they make connections to the text. Have partners share and reflect together as you pose questions.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider using the Make Connections anchor chart.*

Bloom's Level: Understand
DOK: 2

Engaging Experience 3 (Writing-3):
Teaching Point: *Today we are going to read and analyze a source text for our narrative response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.c, d, e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the mentor text. As you read, stop and highlight key details and actions. Display and distribute the Details and Events Chart and model annotating a text by underlining key details and recording information on the chart. Have a text-dependent conversation with the class by asking the questions in the TRS. Then, have students work with partners or in small groups to complete their chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5. Review Irregular Plurals	4. "Addison and Rocky" Build Vocabulary Determine the Meanings of Words.	6. Write a Narrative Response: Read and Analyze a Text-Based Prompt

Engaging Experience 4 (Reading-4):
Teaching Point: *Today we are going to use context clues to determine the meaning of unfamiliar words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to read aloud paragraph 1 of "Addison and Rocky" and model how to use paragraph-level context clues and graphic features to define the word **lively**. Then, have students work with a partner to reread paragraphs 2-7 and use context clues and/or illustrations to figure out the meanings of the words listed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 5 (Phonics and Word Study-5):
Teaching Point: *Today we are going to review irregular plurals.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this is to** review the Reading Big Words Strategies and model syllable division of the listed words. Then, display the next set of words and work with the class to break apart and read the words. Next, display and chorally read paragraph 6 on page 5 and model using your understanding of phonics. Model how to use context clues to determine the meaning of a word.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider using the Reading Big Word Strategy anchor Chart.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6):
Teaching Point: *Today we are going to analyze a text-based prompt for our narrative response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.c, d, e
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Mentor Planning Guide and read aloud the prompt. Model how you unpack the prompt to figure out what you are being asked to do. Share answers and have students keep their guide. Then, complete the grammar activity about the differences between spoken and written English.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7. "Addison and Rocky" Explain How Characters' Actions Influence Story Events Begin the Blueprint	8. Grammar in Context: Form and Use Irregular Nouns 9. Write a Narrative Response: Read Closely to Find Details and Events

Engaging Experience 7 (Reading-7):
Teaching Point: *Today we are going to explain how characters' actions influence story events.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and read the Constructive Conversation prompt. Have partners reread and annotate as needed to discuss the question together. Then, pose questions from the TRS that require students to use their knowledge of characters' actions and story events.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 3

Engaging Experience 8 (Writing/Grammar-8):
Teaching Point: *Today we are going to form and use irregular plural nouns.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the third paragraph of "Addison and Rocky." Model identifying the irregular plural noun *children*. Next, display the guided practice sentence and have partners work together to identify the irregular plural noun and explain why it is irregular.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with irregular plurals.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 6 Week 1 Lesson 1 whole group lesson from the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to*

memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.
Bloom's Level: Understand
DOK: 1

Engaging Experience 10 (Writing-9):
Teaching Point: *Today we are going to read closely to find details and events for our narrative response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.c
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Source text and the mentor planning guide. Model close reading of paragraph 1 and adding details to the first row of the Details and Events Chart you used when you first previewed the Mentor Source Text in Lesson 3. Then, have students refer to the Student Source text and work with a partner to complete the chart by listing key details about the events.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10. "A President for Everyone" First Reading: Summarize and Synthesize to Learn About Solving Problems 12. Determine the Central Message or Lesson in a Story Add to the Blueprint	11. Write a Narrative Response: Draft a Response

Engaging Experience 11 (Reading-10):
Teaching Point: *Today we are going to summarize and synthesize to learn about solving problems.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.R.1.D.a, b, 3.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, preview the text and illustrations. Display and discuss the Summarize and Synthesize anchor charts from Unit 3. Next, have students read paragraphs 1-4, and underline the key details and annotate as needed.

Suggestions:

- *Consider creating your own anchor charts with the class.*
- *Consider whether you want students to do this work independently or with a partner.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 12 (Reading-12):
Teaching Point: *Today we are going to determine the central message or lesson in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to reread paragraphs 2-4 and model how you analyze the characters and story events as a step toward determining the central lesson or message. Then, have students work with a partner to continue rereading and annotating information about characters and story events. Next, have partners discuss the listed questions to help them determine the central lesson of the text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with irregular plurals.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 6 Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 14 (Writing-11):
Teaching Point: *Today we are going to draft our narrative response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.c, d, e
Detailed Description/Instructions:

- **One way to do this** is to distribute and read aloud the Narrative Writing Checklist. Display the Mentor Planning Guide and model adding information to the "ending" column. Then, display and read aloud the Modeling Text and model how you used details and events to write your response to the prompt. Next, have partners work together to fill in the "ending" column with the Student Source Text and orally rehearse what they might include in their writing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13. "Addison and Rocky" and "A President for Everyone" Compare and Contrast Plots and Themes in Stories by the Same Author. 15. Build Knowledge: Discuss the Blueprint	14. Write a Narrative Response: Revise and Edit a Response

Engaging Experience 15 (Reading-13):
Teaching Point: *Today we are going to compare and contrast plots and themes in stories by the same author.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.c, 3.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to have students work with a partner to skim "Addison and Rocky" and "A president for Everyone" and identify the major plot events and theme of each story. Use the Reinforce or Reaffirm the Strategy box in your TRS as needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15):
Teaching Point: *Today we are going to discuss knowledge gained about decisions characters face.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.a, b, c, f, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have partners discuss the questions in the "Discuss Your Knowledge Blueprint" section on page 10.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider beginning the Culminating Task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with irregular plurals.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 6 Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 18 (Writing-14):
Teaching Point: *Today we are going to revise and edit our narrative response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Source Text, the Mentor Planning Guide, and the Draft and Revision Modeling Text. Model revising the text to add detail and clarify the sequence of events. Then, model how to edit a draft for grammar, punctuation, capitalization and spelling. Next, have students review their own narrative drafts and discuss with a partner how they might revise and edit their narrative responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2. Review Long oo and Short oo	1. "Rapping Magicians" First Reading: Make Connections to Learn About Solving Problems	3. Write an Informative/ Explanatory Response: Read and Analyze a Source Text

Engaging Experience 19 (Reading-1):
Teaching Point: *Today we are going to make connections to learn about solving problems.*
Suggested Length of Time: 1 lesson
Priority Standard2 Addressed: 3.R.1.B.i, 3.R.1.D.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Display and have students open to "Rapping Magicians." Students will preview the text. Display the Making Connections anchor chart. Students will read paragraphs 1-12. Ask students to make connections, have them underline parts of the text to which they can make a connection and write the connection in the margin beside the text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review long oo and short oo sounds.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to write and display the example words. Model sounding out each word. Model the flexible use of syllable division. Circle the long oo or short oo spelling pattern in each word. Display the Reading Big Words Strategy anchor chart and review the steps. Complete the steps with the new word list. Remind students to use their knowledge of syllable patterns. Model with the word *real-looking* in paragraph 12 from the text. Model using context clues to apply meaning to the new word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing-3):
Teaching Point: *Today we are going to read and analyze a source text for our informative/explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.b, f
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Writing Prompt. Read aloud the Mentor Source Text, stopping to highlight key details. Model how you annotate the text by underlining key details as you read. Discuss the Source Text by asking students the list of questions in the TRS. Analyze the Source Text by using the Main Idea and Details Chart. Have partners work to complete the chart and identify information.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. Recound Story Events 5. Distinguish Reader's Point of View from That of a Character	6. Write an Informative/ Explanatory Response: Read and Analyze a Text-Based Prompt

Engaging Experience 22 (Reading-4):
Teaching Point: *Today we are going to recount key story events.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to ask students to read and annotate paragraphs 1-19 with a partner to identify and recount story details. Monitor their discussions and annotations.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Use Reinforce or Reaffirm Strategy box in the TRS if students need additional support.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 23 (Reading-5):
Teaching Point: *Today we are going to distinguish our point of view from that of a character.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to have partners reread and annotate paragraphs 20-25 as they look for text evidence to help them answer the questions in the TRS. Invite partner groups to share their ideas with the whole group. Students' annotations and conversations should identify their point of view and the characters' points of view.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with long oo and short oo.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 6 Week 2 Lesson 1 whole group lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 25 (Writing-6):
Teaching Point: *Today we are going to analyze a text-based prompt for our informative/ explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.b, f
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Mentor Source Text, the Mentor Writing Prompt, and the Mentor Planning Guide. Ask partners to fill in the "Analyze the Prompt" section of the Mentor Planning Guide. Bring students back together and ask volunteers to share their thoughts.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8. Close Reading: Explain How a Character's Actions Influence Story Events	7. Grammar in Context: Adjective/Adverb Review 9. Read Closely to Find Text Evidence

Engaging Experience 26 (Writing/Grammar-7):
Teaching Point: *Today we are going to review adjectives and adverbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review what students have learned about adjectives and adverbs. Then display and read aloud the first paragraph in "Rapping Magicians" on page 12. Highlight the example sentence. Model how to analyze the adjectives. Display and read aloud paragraph 10. Highlight the example sentence. Ask partners to analyze the sentence. Students will share their answers with the group.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 27 (Reading-8):
Teaching Point: *Today we are going to explain how a character's actions influence story events.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.a, b, c
Detailed Description/Instructions:

- **One way to do this** is to have students open their texts to "Rapping Magicians." Display and read aloud the Close Reading question. Then, ask students to reread and annotate their texts. Have students discuss their responses with partners and then invite some volunteers to share their answers with the class.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with long oo and short oo*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 6 Week 2 Lesson 2 whole group lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 29 (Writing-9):
Teaching Point: *Today we are going to read closely to find evidence for our informative/ explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.b
Detailed Description/Instructions:

- **One way to do this** is to display the source text and Mentor Planning Guide. Read aloud the Mentor Writing Prompt. Focus on the "Key Details and Evidence" part of the planning guide. Model identifying evidence in paragraphs 1 and 2, referring to the Main Idea and Details Chart. Have students take out their partially completed Mentor Planning Guide and work with a partner to complete the chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10. Close Reading: Determine the Central Message or Lesson in a Story	11. Write an Informative/ Explanatory Response: Draft a Response

Engaging Experience 30 (Reading-10):
Teaching Point: *Today we are going to determine the central message or lesson in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading question. Allow students time to reread and annotate their texts. Students will discuss in pairs. Pose a question that requires students to use their knowledge of how to determine the central message of a story to focus on Enduring Understanding from the Knowledge Blueprint.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with long oo and short oo.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 6 Week 2 Lesson 3 whole group lesson from the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling

Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 32 (Writing-11):
Teaching Point: *Today we are going to draft our informative/explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.b, f
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the portion of the Informative/Explanatory Writing Checklist. Display the Modeling Text and read it aloud, referring to your completed Mentor Planning Guide as needed. Model how you combine your analysis of the prompt and your close reading of the source text to draft a response.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12. Compare and Contrast Themes in Stories by the Same Author 14. Build Knowledge: Discuss the Blueprint	13. Write an Informative/ Explanatory Response: Revise and Edit a Response

Engaging Experience 33 (Reading-12):
Teaching Point: *Today we are going to compare and contrast themes in stories by the same author.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading question. Allow time for students to reread and annotate their texts. Pair students and have them discuss their responses.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Refer to the Reinforce or Reaffirm the Strategy box in the TRS to provide additional modeling or extend a challenge.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14):
Teaching Point: *Today we are going to discuss knowledge gained about how people solve problems.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.a, b, c, f, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to discuss the Knowledge Blueprint. Discuss the questions listed in the "Discuss Your Knowledge Blueprint" section of page 18 in *Making Decisions*.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build toward the Culminating Task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing-13):
Teaching Point: *Today we are going to revise and edit our informative/explanatory response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to display the source text, the Mentor Planning Guide, and the Draft and Revision Modeling Text. Model how you revise a draft for clarity and word usage. Model how to edit for grammar, punctuation, and spelling.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2. Review /ou/ as in How and Out	1. "The Big Game" First Reading: Summarize and Synthesize to Learn About Solving Problems	3. Write an Opinion Response: Read and Analyze Source Texts

Engaging Experience 36 (Reading-1):
Teaching Point: *Today we are going to summarize and synthesize to learn about solving problems.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.c, 3.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Preview the text and review your Summarize and Synthesize anchor charts. Have students read paragraphs 1-12 and underline plot

events and key details that they can use to jot a brief summary. Next, have students synthesize to come up with a new idea about the story.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider the needs of your students and if you want them to work alone or with a partner.*

Bloom's Level: Analyze
DOK: 3

<u>Engaging Experience 37 (Phonics and Word Study-2):</u>
Teaching Point: *Today we are going to review /ou/ as in How and Out.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.b, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to model using syllable division to decode words. Then, display the next list of words and work as a class to break the words into syllables and read them. Next, chorally read paragraph 10 of the text and model using syllable divisions and context clues.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

<u>Engaging Experience 38 (Writing-3):</u>
Teaching Point: *Today we are going to read and analyze source texts for our opinion response.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.b, 3.W.2.A.b, c, d
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Mentor Source Text. Model annotating the key details and then using them to summarize the text and describe Caitlin from "An Unexpected Errand." Next, pose questions and have partners discuss their thinking. Finally, distribute copies of the Mentor Source Texts and the Story Map. Have students work in small groups to complete the Story Map.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. Close Reading: Explain How Characters' Actions Contribute to Events	5. Grammar in Context: Recognize the Difference Between Written and Spoken English 6. Write an Opinion Response: Read and Analyze a Text-Based Prompt

Engaging Experience 39 (Reading-4):
Teaching Point: *Today we are going to explain how characters' actions contribute to events.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.a, c, f
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to independently read and annotate to develop their own thinking. Then, have students work with their partner to discuss their thinking.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing/Grammar-5):
Teaching Point: *Today we are going to recognize the difference between written and spoken English.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to review the features of written English and spoken English. Then, display and read aloud paragraph 2 of the text. Highlight and reread the Model Sentence and model how you identify the type of English being used. Next, display and read aloud the Guided Practice sentence and have partners complete the practice task.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with the diphthong /ou/ (ou, ow)*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 6 Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 42 (Writing-6):
Teaching Point: *Today we are going to analyze a text-based prompt for our opinion response..*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.A.b, c, d
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Mentor Planning Guide and read aloud the prompt. Model how you unpack the prompt to determine exactly what it is asking you to do. Then, give partners time to fill in the "Analyze the Prompt" section of the Mentor Planning Guide.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7. Close Reading: Determine the Central Message or Lesson in a Story Add to the Blueprint	8. Write an Opinion Response: State and Support an Opinion Using Text Evidence

Engaging Experience 43 (Reading-7):
Teaching Point: *Today we are going to determine the central message or lesson in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Constructive Conversation prompt. Give students time to independently read and annotate to develop their own thinking. Then, have students talk with their partner to discuss their thinking.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with the diphthong /ou/ (ou, ow).*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 6 Week 3 Lesson 2 Whole Group lesson in the

Phonics & Word Study Resource e-book.
Bloom's Level: Understand
DOK: 1

Engaging Experience 45 (Writing-8):
Teaching Point: *Today we are going to state and support our opinion in our opinion response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.A.b, c, d
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Planning Guide and read aloud the prompt. Model how you state your opinion and reasons. Display the Mentor Source Text and model how you reread the text and identify details that will support your first reason. Then, have students work with a partner or in groups to complete the Mentor Planning Guide.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9. Close Reading: Compare and Contrast Themes in Stories by the Same Authors 10. Build Knowledge: Discuss the Blueprint	11. Write an Opinion Response: Draft a Response

Engaging Experience 46 (Reading-9):
Teaching Point: *Today we are going to compare and contrast themes in stories by the same author.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading question. Give students time to independently read and annotate the text to develop their own thinking. Then, have students work with their partner to discuss their thinking.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10):
Teaching Point: *Today we are going to discuss the Knowledge Blueprint.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.a, f, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have partners discuss the questions in the "Discuss Your Knowledge Blueprint" on page 26 in *Making Decisions*.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider working on the Culminating Task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with the diphthong /ou/ (ou,bow)*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 6, Week 3, Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 49 (Writing-11):
Teaching Point: *Today we are going to draft our opinion response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.A.b, c, d
Detailed Description/Instructions:

- **One way to do this** is to display the introduction of the Modeling Text and read it aloud. Model using information in the Mentor Planning Guide. Then, display and read aloud the body paragraphs of the Modeling Text. Model drafting body paragraphs that support the opinion and reasons with evidence. Next, display and read aloud the conclusion of the Modeling Text and model drafting a conclusion. Finally, have students refer to their Source Texts and Planning Guides and orally rehearse what they might write in their draft with a partner.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12. "Choices" Explain Author's Central Message in a Poem 14. Demonstrate Knowledge and Share Real-World Perspectives	13. Write an Opinion Response: Revise and Edit a Response

Engaging Experience 50 Reading-12):
Teaching Point: *Today we are going to explain the author's central message in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to have students choral-read the poem "Choices" with you. Reread stanzas 1-5. Annotate the poem and model determining the poem's central message. Have partners read stanzas 4-8. Students should annotate words and phrases that support the central message.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 Reading-14):
Teaching Point: *Today we are going to demonstrate knowledge by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.c, 3.R.2.A.a, b, c, f, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the Real-World Perspectives: Have a Constructive Conversation section on page 30 of *Making Decisions*. Explain the questions and prompts. Students will need to share and clarify their ideas and build upon the ideas of others.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13):
Teaching Point: *Today we are going to revise and edit our opinion response.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Source Texts, the Mentor Planning Guide, and the Draft and Revision Modeling Text. Model how you revise an opinion draft. Edit for grammar, punctuation, and spelling. Have students review their drafts and discuss with a partner how they will revise and edit them.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 6

Engaging Experience 53
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.c, 3.R.1.B.b, 3.R.2.A.a, b, c, 3.L.1.A, 3.W.1.C.b, 3.W.2.A.b, c, d
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Test.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task:
Teaching Point: Today we are going to create a Realistic Fiction Genre Poster.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on pages 10, 18, and 30 in *Making Decisions.*

Unit 7 Communities: Then and Now

Subject: Reading, Writing, Phonics and Word Study
Grade: 3rd Grade
Name of Unit: Communities Then and Now
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read personal narratives from young people who live in different types of places across the United States and selections from popular novels (one historical fiction, one contemporary). As students build knowledge about communities, they will answer the questions: What is a community? What are some types of communities? What does a community have? What are some examples? What is your community like?

Topic 1 (Week 1)
In week 1, students will apply metacognitive and fluency strategies to build understanding about community, identify real-life connections between words and their meanings, explain how reasons support specific points an author makes, and describe how a text's illustrations contribute to the story. In writing, students will read and analyze a historical fiction mentor text to brainstorm ideas and plan for their own historical fiction with an emphasis on developing characters and setting and organizing events in sequence. Students will also review verb tenses. For word study, students will review and analyze suffix patterns –er and –or.

Topic 2 (Week 2)
In week 2, students will continue to apply metacognitive and fluency strategies to deepen understanding about community, use text features to locate information, explain how reasons support specific points an author makes. Students will also compare and contrast key points from two texts on the same topic. In writing, students will draft their historical fiction piece by introducing characters and events, using dialogue to develop characters, and providing a sense of closure. They will also focus on forming and using possessives. For word study, students will review homophones.

Topic 3 (Week 3)
In week 3, students will explain how a text's illustrations contribute to the story, describe how characters' actions contribute to events, compare and contrast key points from two texts on the same topic, and interpret nonliteral language such as metaphors. In writing, students will revise their historical fiction by using precise vocabulary to add vivid details, applying temporal words to signal event order, and including realistic dialogue. Students will also edit for correct verb tenses. Students will finally use technology to publish their historical fiction. For word study, students will review and apply variant vowel spellings for /ô/ (aw, o, al, augh).

Getting Ready for the Unit:

- Prepare skeleton anchor charts
- Consider creating bookshelves for Unit 7 materials

Essential Question:

- What is a community?

Enduring Understandings:

- Communities are places where people live and work.
- Communities can be urban, suburban, or rural areas.
- Each community has its own unique and defining characteristics.
- History, culture, and geographical location impact communities and how they grow and change.

DESE Priority Standards for Unit:

- **3.R.1.B** Develop an understanding of vocabulary by:
    - 3.R.1.B.a decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
    - 3.R.1.B.b using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words
    - 3.R.1.B.d distinguishing the literal and nonliteral meanings of words and phrases in context
    - 3.R.1.B.i using conversational, general academic, and domain-specific words and phrases
- **3.R.2.A.** Read, infer, analyze and draw conclusions using fiction texts including poetry and drama by:
    - 3.R.2.A.b describing the personality traits of characters from their thoughts, words, and actions
    - 3.R.2.A.c describing the interactions of characters, including relationships and how they change
    - 3.R.2.A.f explaining cause and effect relationships
- **3.R.3.A.** Read, infer, analyze and draw conclusions using text features in nonfiction texts by:
    - 3.R.3.A.c using text and graphic features to locate information and to make and verify predictions
- **3.R.3.B** Read, infer, and draw conclusions using literary techniques in nonfiction texts by:
    - 3.R.3.B.c distinguishing point of view from what the author is trying to persuade the reader to think or do
- **3.R.3.C** Read, infer and draw conclusions using text structures in nonfiction texts by:
    - 3.R.3.C.e comparing and contrasting the most important points and key details presented in texts on the same topic
- **3.RF.3.A** Develop phonics in the reading process by:
    - 3.RF.3.A.a decoding multisyllabic words in context and independent of context by applying common spelling patterns
- **3.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 3.W.1.B.a generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including imperative and exclamatory

    - 3.W.1.B.b supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
    - 3.W.1.B.c categorizing, organizing, and sequencing supporting details into a text with a clear beginning, middle, and end
    - 3.W.1.B.d addressing an appropriate audience
- **3.W.1.C** Reread, revise and edit drafts with assistance from adults/peers that:
    - 3.W.1.C.a develop and strengthen writing by revising main idea, sequence, focus beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice
    - 3.W.1.C.b edit for language conventions
- **3.W.2.C** Write fiction or nonfiction narratives and poems that:
    - 3.W.2.C.a establish a setting, situation/topic and introduce a narrator and/or characters
    - 3.W.2.C.b use narrative techniques, such as dialogue and descriptions
    - 3.W.2.C.c establish and organize an event sequence to establish a begining/middle/end
    - 3.W.2.C.d use transition words and phrases to signal event order
    - 3.W.2.C.e use specific and relevant words that are related to the topic, audience, and purpose
- **3.L.1.B** In written text:
    - 3.L.1.B.b use an apostrophe to form possessives
- **3.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 3.SL.1.A.b asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.R.1.B.a	Decode and determine meaning using common prefixes and suffixes	Recognize common prefixes (e.g., un-, re-, dis-, pre-) Recognize common suffixes (e.g., -ful, -less, -ly, -er, -able) Identify the root or base word in a word with a prefix or suffix Decode words by breaking them into meaningful parts Explain how a prefix changes the meaning of a root or base word Explain how a suffix changes the meaning or part of speech Use context clues to confirm the meaning	2
3.R.1.B.b	Use context clues at the sentence-level to determine word meaning	Notice when a word is unfamiliar or has more than one meaning Use clues in the same sentence to determine meaning	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Identify context clues such as definitions, examples, restatements, synonyms or antonyms Determine which meaning of a multiple-meaning word fits the sentence Reread the sentence to confirm the meaning makes sense	
3.R.1.B.d	Distinguish literal and non-literal meanings of words and phrases in context	Recognize when a word or phrase is being used literally (exact, real meaning) Recognize when a word or phrase is being used non-literally (figurative language) Use context clues in the sentence or passage to determine which meaning the author intended Explain the figurative meaning in their own words Distinguish clearly between literal and figurative meanings of the same word or phrase	2
3.R.1.B.i	Use conversational, general academic, and domain-specific words and phrases	Use conversational vocabulary appropriately in everyday speaking and writing Use general academic vocabulary accurately Use domain-specific vocabulary correctly Choose words that fit the topic and purpose of the task Incorporate vocabulary naturally rather than listing terms Use increasingly precise language	2
3.R.2.A.b	Describe the personality traits of characters from their thoughts, words, and actions	Identify details in the text about a character's thoughts, words, and actions Use those clues to infer personality traits Support the traits from the text, providing specific evidence Distinguish between temporary feelings and long-term personality traits Describe multiple traits when appropriate	3
3.R.2.A.c	Describe the interaction of characters, including relationships and how they change	Identify how characters interact Describe the relationships between	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		characters (e.g. friends, teammates, rivals) Explain how the relationship develops or changes from the beginning to the end using evidence from the text Differentiate between temporary feelings and longer-term relationship changes	
3.R.2.A.f	Explain cause-and-effect relationships	Identify the cause (why something happened) in a story Identify the effect (what happened as a result) Explain the relationship clearly (how the cause led to the effect) Use text evidence to support the cause-and-effect explanation	3
3.R.3.A.c	Use text and graphic features to locate information and to make/verify predictions	Identify text features (e.g. bold print, captions, headings) Identify graphic features (e.g., charts, graphs, maps, diagrams) Use text features to locate information quickly Use graphic features to gather information that supports understanding Make predictions about the content of a text by previewing text and graphic features Use evidence from text and graphic features to support conclusions	3
3.R.3.B.c	Distinguish point of view from what the author is trying to persuade the reader to think or do	Identify the author's point of view Identify the author's persuasive purpose Explain the difference between an author's opinion and the action or believe the author is encouraging Recognize persuasive language or reasons the author uses to influence the reader Use specific evidence from the text to support explanations	2
3.R.3.C.e	Compare and contrast the most important points and key details in texts on the same topic	Read two or more texts on the same topic Identify the most important points in each text Identify key supporting details from each	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		text Compare similarities between the important points or details Contrast differences between the important points or details Explain how the texts are alike and different, not just list details Focus on important ideas, not minor or unrelated information	
3.RF.3.A.a	Decode multisyllabic words in context and independent of context	Break multisyllabic words into syllables Use common spelling patterns to decode each syllable Blend decoded syllables to read the full word accurately Apply these skills in both context and out of context Self-correct when a decoded word doesn't make sense in the sentence	1
3.W.1.B.a-d	Draft from prewriting according to genre type	Generate one clear main idea to support a multiple-paragraph text Uses a variety of sentence types, including declarative, interrogative, imperative, and exclamatory Write clear topic sentences for each paragraph Support each topic sentence with relevant facts and details using sources when appropriate Organize and sequence ideas clearly into a beginning, middle, and end Address an appropriate audience.	3
3.W.1.C.a-b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add or refine details Choose strong, precise words Make sure sentences are complex and	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		varied Use transitions to connect ideas Revise with the audience and purpose in mind Strengthen voice making the writing sound appropriate for the task Edit for grammar, capitalization, punctuation and spelling	
3.W.2.C.a-e	Write fiction or nonfiction narratives and poems	Establish a clear setting (time and place) Introduce a narrator and/or characters Use narrative techniques such as dialogue, descriptive details, characters thoughts or feelings Organize events in a logical sequence with a clear beginning, middle, and end Develop events so they unfold naturally Use transition words and phrases to signal event order Use specific and relevant vocabulary including sensory details	3
3.L.1.B.b	Use an apostrophe to form possessives	Recognize when a noun shows ownership or possession Add ’s to singular nouns to show possession (e.g., the dog’s bone) Add an apostrophe after plural nouns ending in s to show possession (e.g., the dogs’ toys) Add ’s to irregular plural nouns to show possession (e.g., the children’s books) Distinguish between plural nouns and possessive nouns (e.g., cats vs. cat’s) Apply apostrophe rules consistently in their own writing	1
3.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Listening attentively during formal and informal discussions Ask relevant questions Ask clarifying questions Respond appropriately to questions or	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		comments Link comments to what others have said Build on others' ideas Use respectful discussion behaviors	

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling ● Phonological Awareness Assessment	● Unit 7 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 7 Cumulative Spelling Assessment and Dictation ● Unit 7 Cumulative Word Fluency

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
founded residents gazing characteristics culture history unique current firsthand witness transform tucked shuffling plow primly	realtor geographical location

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1. Introduce the Knowledge Focus: *Communities Then and Now* 2. "My St. Augustine Journal" First Reading: Apply Metacognitive and Fluency Strategies to Learn About Community	3. Write Historical Fiction: Read and Analyze a Mentor Text

Engaging Experience 1 (Reading-1):
Teaching Point: *For the next three weeks, we are going to talk, read, and write about communities.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 7 multimedia video. Use the Unit 7 Opener to introduce the Essential Question. Explain that as we explore the topic of *Communities Then and Now,* we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Set personal Knowledge and Reading Goals.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 2 (Reading-2):
Teaching Point: *Today we are going to apply metacognitive and fluency strategies to learn about community.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.i, 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the vocabulary words. Use the Define/Example/Ask Routine for these words. Display and have students turn to the text "My St. Augustine Journal." Ask students to skim the text for graphic features. Have students read paragraphs 1-2 and annotate the text to support comprehension.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 3 (Writing-3):
Teaching Point: *Today we are going to read and analyze a mentor text for our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to display the Historical Fiction Writing Checklist and read it with students. Display and distribute the Mentor Text. Read aloud the first paragraph. Model thinking about the historical setting of the text. Have partners work together to read the rest of the text. Ask them to underline the parts that reveal the historical context.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5. Suffixes -er, -or in Context	4. Identify Real-Life Connections Between Words and Their Use	6. Write Historical Fiction: Brainstorm an Idea

Engaging Experience 4 (Reading-4):
Teaching Point: *Today we are going to identify real-life connections between words and their use.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and have students open to "My St. Augustine Journal." Highlight the word "lucky." Model using a dictionary and making connections to the word. Have students highlight the word "proud" and use the same process.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 5 (Phonics and Word Study-5):
Teaching Point: *Today we are going to review words with suffixes -er, -or.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the example word list. Display the words and explain the pronunciation, and model using your knowledge of the suffix to determine the meaning of the words. Then, display the two-column chart with words that contain each suffix. Have partners brainstorm the meanings of these words using the same strategy that you modeled.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 6 (Writing-6):
Teaching Point: *Today we are going to brainstorm an idea for our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to display the Historical Fiction anchor chart, Historical Fiction Writing Checklist, and the Mentor Text. Model brainstorming multiple ideas for a setting. Modeling selecting a story idea on the basis of your interest and knowledge. Have partners work together with their own brainstorming charts. Ask students to discuss the list of questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7. Explain How Reasons Support an Author's Point of View	8. Grammar in Context: Review Verb Tenses 9. Develop a Character and Setting

Engaging Experience 7 (Reading-7):
Teaching Point: *Today we are going to explain how reasons support an author's point of view.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.B.c
Detailed Description/Instructions:

- **One way to do this** is to display and ask students to open to "My St. Augustine Journal." Read aloud paragraph 5. Model identifying the author's point of view. Read aloud paragraphs 3-4. Think aloud about how the author uses the importance of history to support her point of view. Model distinguishing your point of view from that of the author. Ask partners to reread the entire text and look for other reasons the author uses to support her point of view. Students should underline their findings and be ready to share.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Begin the blueprint.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 8 (Writing/Grammar-8):
Teaching Point: *Today we are going to review verb tenses.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and read the second paragraph in "My St. Augustine Journal." Highlight and read the example sentence. Model identifying the verb and its tense. Highlight and read the other example sentence in paragraph 3. Model identifying the verbs and verb tenses. Display the final sentence and ask partners to identify the verbs and tell what tense each verb is. Bring students back together so that they can share their thoughts.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with suffixes -er and -or.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 7 Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 10 (Writing-9):
Teaching Point: *Today we are going to develop characters and settings for our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.a
Detailed Description/Instructions:

- **One way to do this** is to display the Brainstorming Story Ideas Chart and the Mentor Text. Refer back to them as you model brainstorming details using the Characters and Setting chart. Have partners work together to describe their ideas for their own stories. Students should build upon the brainstorming they did in EE 6.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10. Apply Metacognitive and Fix-Up Strategies to Learn About Community 12. Explain How Characters' Actions Contribute to Events	11. Write Historical Fiction: Organize an Event Sequence

Engaging Experience 11 (Reading-10):
Teaching Point: *Today we are going to apply metacognitive and fix-up strategies to learn about community.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.i, 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the vocabulary words from the text. Use the Define/Example/Ask Routine. Display and ask students to open to "A New Life in Vermont." Have students preview the text and make note of its graphic features. Ask students to read paragraphs 1-7 and annotate the text to support their comprehension.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 12 (Reading-12):
Teaching Point: *Today we are going to explain how characters' actions contribute to events.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.c, f
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversation practice activity. Have students answer the prompt. Pose a turn and talk question that requires students to focus on explaining how a character's actions influence another character's actions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with suffixes -er and -or.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 7 Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 14 (Writing-11):
Teaching Point: *Today we are going to organize the event sequence for our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.c, 3.W.2.C.c
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Model Event Sequence Planning Guide. Model how you develop your story using a planning guide. Have partners discuss their own story ideas and remind them that their characters will face a problem and that their story must have a resolution.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13. Explain How a Text's Illustrations Contribute to a Story 15. Build Knowledge: Discuss the Blueprint	14. Grammar: Review Verb Tenses

Engaging Experience 15 (Reading-13):
Teaching Point: *Today we are going to explain how a text's illustrations contribute to the story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.c
Detailed Description/Instructions:

- **One way to do this** is to have students turn to page 7 and look at the illustration. Pose the Constructive Conversation prompt. Students will reread, annotate, and examine the illustration to answer. Have partners share their ideas with the class.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15):
Teaching Point: *Today we are going to discuss knowledge gained about the characteristics of communities.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to discuss the Knowledge Blueprint by using the prompts on page 10. Ask partners to reflect on how discussing their Blueprint helped them better understand the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*

- *Build toward the culminating task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with suffixes -er and -or.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 7 Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 18 (Writing/Grammar-14):
Teaching Point: *Today we are going to review verb tenses.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Simple Verb Tenses Chart. Read aloud each verb in its present, past, and future forms. Explain the formation of the future tense. Display the modeling text, read it aloud, and model how you form regular and irregular verbs. Have students complete the last three sentences with a partner.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2. Review Homophones	1. "All Kinds of Communities" First Reading: Apply Metacognitive and Fluency Strategies	3. Write Historical Fiction: Establish a Situation and Introduce Characters

Engaging Experience 19 (Reading-1):
Teaching Point: *Today we are going to apply metacognitive and fluency strategies to learn about community.*
Suggested Length of Time: 1 lesson

Priority Standards Addressed: 3.R.1.B.i, 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Have students open to "All Kinds of Communities." Have students preview the text and note its graphic features. Ask students to read paragraphs 1-3 and annotate the text to support their comprehension. Pose the Share and Reflect Questions to add to conversation.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 20 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review homophones.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.b, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to write and display the example homophones. Pronounce each word using decoding skills. Draw a circle around each pair of homophones and explain that they have different meanings. Use them in sentences if needed. Write the second word list out. Read each word aloud, one at a time, and guide students to think of the other half of the pair.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing-3):
Teaching Point: *Today we are going to establish a situation and introduce characters in our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.a
Detailed Description/Instructions:

- **One way to do this** is to display the Historical Fiction anchor chart. Read aloud the Introduction Paragraph Modeling Text. Model establishing a setting, situation, and characters. Have students work with a partner to orally rehearse their ideas for ways they can introduce their characters and situation in their own writing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. Identify Real-Life Connections Between Words and Their Use 5. Use Text Features to Locate Information	6. Write Historical Fiction: Use Description to Develop Characters and Events

Engaging Experience 22 (Reading-4):
Teaching Point: *Today we are going to identify real-life connections between words and their use.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversation prompt. Give students time to discuss with their partner. Monitor their discussions and have partners share their ideas.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 23 (Reading-5):
Teaching Point: *Today we are going to use text features to locate information.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversation prompt. Give partners time to discuss the question and review the text to find evidence to support their responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words that are homophones.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 7 Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 25 (Writing-6):
Teaching Point: *Today we are going to use description to develop characters and events.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.b
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Text: Description Paragraphs. Model how to use description to develop characters and events. Have students work with a partner to orally rehearse their ideas for developing the events in their story and using details to describe their characters and plot events.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8. Close Reading: Use Information Gained from Illustrations and Words	7. Grammar in Context: Form and Use Possessives 9. Write Historical Fiction: Use Dialogue to Develop Characters

Engaging Experience 26 (Writing/Grammar-7):
Teaching Point: *Today we are going to form and use possessives.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to model by reading paragraph 2 in "All Kinds of Communities." Highlight the example sentence. Model identifying the possessive noun and how it is used and formed. Do the same in paragraph 5 with its example sentence. Have students identify the possessive noun in the example sentence from paragraph 9. Bring students back together to share their ideas.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 27 (Reading-8):
Teaching Point: *Today we are going to use information gained from maps, photographs, and text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversation prompt. Give students time to reread and annotate their texts. Remind students that they need to support their thinking with evidence from the text. Students can share their responses with a partner.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort homophones.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 7 Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand

DOK: 1

Engaging Experience 29 (Writing-9):
Teaching Point: *Today we are going to use dialogue to develop characters in our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.b
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Model Dialogue. Model how to use dialogue to develop characters. Have students work with a partner to orally rehearse their ideas for how they will use dialogue to develop their characters. Encourage partners to discuss places in their story where they will use dialogue.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10. Close Reading: Explain How Reasons Support an Author's Point of View Add to the Blueprint	11. Write Historical Fiction: Provide a Sense of Closure

Engaging Experience 30 (Reading-10):
Teaching Point: *Today we are going to explain how reasons support an author's points of view.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.B.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Remind students that they should annotate their text. Pose questions that require students to apply their understanding of the author's point of view.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell homophones.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 7 Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 32 (Writing-11):
Teaching Point: *Today we are going to provide a sense of closure for our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.c, d, e
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Model Conclusion. Model how to write a story ending that provides closure. Have students orally rehearse their ideas for their story's ending.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12. Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic 14. Build Knowledge: Discuss Blueprint	13. Grammar: Form and Use Possessives

Engaging Experience 33 (Reading-12):
Teaching Point: *Today we are going to compare and contrast key points in two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to pose the Close Reading Question. Remind students that they should annotate their copy of the text. Have pairs discuss their responses.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Refer to Reinforce or Reaffirm the Strategy in the TRS to provide support.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14):
Teaching Point: *Today we are going to discuss knowledge gained about all kinds of communities.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversation prompt from "Discuss the Knowledge Blueprint" in the Build Knowledge section on page 18. Ask partners to reflect on how discussing their Blueprint helped them better understand the unit's

Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build toward the culminating task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Grammar-13):
Teaching Point: *Today we are going to form and use possessives.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Form Possessive Nouns Chart. Read aloud each row of the chart, pointing out how the nouns change as they become plural, possessive, and plural possessive. Model sentences 1-2 and have students fill in the correct forms in sentences 3-5. Have partner pairs share their answers with the class.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2. Review Variant Vowel /ô/	1. "Sarah and the Chickens" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn about Community	3. Write Historical Fiction: Use Vocabulary to Add Vivid Details

Engaging Experience 36 (Reading-1):
Teaching Point: *Today we are going to apply metacognitive and fix-up strategies to learn about community.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Have students open to "Sarah and the Chickens." Have students preview the text and note its graphic features. Ask students to read paragraphs 1-8 and annotate the text to support their comprehension. Pose the Share and Reflect Questions to add to conversation.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider reading the text with your students or having them partner read.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 37 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review the variant vowel* /ô/.
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to write or display the words on the board and model how to divide each word by syllable to sound it out. Circle and discuss the variant /ô/ spellings (aw, o, al, augh). Then, display the next set of words and work with the class to divide the words by syllable and identify the variant /ô/ spelling patterns.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider reviewing the Reading Big Words Strategies anchor chart.*

Bloom's Level: Understand
DOK: 1

Engaging Experience 38 (Writing-3):
Teaching Point: *Today we are going to use vocabulary to add vivid details to our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.C.a, 3.W.2.C.e
Detailed Description/Instructions:

- **One way to do this** is to review the Historical Fiction anchor chart. Then, display the modeling text and read aloud the first sentence. Stop to model how you can make a change to add vivid details that show, rather than tell. Read aloud the revised sentence and discuss the differences. Next, have partners review each other's drafts to help identify places that can be improved with words or phrases to make the writing more vivid.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. Close Reading: Explain How a Text's Illustrations Contribute to the Story	5. Language in Context: Dialogue in Realistic Fiction 6. Write Historical Fiction: Revise to Use Temporal Words to Signal Event Order

Engaging Experience 39 (Reading-4):
Teaching Point: *Today we are going to explain how a text's illustrations contribute to the story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to reread and encourage them to annotate their text. Next, have partners discuss their thinking and share their responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 40 (Writing-5):
Teaching Point: *Today we are going to look at conversational language in dialogue in a story.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R1.B.i, 3.W.2.C.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the sentences from paragraph 7 of "Sarah and the Chickens" on page 21. Highlight and reread the model sentence and model identifying the use of dialogue. Next, display and read aloud paragraph 20 on page 23 and have partners work together to identify the speaker, to whom the speaker is talking, and how the dialogue supports what is happening in the scene. Remind students to pay attention to the skills they are learning as they draft, revise, and edit their own writing.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with the variant vowel /ô/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 7 Week 3 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 42 (Writing-6):
Teaching Point: *Today we are going to revise to use temporal words to signal event order in our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.C.a, 3.W.2.C.d
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Temporal Signal Words Chart and discuss examples of temporal signal words and phrases. Then, display and read aloud

the Draft Modeling Text and underline the temporal words and phrases as you model. Next, have partners orally rehearse by rereading their drafts to their partner to identify places where temporal words and phrases might help readers better understand the order of events, when they happened, and how long they lasted.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7. Close Reading: Explain how Characters' Actions Contribute to Events Add to the Blueprint	8. Write Historical Fiction: Revise to Include Realistic Dialogue

Engaging Experience 43 (Reading-7):
Teaching Point: *Today we are going to explain how characters' actions contribute to events in a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.c, f
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to reread and annotate their texts. Then, have students work with their partner to share their thinking and discuss their responses. Next, pose a question that requires students to use their knowledge of how characters develop throughout a plot to focus on Enduring Understanding 3.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider rereading the text together or having partners reread it together.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to read an accountable text and identify the variant /o/ spelling patterns.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 7 Week 3 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 45 (Writing-8):
Teaching Point: *Today we are going to revise to include realistic dialogue in our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.C.a, 3.W.2.C.b
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Text and the Historical Fiction anchor chart. Read the Modeling Text aloud and model how to improve the dialogue. Then, model how to correctly punctuate the dialogue. Next, ask partners to read each other's stories and help identify areas where they might strengthen the dialogue.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9. Close Reading: Compare and Contrast Key Points in Two Texts on the Same Topic 10. Build Knowledge: Discuss the Blueprint	11. Write Historical Fiction: Edit for Correct Use of Verb Tenses

Engaging Experience 46 (Reading-9):
Teaching Point: *Today we are going to compare and contrast characters, settings, and plots in two stories with similar themes.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.b, f
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud aloud the Close Reading Question. Give students time to reread and annotate their texts. Then, have partners work together to discuss their thinking and share their responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10):
Teaching Point: *Today we are going to discuss knowledge gained about communities.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have partners turn to page 26 and review the "Discuss Your Knowledge Blueprint" questions in the Build Knowledge section. Give partners enough time to work through the questions and offer support as needed.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider working on the Culminating Task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with the variant vowel /ô/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 7 Week 3 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 49 (Writing-11):
Teaching Point: *Today we are going to edit for correct use of verb tenses.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Unedited Text. Model how to look at the verbs in each sentence to make sure the correct tense is being used. Then, have partners read each other's writing and circle the verbs. Ask partners to work together to decide whether the correct tense is being used for each verb. Next, display and distribute the rubric and discuss how to use it to evaluate their own work.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
	12. "City" Understand Nonliteral Language: Metaphor 14. Demonstrate Knowledge and Share Real-World Perspectives	13. Write Historical Fiction: Create a Title and Use Technology to Publish

Engaging Experience 50 (Reading-12):
Teaching Point: *Today we are going to identify metaphors and explain how they support the poet's message.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to read the poem "City" aloud as students follow along. Then,

reread stanza 1 and annotate the poem as you model how to analyze the author's use of a metaphor. Next, have partners read stanza 2 together and find an example of a metaphor and discuss what it helps them understand about the city at night.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Features of Poetry anchor chart.*

Bloom's Level: Analyze
DOK: 2

<u>Engaging Experience 51 (Reading-14):</u>
Teaching Point: *Today we are going to demonstrate knowledge by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.a, b, c, f, 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to page 30 of *Communities Then and Now* and review the questions. Review the expectations for Constructive Conversations and then have partners or groups discuss the questions. Offer support as needed.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Rules of Conversation anchor chart.*

Bloom's Level: Analyze
DOK: 3

<u>Engaging Experience 52 (Writing-13):</u>
Teaching Point: *Today we are going to use technology to publish our historical fiction.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.d, 3.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to display the new and old title and model selecting the best title. Model proper capitalization rules for your title. Then, explain how to use technology to publish stories. Have partners brainstorm titles for their stories and allow time to experiment with various fonts that are both readable and look old-fashioned or historical.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider creating an anchor chart with your expectations for publishing writing with technology.*

Bloom's Level: Create
DOK: 3

Day 6

Engaging Experience 53
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.b, 3.L.1.B.b, 3.W.1.C.a, b, 3.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Test.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task:
Teaching Point: Today we are going to create a post card

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on pages 10, 18, and 30 in *Communities Then and Now.*

Unit 8: Weather and Climate

Subject: Reading, Writing, Phonics and Word Study
Grade: 3rd Grade
Name of Unit: Weather and Climate
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read informational texts about weather and climate, with a focus on cloud types and tropical storms. They will also read pieces of creative writing on these same topics. Students will be asking how we understand change as they learn about fairweather clouds, earth's weather and climate, hurricanes, and the tropical rain belt.

Topic 1 (Week 1)
In week 1, students will apply metacognitive and fix-up strategies to build understanding about weather and climate, determine the central message, distinguish between literal and nonliteral language such as metaphors, and use information gained from illustrations and words. In writing, students will begin a research project by brainstorming a topic and gathering information from print sources, while also forming and using the future tense. For word study, students will review and analyze hard and soft *c* spelling patterns.

Topic 2 (Week 2)
In week 2, students will continue to apply metacognitive and fix-up strategies to deepen understanding of weather and climate and determine the central message. Students will also recount story details, distinguish the reader's point of view from that of the narrator and characters, and compare and contrast key points from two texts on the same topic. In writing, students will continue their research project by introducing a topic, adding specific details, and providing a concluding statement, while also producing simple, compound, and complex sentences. For word study, students will review and analyze hard and soft *g* spelling patterns.

Topic 3 (Week 3)
In week 3, students will continue to apply metacognitive and fix-up strategies to deepen understanding of weather and climate and compare and contrast key points from two texts on the same topic. Students will also describe the relationships among scientific ideas, describe cause/effect relationships and connections in a text, and analyze personification and imagery in a poem. In writing, students will continue their research project by revising to improve sentence fluency, incorporating domain-specific vocabulary, and editing for correct subject–verb and pronoun–antecedent agreement as well as proper use of conjunctions. Students will also publish their writing by including illustrations to support comprehension. For word study, students will review and analyze diphthong spelling patterns (ou, ow, oi, oy).

Getting Ready for the Unit:

- Prepare skeleton anchor charts
- Consider creating bookshelves for Unit 8 materials

Essential Question:

- How do we understand change?

Enduring Understandings:

- Weather can change from day to day or moment to moment.
- Scientists observe and record weather patterns over long periods of time to understand a region's climate.
- Earth has different climate zones with distinct seasons and weather patterns.
- Weather and climate affect people's lives.
- Scientists can use climate data and knowledge of weather patterns to predict the weather.

<u>DESE Priority Standards for Unit:</u>

- **3.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 3.R.1.A.c summarizing a story's beginning, middle, and end determining its central message, lesson, or moral
- **3.R.1.B** Develop an understanding of vocabulary by:
    - 3.R.1.B.b using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning word.
    - 3.R.1.B.d distinguishing the literal and nonliteral meanings of words and phrases in context
    - 3.R.1.B.i using conversational, general academic, and domain-specific words and phrases
- **3.R.2.A.** Read, infer, analyze and draw conclusions using fiction texts including poetry and drama by:
    - 3.R.2.A.a summarizing and sequencing the events/plot and explain how the past events impact future event
    - 3.R.2.A.g distinguishing their own point of view from that of the narrator or those of the characters
- **3.R.3.A.** Read, infer, analyze and draw conclusions using text features in nonfiction texts by:
    - 3.R.3.A.c using text and graphic features to locate information and to make and verify predictions
- **3.R.3.C** Read, infer and draw conclusions using text structures in nonfiction texts by:
    - 3.R.3.C.a describing relationships between problems and solutions
    - 3.R.3.C.e comparing and contrasting the most important points and key details presented in texts on the same topic
- **3.RF.3.A** Develop phonics in the reading process by:
    - 3.RF.3.A.a decoding multisyllabic words in context and independent of context by applying common spelling patterns
    - 3.RF.3.A.f reading irregularly spelled high-frequency words
- **3.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 3.W.1.B.a generating a main idea to support a multiple-paragraph text, using a

variety of sentence types, including imperative and exclamatory
    - 3.W.1.B.c categorizing, organizing, and sequencing supporting details into a text with a clear beginning, middle, and end
    - 3.W.1.B.d addressing an appropriate audience
- **3.W.1.C** Reread, revise and edit drafts with assistance from adults/peers that:
    - 3.W.1.C.a develop and strengthen writing by revising main idea, sequence, focus beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice
    - 3.W.1.C.b edit for language conventions
- **3.W.2.B** Write informative/explanatory texts that:
    - 3.W.2.B.a introduce a topic or text being studied
    - 3.W.2.B.b develop the topic with simple facts, definitions, details, and explanations
    - 3.W.2.B.d use the student's original language except when quoting from a source
    - 3.W.2.B.e use transition words to connect ideas within categories of information
    - 3.W.2.B.f create a concluding statement or paragraph
- **3.W.3.A** Apply research process to:
    - 3.W.3.A.c decide what sources of information might be relevant to answer these questions
- **3.L.1.A.**In speech and written form, apply standard English grammar by:
    - 3.L.1.A.f Producing simple and compound imperative, declarative, and interrogative sentences
- **3.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 3.SL.1.A.b asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others
    -

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.R.1.A.c	Summarize a text and determine its central message, lesson, or moral	Identify the key events in the beginning of the story Identify the important events in the middle of the story Summarize the beginning and middle using only the most important details (not a full retell) Determine the central message, lesson, or moral of the story State the lesson as a complete idea, not just a topic (e.g., not just "friendship," but "True friends support each other") Explain how the events in the beginning and middle connect to the lesson	3
3.R.1.B.b	Use context clues at the sentence-level to determine word meaning	Notice when a word is unfamiliar or has more than one meaning Use clues in the same sentence to	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		determine meaning Identify context clues such as definitions, examples, restatements, synonyms or antonyms Determine which meaning of a multiple-meaning word fits the sentence Reread the sentence to confirm the meaning makes sense	
3.R.1.B.d	Distinguish literal and non-literal meanings of words and phrases in context	Recognize when a word or phrase is being used literally (exact, real meaning) Recognize when a word or phrase is being used non-literally (figurative language) Use context clues in the sentence or passage to determine which meaning the author intended Explain the figurative meaning in their own words Distinguish clearly between literal and figurative meanings of the same word or phrase	2
3.R.1.B.i	Use conversational, general academic, and domain-specific words and phrases	Use conversational vocabulary appropriately in everyday speaking and writing Use general academic vocabulary accurately Use domain-specific vocabulary correctly Choose words that fit the topic and purpose of the task Incorporate vocabulary naturally rather than listing terms Use increasingly precise language	2
3.R.2.A.a	Summarize and sequence the events/plot and explain how past events impact future events	Identify the most important events in the story Sequence events accurately Create a concise summary of the plot (not a full retell) Explain how earlier events influence or cause later events in the story	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Use evidence from the text to support explanations of how events are connected	
3.R.2.A.g	Distinguish their own point of view from the narrator or characters	Identify the narrator's point of view Identify a character's point of view (what the character thinks, feels, believes) Explain their own personal point of view about events or characters Describe how their point of view is similar to or different from the narrator's or characters' Use evidence from the text in their explanations	2
3.R.3.A.c	Use text and graphic features to locate information and to make/verify predictions	Identify text features (e.g. bold print, captions, headings) Identify graphic features (e.g., charts, graphs, maps, diagrams) Use text features to locate information quickly Use graphic features to gather information that supports understanding Make predictions about the content of a text by previewing text and graphic features Use evidence from text and graphic features to support conclusions	3
3.R.3.C.a	Describe relationships among events, ideas, concepts, and cause and effect	Identify key events, ideas, or concepts in a text Explain how events or ideas are connected Identify clear cause-and-effect relationships in the text Use signal words (e.g., because, so, since, as a result) to help determine relationships Provide specific evidence from the text to support explanations	3
3.R.3.C.e	Compare and contrast the most important points and key details in texts on the same topic	Read two or more texts on the same topic Identify the most important points in	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		each text Identify key supporting details from each text Compare similarities between the important points or details Contrast differences between the important points or details Explain how the texts are alike and different, not just list details Focus on important ideas, not minor or unrelated information	
3.RF.3.A.a	Decode multisyllabic words in context and independent of context	Break multisyllabic words into syllables Use common spelling patterns to decode each syllable Blend decoded syllables to read the full word accurately Apply these skills in both context and out of context Self-correct when a decoded word doesn't make sense in the sentence	1
3.RF.3.A.f	Read irregularly spelled high-frequency words	Recognize irregularly spelled high-frequency words automatically Read these words accurately in isolation Read these words accurately in connected text Understand the meaning of the words when encountered in context Notice that the spelling does not always follow regular phonics patterns Read irregularly high-frequency words with automaticity	1
3.W.1.B.a, c, d	Draft from prewriting according to genre type	Generate one clear main idea to support a multiple-paragraph text Uses a variety of sentence types, including declarative, interrogative, imperative, and exclamatory Organize and sequence ideas clearly into a beginning, middle, and end Address an appropriate audience.	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.W.1.C.a-b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add or refine details Choose strong, precise words Make sure sentences are complex and varied Use transitions to connect ideas Revise with the audience and purpose in mind Strengthen voice making the writing sound appropriate for the task Edit for grammar, capitalization, punctuation and spelling	2
3.W.2.B.a, b, d, e, f	Write information/explanatory texts	Introduce the topic or text clearly in an opening section Provide simple, accurate, facts, definitions, details and explanations related to the topic Organize information logically Use student's original language except when quoting from a source Use transitions words to connect ideas Create a concluding statement or paragraph that wraps up the information	3
3.W.3.A.c	Decide what sources of information are relevant to answer research questions	Identify the research question clearly Determine what kind of information is needed to answer the question (facts, explanations, examples) Recognize different types of sources Select sources that are directly related to the research question Use basic research tools (table of contents, headings, keywords) to evaluate a source's usefulness	2
3.L.1.A.f	Produce simple and compound imperative, exclamatory, declarative, and	Identify the four types of sentences Write complete simple sentences for	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
	interrogative sentences	each of the four types Write compound sentences for each of the four types using coordinating conjunctions Use correct punctuation for each sentence type Apply standard English grammar when forming sentences (subject-verb agreement, correct word order) Use different sentence types appropriately in speech and writing	
3.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Listening attentively during formal and informal discussions Ask relevant questions Ask clarifying questions Respond appropriately to questions or comments Link comments to what others have said Build on others' ideas Use respectful discussion behaviors	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling ● Phonological Awareness Assessment	● Unit 8 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 8 Cumulative Spelling Assessment and Dictation ● Unit 8 Cumulative Word Fluency ● Opinion Performance Task

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
thaw billowing factors extremes astonishment crinkled embrace flailed imbalance circulates exceed prone pattern predict/predictions	temperature region climate

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	Reading	Writing
	1. Introduce the Knowledge Focus: *Weather and Climate* 2. "Fairweather Clouds" First Reading: Apply Metacognitive and Fix-up Strategies to Learn About Weather and Climate	3. Write a Research Project: Brainstorm Your Topic

Engaging Experience 1 (Reading-1):
Teaching Point: *For the next three weeks, we are going to talk, read, and write about weather and climate.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 8 multimedia video. Use the Unit 8 Opener to introduce the Essential Question. Explain that as we explore the topic of *Weather and Climate,* we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Set personal Knowledge and Reading Goals.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 2 (Reading-2):
Teaching Point: *Today we are going to apply metacognitive strategies to learn about weather and climate.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Display and have students open to the poem "Fairweather Clouds." Allow students to preview the text and review metacognitive strategies. Ask students to read and annotate stanzas 1-2 then give students time to share their thinking with the class.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider reading the poem together or having partners read the poem together.*
- *Consider completing the Share and Reflect after students have read and discussed the entire poem.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 3 (Writing-3):
Teaching Point: *Today we are going to brainstorm a topic for our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Research Project Writing Checklist and read it with students. Model developing ideas for a topic that is interesting to you and your readers that you will be able to research. Review the points that students need to consider when choosing topics. Have students work with their partner to think of science topics.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider creating an anchor chart of ideas from the students and model deciding which topics would be best and why.*

Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
5. Review Hard and Soft c	4. "Fairweather Clouds" Determine the Central Message	6. Write a Research Project: Evaluate Print Sources

Engaging Experience 4 (Reading-4):
Teaching Point: *Today we are going to determine the central message of a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and read the Constructive Conversations prompt. Give students to reread and annotate on their own. Then, have partners to discuss their thinking and their responses. Offer support as needed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 5 (Phonics and Word Study-5):
Teaching Point: *Today we are going to review hard and soft c.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to review the rules for determining hard vs soft c. Then, display the word list and model the flexible use of syllable division and sounding the words out. Next, display a new set of words and work as a class to determine

whether there is a hard or soft c, divide the words into syllables, and sound them out.
Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider creating an anchor chart to remind students of the rules.*

Bloom's Level: Understand
DOK: 1

Engaging Experience 6 (Writing-6):
Teaching Point: *Today we are going to evaluate print sources for our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the Evaluating Print Sources Checklist and explain what makes a print source reliable. Then, display the Model Evaluation Criteria for Print Sources and model evaluating a print source. Next, distribute copies of the Evaluating Print Sources Checklist and have partners discuss the types of print sources they plan to use.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7. Distinguish Literal from Nonliteral Language: Metaphors Begin the Blueprint	8. Grammar in Context: Use Adjectives Correctly 9. Write a Research Project: Gather Information and Take Notes from Print Sources

Engaging Experience 7 (Reading-7):
Teaching Point: *Today we are going to apply understanding of metaphors to build knowledge about weather and climate.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display and read the Constructive Conversation prompt. Allow students to read and annotate on their own. Then, have partners come together to discuss their thinking and share their responses. Pose a question that requires students to use their knowledge of metaphors to focus on Enduring Understanding 1 and 4.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 8 (Writing/Grammar-8):
Teaching Point: *Today we are going to use adjectives correctly.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review what students already know about adjectives. Display the first stanza of the poem and model creating a mental image using the adjectives. Then, display and read the Guided Practice Activity.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with a hard and soft c.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 8 Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 10 (Writing-9):
Teaching Point: *Today we are going to gather information and take notes from print sources for our research project.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.2.B.d, 3.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the Model Research Project Note-Taking Guide and show how to take notes from print sources. Distribute copies of the Model Research Project Note-Taking Guide and allow partners to work together to record information.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10. "Earth's Weather and Climate" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Weather and Climate 12. Use Information Gained from Illustrations and Words	11. Write a Research Project: Organize Your Essay

Engaging Experience 11 (Reading-10):
Teaching Point: *Today we are going to apply metacognitive and fix-up strategies to learn about weather and climate.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, display and have students open to the text. Allow students time to preview the text, noting the graphic features, and review metacognitive strategies. Next, ask students to reread and annotate paragraphs 1-2.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider doing the Share and Reflect after students have read the entire text.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 12 (Reading-12):
Teaching Point: *Today we are going to use information gained from words, maps, and charts.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and have students open to the text. Point out the line graph and bar graph at the bottom of page 7. Pose the Constructive Conversation activity and use the Annotate, Pair, Share protocol for students to complete the activity.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with hard and soft c.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 8 Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 14 (Writing-11):
Teaching Point: *Today we are going to organize our research essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Research Project Planning Chart and briefly review the parts of a research essay. Model how to plan and organize the essay. Then, distribute the Student Research Project Planning Chart and have partners orally rehearse their own planning process.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13. Describe the Relationship Between a Series of Scientific Ideas 15. Build Knowledge: Discuss the Blueprint	14. Grammar: Form and Use the Future Tense

Engaging Experience 15 (Reading-13):
Teaching Point: *Today we are going to describe the relationship between the scientific concepts of climate and weather.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read the Constructive Conversations Activity. Give students time to reread and annotate. Then, have students work with a partner to share their thoughts and discuss their responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15):
Teaching Point: *Today we are going to discuss knowledge gained about weather and climate and how weather can change.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to page 10 and review the "Discuss Your Knowledge Blueprint" questions in the Build Knowledge section. Give partners time to discuss all of the questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with hard and soft c.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 8 Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 18 (Writing/Grammar-14):
Teaching Point: *Today we are going to form and use regular verbs in the future tense.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.b
Detailed Description/Instructions:

- **One way to do this** is to review verb tenses. Then, display the Model Text and read the first sentence aloud. Next, model choosing the future-tense verb. Have partners work together to identify the verb tenses then correctly complete the remaining sentences.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2. Review Hard and Soft g	1. "After the Storm" First Reading: Apply Metacognitive and Fix-Up Strategies to Learn About Weather and Climate	3. Write a Research Project: Introduce Your Topic

Engaging Experience 19 (Reading-1):
Teaching Point: *Today we are going to apply metacognitive and fix-up strategies to learn about weather and climate.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b, i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the words from the text using the Define/Example/Ask Routine. Display and have students open to "After the Storm." Have students preview the text and graphic features. Ask students to read paragraphs 1-5 and to annotate the text to support their comprehension. Use the question list to enrich conversation.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review hard and soft g.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to display the example word list. Model the flexible use of syllable division. Pronounce each word using knowledge of hard and soft g sounds. Identify and circle both hard and soft g. Display the Reading Big Words Strategy and review the steps. Have students practice with the second word list.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 21 (Writing-3):
Teaching Point: *Today we are going to introduce the topic in our research essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.a
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Source Text Research Project Introduction. Read it aloud with the class. Model why this paragraph is effective in introducing the topic. Give students time to review their notes and discuss their ideas for their introductions with partners. Have them orally rehearse their sentences. Remind them to use a "hook."

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. Recount Story Details 5. Distinguish Reader's Point of View from That of the Narrator and Characters	6. Write a Research Project: Develop Your Topic with Specific Details

Engaging Experience 22 (Reading-4):
Teaching Point: *Today we are going to recount story details.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversation prompt. Pair students, giving them time to reread and annotate the text and to discuss their responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 23 (Reading-5):
Teaching Point: *Today we are going to distinguish our point of view from that of the narrator and characters.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversation prompt. Give students time to reread and annotate the text. Have them circle words and phrases that provide clues about the characters' points of view. Pair students and give them time to discuss their responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with hard and soft g.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 8 Week 2 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 25 (Writing-6):
Teaching Point: *Today we are going to develop the topic of our research project.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.b, d
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Research Project Planning Chart and the Modeling Source Text Research Project (Body). Read the paragraph aloud. Model using facts, definitions, and details from your research to develop body paragraphs. Tell students to review their planning charts and discuss ideas for their body paragraphs with partners.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8. Close Reading: Distinguish Literal From Nonliteral Language	7. Grammar in Context: Ensure Pronoun-Antecedent Agreement 9. Write a Research Project: Use Linking Words and Phrases to Connect Your Ideas

Engaging Experience 26 (Writing/Grammar-7):
Teaching Point: *Today we are going to ensure pronoun-antecedent agreement.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 6 in "After The Storm." Highlight the example sentences. Model how to identify the antecedent of the pronoun *it*. Display and reread the next example sentences from paragraph 12 for students to practice circling the pronoun and drawing an arrow to its antecedent.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 27 (Reading-8):
Teaching Point: *Today we are going to distinguish literal from nonliteral language.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to remind students how they used metaphors in "Fairweather Clouds" to create mental images. Let students know that today they will reread "After the Storm" to look for examples of nonliteral language and discuss how they

express mood and point of view. Give students time to reread and annotate the texts. Have partners share their findings with another partnership. Use the Annotate, Pair, Share Plus protocol.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 2

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Spell and sort words with hard and soft g.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 8 Week 2 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 29 (Writing-9):
Teaching Point: *Today we are going to use linking words and phrases to connect ideas in our research essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Research Project Modeling Text (Linking Words and Phrases). Display the Linking Words and Phrases Chart. Have students work with a partner to review their research essays and look for opportunities to add linking words and phrases. Students should orally rehearse using these words in their essays.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10. Close Reading: Determine the Central Message	11. Write a Research Project: Provide a Concluding Statement or Section

Engaging Experience 30 (Reading-10):
Teaching Point: *Today we are going to determine the central message of a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to reread and annotate their texts. Use the Annotate, Pair, Share Plus protocol. Have students share their responses with the whole group.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with hard and soft g.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 8 Week 2 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 32 (Writing-11):
Teaching Point: *Today we are going to write a concluding statement for our research essay.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.f
Detailed Description/Instructions:

- **One way to do this** is to display the Research Project Modeling Text (Conclusion). Read the paragraph aloud. Model how this text effectively concludes your writing. Have students work with a partner to orally rehearse their ideas for their concluding paragraph.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12. Compare and Contrast Key Points in Two Texts on the Same Topic 14. Build Knowledge: Discuss the Blueprint	13. Grammar: Produce Simple, Complex, and Compound Sentences

Engaging Experience 33 (Reading-12):
Teaching Point: *Today we are going to compare and contrast key points in two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e

Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to reread and annotate their texts. Have partners share their findings with another partnership.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14):
Teaching Point: *Today we are going to discuss knowledge gained about weather and climate.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: R.1.A.c, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversation prompt from "Discuss the Knowledge Blueprint" in the Build Knowledge section on page 18. Ask partners to reflect on how discussing their Blueprint helped them better understand the unit's Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build toward the Culminating Task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Grammar-13):
Teaching Point: *Today we are going to produce simple, complex, and compound sentences in our research project.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.L.1.A.f, 3.W.1.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to display the Model Text. Model how you analyze simple, compound, and complex sentences. Have students complete sentences 4, 5, and 6 by identifying the sentence type, the dependent and independent clauses, and the conjunction that links them.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2. Review Diphthongs	1. "The Tropical Rain Belt" First Reading: Apply Metacognitive Strategies and Fix-Up Strategies to Learn About Weather and Climate	3. Write a Research Project: Revise to Improve Sentence Fluency (Length and Structure)

Engaging Experience 36 (Reading-1):
Teaching Point: *Today we are going to apply metacognitive and fix-up strategies to learn about weather and climate.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, display and ask students to open to the text and preview the selection, noting the graphic features. Have students read and annotate paragraphs 1-4.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider reading the text together or having students read it with a partner.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 37 (Word Study-2):
Teaching Point: *Today we are going to review diphthongs.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.b, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to write the word list on the board and model how to divide each word into syllables to sound it out. Circle the diphthong in each word and discuss the sound it makes. Display the next set of words and work as a class to divide, decode and identify the diphthongs together. Remind students to use their knowledge of other syllable patterns and word parts to figure out how to pronounce the word as well as what it means.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing-3):
Teaching Point: *Today we are going to revise our research project to improve sentence fluency.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Text. Model using linking words and phrases to combine sentences and connect ideas. Have partners review each other's drafts to help identify sentences that could be combined into compound or complex sentences.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. Close Reading: Use Information Gained from Illustrations and Words	5. Grammar in Context: Ensure Subject-Verb Agreement 6. Write a Research Project: Revise to Include Domain-Specific Vocabulary

Engaging Experience 39 (Reading-4):
Teaching Point: *Today we are going to use information gained from illustrations.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to reread and annotate their text. Then, use the Annotate, Pair, Share Plus protocol for students to discuss with partners. Then, have a few students share their thoughts with the class.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 40 (Writing-5):
Teaching Point: *Today we are going to ensure subject-verb agreement.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to review previous learning about subject-verb agreement. Then, display and read aloud the Model Sentence and model how you analyze the sentence, focusing on the subject-verb agreement. Display and read aloud the Guided Practice Sentence and pose the Guided Practice Task.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with diphthongs /ou/ and /oi/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Unit 8 Week 3 Lesson 1 Whole Group Lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 42 (Writing-6):
Teaching Point: *Today we are going to revise our research essay to include domain-specific vocabulary.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Text. Model how adding domain-specific vocabulary makes the ideas clearer. Provide students with access to dictionaries and/or thesauruses to use. Have partners reread their drafts and discuss places where domain-specific vocabulary could be added.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7. Close Reading: Describe the Relationship Between a Series of Scientific Ideas Add to the Blueprint	8. Write a Research Project: Edit for Correct Subject-Verb and Pronoun-Antecedent Agreement

Engaging Experience 43 (Reading-7):
Teaching Point: *Today we are going to describe the cause and effect relationship between scientific concepts in a text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to reread and annotate their texts. Have partners share their findings with another partnership. Next, pose a question that requires students to use their knowledge of the relationships between ideas in a text to focus on Enduring Understanding 4.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with diphthongs /ou/ and /oi/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Unit 8 Week 3 Lesson 2 Whole Group Lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 45 (Writing-8):
Teaching Point: *Today we are going to edit our research project for correct subject-verb and pronoun-antecedent agreement.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.b
Detailed Description/Instructions:

- **One way to do this** is to display the read aloud example 1 of the Unedited Text. Model how to identify and correct the error in subject-verb agreement. Then read aloud example 2 and model how to identify and correct the error in pronoun-antecedent agreement. Next, pose the Guided Practice Task and give students time to work.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9. Compare and Contrast Key Points in Two Texts on the Same Topic 10. Build Knowledge: Discuss the Blueprint	11. Write a Research Project: Edit for Correct Use of Coordinating and Subordinating Conjunctions

Engaging Experience 46 (Reading-9):
Teaching Point: *Today we are going to compare and contrast key points in two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give

students time to reread and annotate their text. Have partners share their findings with another partnership. Have a few students share out with the class.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider using the Annotate, Pair, Share Plus Protocol.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10):
Teaching Point: *Today we are going to discuss knowledge gained about weather and climate.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to pg. 26 and review the "Discuss Your Knowledge Blueprint" questions in the Build Knowledge section. Give partners time to discuss the questions together and offer support as needed..

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider working on the Culminating Task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with the diphthongs /ou/ and /oi/.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 8 Week 3 Lesson 3 Whole Group Lesson in the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 49 (Writing-11):
Teaching Point: *Today we are going to edit our research project for correct use of coordinating and subordinating conjunctions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Unedited Text. Model how to use a coordinating conjunction and then a subordinate conjunction to revise the sentences. Then, have partners review each other's drafts to help identify and correct any errors in coordinating or subordinating conjunctions, including comma placement.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Apply
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
	12. "Who Has Seen the Wind?" Analyze Imagery/ Personification in a Poem 14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13. Publish the Writing: Include Illustrations to Aid Comprehension

Engaging Experience 50 (Reading-12):
Teaching Point: *Today we are going to analyze imagery and personification in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to read aloud the entire poem, allowing students to close their eyes and listen to the language. Then, reread lines 1-4. Annotate and discuss examples of personification and imagery. Have students reread the poem aloud, find and annotate examples of personification and imagery in lines 5-8.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider reviewing the Features of Poetry anchor chart.*

Bloom's Level: Analyze
DOK: 2

Engaging Experience 51 (Reading-14):
Teaching Point: *Today we are going to demonstrate knowledge by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.a, 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students open to "Real-World Perspectives: Have a Constructive Conversation" on page 30. Review the expectations for Constructive Conversations and then have groups discuss and answer the questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13):
Teaching Point: *Today we are going to publish our research project, including illustrations to aid comprehension.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.a,
Detailed Description/Instructions:

- **One way to do this** is to display and/or distribute the Modeling Text. Model how adding an illustration supports the reader's understanding of the text. Display the Modeling Illustration and point out the various elements of the image described during modeling. Then, have students work with a partner to review their essays and help identify areas that could be made clearer by the inclusion of illustration, photograph, and/or diagrams.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 6

Engaging Experience 53
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.c, 3.R.1.B.b, d, 3.R.3.C.a, e, 3.L.1.A, 3.W.2.B, a, b, e, f
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Test.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

Culminating Task:
Teaching Point: Today we are going to create a weather chart.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on pages 10, 18, and 30 in *Weather and Climate.*

Unit 9: Spending Time and Money

Subject: Reading, Writing, Phonics and Word Study
Grade: 3rd Grade
Name of Unit: Spending Time and Money
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read informational texts about the steps involved in manufacturing a product and bringing it to a market. They will also read fables and folktales that revolve around economics-related practices. As students reach each text, they will note what economic choices are discussed in the text and what we learn about economic choices from reading the text.

Topic 1 (Week 1)
In week 1, students will apply metacognitive and fluency strategies to build understanding of economic choices, determine the central lesson, and compare and contrast key details from two texts on the same topic. In writing, students will begin a multimedia presentation by brainstorming a topic, organizing ideas, and creating a storyboard. For word study, students will review and analyze suffix patterns –able, –ful, and –less.

Topic 2 (Week 2)
In week 2, students will continue to apply metacognitive and fluency strategies to deepen understanding of economic choices and determine the central lesson. Students will also recount story details, explain how illustrations convey character, and distinguish literal from nonliteral language. In writing, students will continue developing their multimedia presentation by introducing the topic, explaining materials and steps, and providing a concluding statement, while also gathering photographs and creating illustrations to support the presentation. For word study, students will review and analyze prefix patterns dis- and un-.

Topic 3 (Week 3)
In week 3, students will continue to apply metacognitive and fix-up strategies to deepen understanding of economic choices and compare and contrast key details from two texts on the same topic. Students will also use text features to locate information relevant to a topic, and in poetry analyze how stanzas build on earlier sections. In writing, students will finalize their multimedia presentation by adding linking words, photos, and illustrations to support comprehension. Students will rehearse, present, and reflect on their presentations. For word study, students will review and analyze prefix patterns pre- and re-.

Getting Ready for the Unit:

- Prepare skeleton anchor charts
- Consider creating bookshelves for Unit 9 materials

Essential Question:

- What do our economic choices tell us about ourselves?

Enduring Understandings:

- Economic resources include both time and money, and people are constantly making decisions about these resources.
- There are benefits and costs to the economic choices people and businesses make.
- Personal decisions influence how and why people spend their money.
- People and businesses interact as they make and sell different goods and services.
- Making goods and services requires people to have certain skills and knowledge.

DESE Priority Standards for Unit:

- **3.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 3.R.1.A.c summarizing a story's beginning, middle, and end determining its central message, lesson, or moral
- **3.R.1.B** Develop an understanding of vocabulary by:
    - 3.R.1.B.a decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
    - 3.R.1.B.b using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words.
    - 3.R.1.B.d distinguishing the literal and nonliteral meanings of words and phrases in context
    - 3.R.1.B.i using conversational, general academic, and domain-specific words and phrases
- **3.R.2.A.** Read, infer, analyze and draw conclusions using fiction texts including poetry and drama by:
    - 3.R.2.A.a summarizing and sequencing the events/plot and explain how the past events impact future event
- **3.R.3.A.** Read, infer, analyze and draw conclusions using text features in nonfiction texts by:
    - 3.R.3.A.c using text and graphic features to locate information and to make and verify predictions
- **3.R.3.C** Read, infer and draw conclusions using text structures in nonfiction texts by:
    - 3.R.3.C.a describing relationships between problems and solutions
    - 3.R.3.C.e comparing and contrasting the most important points and key details presented in texts on the same topic
- **3.RF.3.A** Develop phonics in the reading process by:
    - 3.RF.3.A.a decoding multisyllabic words in context and independent of context by applying common spelling patterns
    - 3.RF.3.A.f reading irregularly spelled high-frequency words
- **3.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 3.W.1.B.b supporting the topic sentences within each paragraph with facts and details

    - 3.W.1.B c categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
    - 3.W.1.B.d addressing an appropriate audience
- **3.W.2.B** Write informative/explanatory texts that:
    - 3.W.2.B.a introduce a topic or text being studied
    - 3.W.2.B.b develop the topic with simple facts, definitions, details, and explanations
    - 3.W.2.B.e use transition words to connect ideas within categories of information
    - 3.W.2.B.f create a concluding statement or paragraph
- **3.W.3.A** Apply research process to:
    - 3.W.3.A.c decide what sources of information might be relevant to answer these questions
- **3.L.1.A.**In speech and written form, apply standard English grammar by:
    - 3.L.1.A.f Producing simple and compound imperative, declarative, and interrogative sentences
- **3.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 3.SL.1.A.b asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.R.1.A.c	Summarize a text and determine its central message, lesson, or moral	Identify the key events in the beginning of the story Identify the important events in the middle of the story Summarize the beginning and middle using only the most important details (not a full retell) Determine the central message, lesson, or moral of the story State the lesson as a complete idea, not just a topic (e.g., not just “friendship,” but “True friends support each other”) Explain how the events in the beginning and middle connect to the lesson	3
3.R.1.B.a	Decode and determine meaning using common prefixes and suffixes	Recognize common prefixes (e.g., un-, re-, dis-, pre-) Recognize common suffixes (e.g., -ful, -less, -ly, -er, -able) Identify the root or base word in a word with a prefix or suffix Decode words by breaking them into meaningful parts Explain how a prefix changes the meaning of a root or base word	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Explain how a suffix changes the meaning or part of speech Use context clues to confirm the meaning	
3.R.1.B.b	Use context clues at the sentence-level to determine word meaning	Notice when a word is unfamiliar or has more than one meaning Use clues in the same sentence to determine meaning Identify context clues such as definitions, examples, restatements, synonyms or antonyms Determine which meaning of a multiple-meaning word fits the sentence Reread the sentence to confirm the meaning makes sense	2
3.R.1.B.d	Distinguish literal and non-literal meanings of words and phrases in context	Recognize when a word or phrase is being used literally (exact, real meaning) Recognize when a word or phrase is being used non-literally (figurative language) Use context clues in the sentence or passage to determine which meaning the author intended Explain the figurative meaning in their own words Distinguish clearly between literal and figurative meanings of the same word or phrase	2
3.R.1.B.i	Use conversational, general academic, and domain-specific words and phrases	Use conversational vocabulary appropriately in everyday speaking and writing Use general academic vocabulary accurately Use domain-specific vocabulary correctly Choose words that fit the topic and purpose of the task Incorporate vocabulary naturally rather than listing terms Use increasingly precise language	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.R.1.D.b	Read independently for multiple purposes and produce evidence of reading	Produce evidence of reading such as: paragraphising parts of the text, writing journal responses, creating summaries or reflections, participating in book talks or discussions Share ideas and responses that demonstrate comprehension Use details from the text to support responses	1
3.R.2.A.a	Summarize and sequence the events/plot and explain how past events impact future events	Identify the most important events in the story Sequence events accurately Create a concise summary of the plot (not a full retell) Explain how earlier events influence or cause later events in the story Use evidence from the text to support explanations of how events are connected	3
3.R.3.A.c	Use text and graphic features to locate information and to make/verify predictions	Identify text features (e.g. bold print, captions, headings) Identify graphic features (e.g., charts, graphs, maps, diagrams) Use text features to locate information quickly Use graphic features to gather information that supports understanding Make predictions about the content of a text by previewing text and graphic features Use evidence from text and graphic features to support conclusions	3
3.R.3.C.a	Describe relationships among events, ideas, concepts, and cause and effect	Identify key events, ideas, or concepts in a text Explain how events or ideas are connected Identify clear cause-and-effect relationships in the text Use signal words (e.g., because, so, since, as a result) to help determine relationships	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Provide specific evidence from the text to support explanations	
3.R.3.C.e	Compare and contrast the most important points and key details in texts on the same topic	Read two or more texts on the same topic Identify the most important points in each text Identify key supporting details from each text Compare similarities between the important points or details Contrast differences between the important points or details Explain how the texts are alike and different, not just list details Focus on important ideas, not minor or unrelated information	3
3.RF.3.A.a	Decode multisyllabic words in context and independent of context	Break multisyllabic words into syllables Use common spelling patterns to decode each syllable Blend decoded syllables to read the full word accurately Apply these skills in both context and out of context Self-correct when a decoded word doesn't make sense in the sentence	1
3.RF.3.A.f	Read irregularly spelled high-frequency words	Recognize irregularly spelled high-frequency words automatically Read these words accurately in isolation Read these words accurately in connected text Understand the meaning of the words when encountered in context Notice that the spelling does not always follow regular phonics patterns Read irregularly high-frequency words with automaticity	1
3.W.1.B.c, d, e	Draft from prewriting according to genre type	Write clear topic sentences for each paragraph	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Support each topic sentence with relevant facts and details using sources when appropriate Organize and sequence ideas clearly into a beginning, middle, and end Address an appropriate audience.	
3.W.2.B.a, b, e, f	Write information/explanatory texts	Introduce the topic or text clearly in an opening section Provide simple, accurate, facts, definitions, details and explanations related to the topic Organize information logically Use transitions words to connect ideas Create a concluding statement or paragraph that wraps up the information	3
3.W.3.A.c	Decide what sources of information are relevant to answer research questions	Identify the research question clearly Determine what kind of information is needed to answer the question (facts, explanations, examples) Recognize different types of sources Select sources that are directly related to the research question Use basic research tools (table of contents, headings, keywords) to evaluate a source's usefulness	2
3.L.1.A.f	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences	Identify the four types of sentences Write complete simple sentences for each of the four types Write compound sentences for each of the four types using coordinating conjunctions Use correct punctuation for each sentence type Apply standard English grammar when forming sentences (subject-verb agreement, correct word order) Use different sentence types appropriately in speech and writing	1
3.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Listening attentively during formal and informal discussions	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Ask relevant questions Ask clarifying questions Respond appropriately to questions or comments Link comments to what others have said Build on others' ideas Use respectful discussion behaviors	

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling ● Phonological Awareness Assessment	● Unit 9 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 9 Cumulative Spelling Assessment and Dictation ● Unit 9 Cumulative Word Fluency

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
frugality booming portions choice service benefits trade skills briskly wince unmanageable staggered ideal affect method technique	economy founders

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 8 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	**Reading**	**Writing**
	1. Introduce the Knowledge Focus: *Spending Time and Money* 2. "Making Choices" First Reading: Apply Metacognitive and Fluency Strategies to Learn About Economic Choices	3. Write a Multimedia Presentation: View a Mentor Presentation

Engaging Experience 1 (Reading-1):
Teaching Point: *For the next three weeks, we are going to talk, read, and write about how people make decisions about money.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 9 multimedia video. Use the Unit 9 Opener to introduce the Essential Question. Explain that as we explore the topic of *Spending Time and Money,* we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Set personal Knowledge and Reading Goals.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 2 (Reading-2):
Teaching Point: *Today we are going to apply metacognitive and fluency strategies to learn about economic choices.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.i, 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to introduce the words from the text using the Define/Example/Ask Routine. Display and ask students to open to "Making Choices: Ben Franklin's 'Two Cents'" and "The Ants and the Grasshopper." Have students preview the texts and note the graphic features. Ask students to read "Ben Franklin's 'Two Cents" and annotate the text to support their comprehension.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 3 (Writing-3):
Teaching Point: *Today we are going to view a mentor presentation for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Multimedia Presentation Prompt. Model annotating and analyzing the prompt. Display and distribute the Model Analyze the Presentation Chart and play the Mentor Multimedia Presentation for students. Model identifying the first two features of a multimedia presentation. Invite partners to work together to complete the Model Analyze the Presentation Chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Day 2

Phonics and Word Study	Reading	Writing
5. Review Suffixes: -able, -ful, -less	4. "Making Choices" Determine the Central Lesson	6. Write a Multimedia Presentation: Brainstorm a Topic

Engaging Experience 4 (Reading-4):
Teaching Point: *Today we are going to determine the central message or lesson of a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the Constructive Conversation prompt for partners. Remind students to look at each character's actions and what happens as a result of those actions. Allow time for students to reread the text and discuss the prompt.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 5 (Phonics and Word Study-5):
Teaching Point: *Today we are going to review the suffixes -able, -ful, and -less.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to write and display the example words. Model reading each word by using the Reading Big Words Strategy. Model circling the suffixes in each word, explaining the meaning of each suffix, and model using this knowledge to determine the meaning of each word. Display the three-column chart with three words that contain each suffix. Ask partners to work together to add to the chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6):
Teaching Point: *Today we are going to brainstorm a topic for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.a
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Multimedia Presentation Prompt and the Multimedia Presentation Checklist. Read aloud the prompt with students. Read aloud the checklist with students. Model narrowing down a list of brainstormed ideas to a single topic for a presentation. Model applying a set of evaluative criteria to your topic list. Have partners work together to brainstorm potential topics for their multimedia presentations.

Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7. Build Language: Distinguish Literal from Nonliteral Language: Proverbs Begin the Blueprint	8. Grammar in Context: Distinguish Between Compound and Complex Sentences 9. Write a Multimedia Presentation: Recall Information from Experiences

Engaging Experience 7 (Reading-7):
Teaching Point: *Today we are going to identify and explain nonliteral phrases in proverbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversation prompt. Allow time for students to reread the text and discuss the prompt with a partner. Pose questions that require students to use their knowledge of context, figurative language, and proverbs to focus on Enduring Understanding 1 from the blueprint.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 8 (Writing-8):
Teaching Point: *Today we are going to distinguish between compound and complex sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the proverb on page 4 in "Making Choices." Highlight and reread the example sentence. Model finding the coordinating conjunction and identifying it as a compound sentence. Display the second example sentence. Ask partners to identify what type of sentence it is.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with suffixes -able, -ful, and -less.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 9 Week 1 Lesson 1 Whole Group lesson in the

Phonics & Word Study Resource e-book.
Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 10 (Writing-9):
Teaching Point: *Today we are going to recall information from experiences to develop our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.2.B.d, 3.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Materials and Steps Chart. Model how to recall information from personal experience to develop a procedural multimedia presentation. Distribute the Student Materials and Steps Chart. Ask partners to orally rehearse the materials and steps involved in their procedure.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10. "Let It Grow" First Reading: Apply Metacognitive & Fix-Up Strategies to Learn About Economic Choices 12. Describe Procedural Text Connections Add to the Blueprint	11. Write a Multimedia Presentation: Organize Your Presentation

Engaging Experience 11 (Reading-10):
Teaching Point: *Today we are going to apply metacognitive and fix-up strategies to learn about spending time and money.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/ Example/Ask Routine. Display and ask students to open to "Let It Grow: The Booming Business of Farmers' Markets." Ask students to preview the text and its graphic features. Ask students to read the first three paragraphs and to annotate the text to support their comprehension. Provide additional questions to scaffold the first reading.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 12 (Reading-12):
Teaching Point: *Today we are going to describe procedural text connections.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversation prompt. Allow time for students to reread the text, jot down their notes, and discuss the prompt. Pose a question that requires students to use their knowledge of procedural text connections.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with suffixes -able, -ful, and -less.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 9 Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 14 (Writing-11):
Teaching Point: *Today we are going to organize our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.c
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Multimedia Presentation Planning Guide. Model planning and organizing your multimedia presentation. Distribute the Student Multimedia Presentation Planning Guide. Have students orally rehearse their ideas for each section of their multimedia presentations.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13. Compare and Contrast Key Details in Two Texts on the Same Topic 15. Build Knowledge: Discuss the Blueprint	14. Write a Multimedia Presentation: Create a Storyboard

Engaging Experience 15 (Reading-13):
Teaching Point: *Today we are going to compare and contrast key details in two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversation prompt. Allow time for students to reread the text and discuss the prompt. Remind them to explain their ideas. They should reference specific evidence in their answers.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15):
Teaching Point: *Today we are going to discuss knowledge gained about money and economic choices.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to use the prompt on page 10 of *Spending Time and Money* and focus on "Discuss Your Knowledge Blueprint." Give partners time to work through and discuss the questions.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build toward the Culminating Task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with suffixes -able, -ful, -less.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 9 Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 18 (Writing-14):
Teaching Point: *Today we are going to create a storyboard for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.d, 3.W.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Multimedia Presentation Storyboard. Model planning a visual element to use for each part of the presentation. Distribute the Student Multimedia Presentation Storyboards and have students review their planning guides. Have students work with a partner to orally rehearse their ideas for the multimedia elements in their procedural presentations.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2. Review Prefixes: dis-, un-	1. "Lucky Hans" First Reading: Apply Metacognitive and Fluency Strategies to Learn About Economic Choices	3. Write a Multimedia Presentation: Introduce Your Topic

Engaging Experience 19 (Reading-1):
Teaching Point: *Today we are going to apply metacognitive and fluency strategies to learn about economic choices.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b, i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Have students open to the text and preview the selection. Review metacognitive strategies. Ask students to read and annotate paragraphs 1-3. Remind students to circle unfamiliar vocabulary and look for context clues. Have partners discuss the Share and Reflect questions.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider having students discuss the questions after reading more of the text.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review the prefixes dis- and un-.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to display the word list and guide students to pronounce each word. Circle the prefix in each word and explain the meaning of the prefix and model using this knowledge to determine the meaning of the word. Display the two-column chart and chorally read the words and call students to use their knowledge of the prefix to explain the meaning of the word. Have partners work together to use the words in oral sentences.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing-3):
Teaching Point: *Today we are going to create an introduction for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.a
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Multimedia Presentation Storyboard and the Modeling Draft Title and Introduction. Model how to create an introduction for a multimedia presentation. Have partners work together to orally rehearse the introductions to their own presentations.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. Recount Story Details 5. Build Vocabulary: Distinguish Literal from Nonliteral Language: Idioms	6. Write a Multimedia Presentation: Develop Your Topic with Materials and Steps

Engaging Experience 22 (Reading-4):
Teaching Point: *Today we are going to recount story details.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.c, 3.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversations Activity. Give students time to reread and annotate their text. Then, have partners work together to discuss their thinking and share their responses.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Apply
DOK: 3

Engaging Experience 23 (Reading-5):
Teaching Point: *Today we are going to distinguish literal and nonliteral language by identifying idioms in a folktale.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversation Activity. Before discussion, have students reread the text and underline two idioms and annotate their thoughts on their meanings. Allow students to use reference materials to check the meanings of their idioms. Then, have students discuss the prompt and their thinking with a partner.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with the prefixes dis- and un-.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 9 Week 2 Lesson 1 Whole Group Lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 25 (Writing-6):
Teaching Point: *Today we are going to develop the topic for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.d, 3.W.2.B.b
Detailed Description/Instructions:

- **One way to do this** is to display slides 2 and 3 from the Mentor Multimedia Presentation and read them aloud. Display the Modeling Multimedia Presentation Storyboard. Model drafting the materials list and the steps of your process. Then, have partners work together to orally rehearse the materials and steps for their own presentations.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	8. Close Reading: Explain How Illustrations Contribute to a Story	7. Grammar in Context: Irregular Verbs 9. Write a Multimedia Presentation: Provide a Concluding Statement

Engaging Experience 26 (Writing/Grammar-7):
Teaching Point: *Today we are going to identify and use irregular verbs.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the first paragraph of the text on page 12. Highlight and reread the Model Sentence, and model identifying the verb and how its past tense is formed. Then display and read aloud the Guided Practice Sentence from paragraph 9 on page 14 and pose the Guided Practice Task.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 27 (Reading-8):
Teaching Point: *Today we are going to explain how illustrations contribute to a story.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to review the meaning of "mood" and display and read aloud the Close Reading Prompt. Give students time to reread and annotate their text. Then, pair students to discuss their thinking and responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with prefixes dis-, un-.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Unit 9 Week 2 Lesson 2 Whole Group Lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 29 (Writing-9):
Teaching Point: *Today we are going to create a conclusion for our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.c, 3.W.2.B.f
Detailed Description/Instructions:

- **One way to do this** is to display slide 6 from the Mentor Multimedia Presentation. Display the Modeling Multimedia Storyboard and model drafting a conclusion. Then, have partners orally rehearse the conclusions for their own presentations.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider reviewing the Multimedia Presentation anchor chart.*

Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10. Close Reading: Distinguish Literal from Nonliteral Language Add to the Blueprint	11. Write a Multimedia Presentation: Gather Photographs to Support Your Presentation

Engaging Experience 30 (Reading-10):
Teaching Point: *Today we are going to determine the nonliteral meaning of an idiom.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to reread and annotate their texts. Then, pair students to discuss their responses. Next, pose a question that requires students to use their knowledge of nonliteral language to focus on Enduring Understanding 2.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with the prefixes dis- and un-.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 9 Week 2 Lesson 3 Whole Group Lesson from the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 32 (Writing-11):
Teaching Point: *Today we are going to gather photos to support our multimedia presentations.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display slides 2 and 3 of the Mentor Multimedia Presentation. Display the Modeling Multimedia Presentation Storyboard and model how to gather photographs to support your presentation. Then, have partners work together to discuss their strategies for gathering photographs for their own presentations.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
	12. Close Reading: Compare and Contrast the Themes of Stories on the Same Topic 14. Build Knowledge: Discuss the Blueprint	13. Write a Multimedia Presentation: Create Illustrations to Support Your Presentation

Engaging Experience 33 (Reading-12):
Teaching Point: *Today we are going to compare and contrast themes of stories with similar characters.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.c
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to reread and annotate their texts. Then, pair students to discuss their responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14):
Teaching Point: *Today we are going to discuss knowledge gained about economic choices.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: R.1.A.c, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to page 18 and review the "Discuss Your Knowledge Blueprint" questions in the Build Knowledge section. Ask partners to reflect on how discussing their Blueprint helped them better understand the unit's

Enduring Understandings.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Build toward the Culminating Task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing/Grammar-13):
Teaching Point: *Today we are going to create illustrations to support our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display slide 5 of the Mentor Multimedia Presentation and the Modeling Multimedia Presentation Storyboard. Model making the decision to use an illustration instead of a photograph and then model creating illustrations to support your presentation. Have partners work together to identify parts of their own presentations for which illustrations would be more appropriate than photographs.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 2

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2. Review Prefixes: pre-, re-	1. "From Fruit to Jam" First Reading: Apply Metacognitive & Fix-Up Strategies to Learn About Economic Choices	3. Write a Multimedia Presentation: Include Linking Words and Phrases

Engaging Experience 36 (Reading-1):
Teaching Point: *Today we are going to apply metacognitive and fix-up strategies to build knowledge about economic choices.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.R.3.A.c
Detailed Description/Instructions:

- **One way to do this** is to Display and introduce words from the text using the Define/Example/Ask Routine. Then, have students open to the text and preview the selection, noting graphic features. Have students read and annotate paragraphs 1-3. Have partners discuss the Share and Reflect Questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 3

Engaging Experience 37 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review the prefixes pre- and re-.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.a
Detailed Description/Instructions:

- **One way to do this** is to display the word list and guide students to use strategies to pronounce each word. Then, circle the prefix in each word, explain its meaning and model using the knowledge to help determine the meaning of the word. Then, display the two-column chart and chorally read the words. Call students to define the words using their knowledge of prefixes. Have partners create oral sentences that demonstrate the meaning of the words.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing-3):
Teaching Point: *Today we are going to revise our multimedia presentation to include linking words and phrases.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.b.e
Detailed Description/Instructions:

- **One way to do this** is to display the Mentor Multimedia Presentation slide that shows a completed burrito, along with the text. Model identifying a linking word. Then, display slide 4 of the Mentor Multimedia Presentation and model adding linking words to a presentation. Have partners look at the completed slides and discuss where two are presented with a linking word between them. Then, have partners discuss what word or words would be best to show how the two ideas are related.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. Close Reading: Describe the Procedural Text Connections	5. Grammar in Context: Distinguish Between Compound and Complex Sentences 6. Write a Multimedia Presentation: Add Photos and Illustrations to Aid Comprehension

Engaging Experience 39 (Reading-4):
Teaching Point: *Today we are going to describe the relationship between a series of steps in a procedural text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to reread and annotate. Then, have partners work together to share and discuss their responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing-5):
Teaching Point: *Today we are going to distinguish between compound and complex sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 2 of the text. Reread the Model Sentence and model analyzing a compound sentence. Then, display and read aloud the Guided Practice Sentence from paragraph 3. Have partners identify the type of sentence it is and if the conjunction is a coordinating or subordinate conjunction. Lastly, have them determine if it is a compound or complex sentence.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with the prefixes pre-, re-.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 9 Week 3 Lesson 1 Whole Group Lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing-6):
Teaching Point: *Today we are going to revise our presentation to add drawing and visual displays.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to display the Multimedia Presentation and model how you revised visual elements to create an effective presentation. Then, display the slide that includes the diagram of how to fold a burrito. Next, have partners work together to review their presentation elements and suggest one thing they could add, such as

an additional drawing, photograph or diagram.
Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7. Close Reading: Use Text Features to Locate Information Relevant to a Topic Add to the Blueprint	8. Write a Multimedia Presentation: Rehearse Your Presentation

Engaging Experience 43 (Reading-7):
Teaching Point: *Today we are going to use text features to locate information in a text.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.A.c, 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to reread and annotate their texts. Then, have students work with a partner to discuss their responses. Next, pose a question that requires students to use their knowledge of text features to focus on Enduring Understanding 5.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to spell and sort words with prefixes pre-, re-.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 9 Week 3 Lesson 2 Whole Group Lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing-8):
Teaching Point: *Today we are going to rehearse our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to display and distribute the Multimedia Presentation Speaking Checklist and read it aloud. Display the Multimedia Presentation and model delivering a strong presentation that includes all the elements from the checklist. Next, have partners take turns practicing their presentations.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9. Close Reading: Compare and Contrast Key Details in Two Texts on the Same Topic 10. Build Knowledge: Discuss the Blueprint	11. Write a Multimedia Presentation: Present Your Presentation

Engaging Experience 46 (Reading-9):
Teaching Point: *Today we are going to compare and contrast key details in two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to reread and annotate their texts. Then, have partners work together to discuss their responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10):
Teaching Point: *Today we are going to discuss knowledge gained about products and businesses.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to pg. 26 and review the "Discuss Your Knowledge Blueprint" questions in the Build Knowledge section. Give partners time to discuss the questions together and offer support as needed..

Suggestions:

- *Consider using the Integrated ELD box.*
- *Consider working on the Culminating Task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with the prefixes pre- and re-.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 9 Week 3 Lesson 3 Whole Group Lesson from the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing-11):
Teaching Point: *Today we are going to present our multimedia presentations.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed:
Detailed Description/Instructions: 3.SL.1.A.b

- **One way to do this** is to review the Multimedia Presentation Speaking Checklist. Display the Multimedia Presentation Rubric and read it with students and point out how it connects to the checklist. Then, have partners discuss how they expect audience members to behave during their presentation.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Consider creating a class anchor chart/agreement on Audience Expectations.*

Bloom's Level: Apply
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12. "Pet Shopping" Read a Poem: Analyze How Stanzas Build on Earlier Sections 14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13. Write a Multimedia Presentation: Evaluate and Reflect

Engaging Experience 50 (Reading-12):
Teaching Point: *Today we are going to analyze how stanzas build on earlier sections in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to have students read aloud the poem "Pet Shopping" with you. Ask what they notice about the structure of the poem, its tone, purpose and message. Then, pose the suggested question and model answering it. Next, have partners read stanzas 3-6 and complete the activity.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 51 (Reading-14):
Teaching Point: *Today we are going to demonstrate knowledge by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.2.A.a, 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to the "Real-World Perspectives: Have a Constructive Conversation" section on page 30. Review expectations for Constructive Conversations and then have students work in a group to answer the questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13):
Teaching Point: *Today we are going to evaluate and reflect on our multimedia presentation.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.a, b, e, f
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Evaluation Criteria and distribute the Multimedia Presentation Rubric to students. Read it aloud with students and then model how you evaluate the Mentor Multimedia Presentation using the rubric. Then, have students evaluate and score their presentation for one or two of the criteria on the chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 6

Engaging Experience 53
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed:3.R.1.A.c, 3.R.1.B.a, 3.R.3.C.a, e, 3.L.1.A.f, 3.W.2.B.a, b, e, f
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Test.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

<u>Culminating Task:</u>
Teaching Point: Today we are going to make an Economic Choice.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on pages 10, 18, and 30 in *Spending Time and Money.*

Unit 10: Forces and Interactions

Subject: Reading, Writing, Phonics and Word Study
Grade: 3rd Grade
Name of Unit: Forces and Interactions
Length of Unit: 16 Days

Overview of Unit:
In this unit, students will read informational texts about physical science concepts centering around forces and energy. They will also read two poems about sports and a Native American-themed folktale; each applies some of the same principles introduced in the informational texts. As students read about forces, they will determine what forces are and what they can do, some examples of forces from their reading, facts about forces and motion, and how forces inspire people.

Topic 1 (Week 1)
In week 1, students will apply metacognitive and fix-up strategies to build understanding of forces and interactions, distinguish between literal and nonliteral language, distinguish the reader's point of view from that of the narrator, and describe the relationship between a series of steps in a procedure. In writing, students will begin learning about Haiku poetry and will plan to write their own Haiku by brainstorming ideas and developing them through freewriting. For word study, students will review unaccented final syllable spellings (–en, –on, –ain, –in).

Topic 2 (Week 2)
In week 2, students will continue to distinguish between literal and nonliteral language and distinguish the reader's point of view from that of the narrator. Students will also recount key story details, use context clues to determine the meanings of words and phrases, distinguish the reader's point of view from that of the narrator, and compare and contrast two texts on the same topic. In writing, students will draft, revise, edit, and publish their own Haiku poems. They will focus on using imagery to create mental images and will use a checklist to edit their work. For word study, students will review the derivational suffixes –ing, –ment, –ness.

Topic 3 (Week 3)
In week 3, students will continue to distinguish literal from nonliteral language and compare and contrast two texts on the same topic. Students will also describe the relationship between a series of steps in a procedure and draw inferences from a procedural text. In writing, students will reflect on narrative, informative, and opinion writing and share their work with others. For word study, students will learn about related words (e.g., predict, prediction).

Getting Ready for the Unit:

- Prepare skeleton anchor charts
- Consider creating bookshelves for Unit 10 materials

Essential Question:

- How does understanding science help us achieve our goals?

Enduring Understandings:

- Objects in contact exert forces on each other.
- Movement is caused by unbalanced forces acting on an object.
- By observing and measuring patterns of motion, we can predict how things will move.
- We can use our knowledge of forces and interactions to solve problems.
- Forces of nature, such as gravity and magnetism, have direct impact on people's lives and have inspired literature throughout history.

DESE Priority Standards for Unit:

- **3.R.1.A** Develop and demonstrate reading skills in response to text by:
    - 3.R.1.A.b drawing conclusions and support with textual evidence.
    - 3.R.1.A.c summarizing a story's beginning, middle, and end determining its central message, lesson, or moral
- **3.R.1.B** Develop an understanding of vocabulary by:
    - 3.R.1.B.a decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
    - 3.R.1.B.b using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words.
    - 3.R.1.B.d distinguishing the literal and nonliteral meanings of words and phrases in context
    - 3.R.1.B.i using conversational, general academic, and domain-specific words and phrases
- **3.R.2.A.** Read, infer, analyze and draw conclusions using fiction texts including poetry and drama by:
    - 3.R.2.A.a summarizing and sequencing the events/plot and explain how the past events impact future event
    - 3.R.2.A.g distinguishing their own point of view from that of the narrator or those of the characters
- **3.R.3.C** Read, infer and draw conclusions using text structures in nonfiction texts by:
    - 3.R.3.C.a describing relationships between problems and solutions
    - 3.R.3.C.e comparing and contrasting the most important points and key details presented in texts on the same topic
- **3.RF.3.A** Develop phonics in the reading process by:
    - 3.RF.3.A.a decoding multisyllabic words in context and independent of context by applying common spelling patterns
    - 3.RF.A.f reading irregularly spelled high frequency words
- **3.W.1.B** Appropriate to genre type, develop a draft from prewriting by:
    - 3.W.1.B.d addressing an appropriate audience
- **3.W.1.C** Reread, revise and edit drafts with assistance from adults/peers that:

    - 3.W.1.C.a develop and strengthen writing by revising main idea, sequence, focus beginning/middle/end, details/facts, word choice, sentence structure, transitions, audience and purpose, voice
    - 3.W.1.C.b edit for language conventions
- **3.W.2.A** Write opinion texts that:
    - 3.W.2.A.a introduce a topic or text being studied
    - 3.W.2.A.b state an opinion or establish a position and provide reasons for the opinion/position
    - 3.W.2.A.f use transitions to connect opinion and reason
    - 3.W.2.A.g provide clear evidence of a beginning, middle and concluding statement or paragraph
- **3.W.2.B** Write informative/explanatory texts that:
    - 3.W.2.B.a introduce a topic or text being studied
    - 3.W.2.B.b develop the topic with simple facts, definitions, details, and explanations
    - 3.W.2.B.c use specific, relevant words that are related to the topic, audience, and purpose
    - 3.W.2.B.e use transition words to connect ideas within categories of information
    - 3.W.2.B.f create a concluding statement or paragraph
- **3.W.2.C** Write fiction or nonfiction narratives and poems that:
    - 3.W.2.C.a establish a setting, situation/topic and introduce a narrator and/or characters
    - 3.W.2.C.b use narrative techniques, such as dialogue and descriptions
    - 3.W.2.C.c establish and organize an event sequence to establish a begining/middle/end
    - 3.W.2.C.d use transition words and phrases to signal event order
    - 3.W.2.C.e use specific and relevant words that are related to the topic, audience, and purpose
- **3.L.1.A.**In speech and written form, apply standard English grammar by:
    - 3.L.1.A.f Producing simple and compound imperative, declarative, and interrogative sentences
- **3.L.1.B** In written text:
    - 3.L.1.B.b use an apostrophe to form possessives
- **3.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:
    - 3.SL.1.A.b asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
3.R.1.A.b	Draw conclusions and support with text evidence	Draw a logical conclusions about a character, event, or idea that is not directly stated in the text Use clues from the text to support the conclusion Select specific textual evidence that supports the conclusion	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Explain how the evidence supports the conclusion Distinguish between what the text says directly and what must be inferred	
3.R.1.A.c	Summarize a text and determine its central message, lesson, or moral	Identify the key events in the beginning of the story Identify the important events in the middle of the story Summarize the beginning and middle using only the most important details (not a full retell) Determine the central message, lesson, or moral of the story State the lesson as a complete idea, not just a topic (e.g., not just "friendship," but "True friends support each other") Explain how the events in the beginning and middle connect to the lesson	3
3.R.1.B.a	Decode and determine meaning using common prefixes and suffixes	Recognize common prefixes (e.g., un-, re-, dis-, pre-) Recognize common suffixes (e.g., -ful, -less, -ly, -er, -able) Identify the root or base word in a word with a prefix or suffix Decode words by breaking them into meaningful parts Explain how a prefix changes the meaning of a root or base word Explain how a suffix changes the meaning or part of speech Use context clues to confirm the meaning	2
3.R.1.B.b	Use context clues at the sentence-level to determine word meaning	Notice when a word is unfamiliar or has more than one meaning Use clues in the same sentence to determine meaning Identify context clues such as definitions, examples, restatements, synonyms or antonyms Determine which meaning of a multiple-meaning word fits the sentence	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Reread the sentence to confirm the meaning makes sense	
3.R.1.B.d	Distinguish literal and non-literal meanings of words and phrases in context	Recognize when a word or phrase is being used literally (exact, real meaning) Recognize when a word or phrase is being used non-literally (figurative language) Use context clues in the sentence or passage to determine which meaning the author intended Explain the figurative meaning in their own words Distinguish clearly between literal and figurative meanings of the same word or phrase	2
3.R.1.B.i	Use conversational, general academic, and domain-specific words and phrases	Use conversational vocabulary appropriately in everyday speaking and writing Use general academic vocabulary accurately Use domain-specific vocabulary correctly Choose words that fit the topic and purpose of the task Incorporate vocabulary naturally rather than listing terms Use increasingly precise language	2
3.R.2.A.a	Summarize and sequence the events/plot and explain how past events impact future events	Identify the most important events in the story Sequence events accurately Create a concise summary of the plot (not a full retell) Explain how earlier events influence or cause later events in the story Use evidence from the text to support explanations of how events are connected	3
3.R.2.A.g	Distinguish their own point of view from the narrator or characters	Identify the narrator's point of view Identify a character's point of view (what the character thinks, feels, believes) Explain their own personal point of view about events or characters Describe how their point of view is similar	2

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		to or different from the narrator's or characters' Use evidence from the text in their explanations	
3.R.3.C.a	Describe relationships among events, ideas, concepts, and cause and effect	Identify key events, ideas, or concepts in a text Explain how events or ideas are connected Identify clear cause-and-effect relationships in the text Use signal words (e.g., because, so, since, as a result) to help determine relationships Provide specific evidence from the text to support explanations	3
3.R.3.C.e	Compare and contrast the most important points and key details in texts on the same topic	Read two or more texts on the same topic Identify the most important points in each text Identify key supporting details from each text Compare similarities between the important points or details Contrast differences between the important points or details Explain how the texts are alike and different, not just list details Focus on important ideas, not minor or unrelated information	3
3.RF.3.A.a	Decode multisyllabic words in context and independent of context	Break multisyllabic words into syllables Use common spelling patterns to decode each syllable Blend decoded syllables to read the full word accurately Apply these skills in both context and out of context Self-correct when a decoded word doesn't make sense in the sentence	1
3.RF.3.A.f	Read irregularly spelled high-frequency words	Recognize irregularly spelled high-frequency words automatically Read these words accurately in isolation Read these words accurately in connected	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		text Understand the meaning of the words when encountered in context Notice that the spelling does not always follow regular phonics patterns Read irregularly high-frequency words with automaticity	
3.W.1.B.d	Draft from prewriting according to genre type	Address an appropriate audience.	3
3.W.1.C.a-b	Revise and edit drafts	Revise to clarify the main idea Improve the sequence of ideas Develop a clear beginning, middle, end appropriate to genre Add or refine details Choose strong, precise words Make sure sentences are complex and varied Use transitions to connect ideas Revise with the audience and purpose in mind Strengthen voice making the writing sound appropriate for the task Edit for grammar, capitalization, punctuation and spelling	2
3.W.2.A.a, b, f, g	Write opinion texts	Introduce a topic or text being studied, using connected sentences State an opinion or establish a position and provide reasons for the opinion/position Use transitions to connect opinion and reasons Provide clear evidence of a beginning, middle, and concluding statement or paragraph	3
3.W.2.B.a, b,c, e, f	Write information/explanatory texts	Introduce the topic or text clearly in an opening section Provide simple, accurate, facts, definitions, details and explanations related to the topic Use specific, relevant words that are	3

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		related to the topic, audience, and purpose Organize information logically Use transitions words to connect ideas Create a concluding statement or paragraph that wraps up the information	
3.W.2.C.a-e	Write fiction or nonfiction narratives and poems	Establish a clear setting (time and place) Introduce a narrator and/or characters Use narrative techniques such as dialogue, descriptive details, characters thoughts or feelings Organize events in a logical sequence with a clear beginning, middle, and end Develop events so they unfold naturally Use transition words and phrases to signal event order Use specific and relevant vocabulary including sensory details	3
3.L.1.A.f	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences	Identify the four types of sentences Write complete simple sentences for each of the four types Write compound sentences for each of the four types using coordinating conjunctions Use correct punctuation for each sentence type Apply standard English grammar when forming sentences (subject-verb agreement, correct word order) Use different sentence types appropriately in speech and writing	1
3.L.1.B.b	Use an apostrophe to form possessives	Recognize when a noun shows ownership or possession Add ’s to singular nouns to show possession (e.g., the dog’s bone) Add an apostrophe after plural nouns ending in s to show possession (e.g., the dogs’ toys) Add ’s to irregular plural nouns to show possession (e.g., the children’s books)	1

Standard	Unwrapped Concepts (Students need to know how to)	Unwrapped Skills (Students need to be able to do)	Webb DOK
		Distinguish between plural nouns and possessive nouns (e.g., cats vs. cat's) Apply apostrophe rules consistently in their own writing	
3.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings	Listening attentively during formal and informal discussions Ask relevant questions Ask clarifying questions Respond appropriately to questions or comments Link comments to what others have said Build on others' ideas Use respectful discussion behaviors	3

Formative Assessment Options *(Administered before or during a unit, topic or lesson to guide instruction and give feedback to students.)*	**Summative Assessment Options** *(Administered at the end of a unit or topic to assess mastery of learning objectives.)*
● Weekly Assessments ● Spelling ○ Weekly Spelling Assessment and Dictation ● Quick Check Assessments ○ Fluency ○ Phonics and Word Recognition ○ Comprehension ○ Language ● Foundational Skills Screeners ● Quick Phonics Assessment with Quick Spelling ● Phonological Awareness Assessment	● Unit 10 Assessment ● Week 2 Assessment (given after all three weeks of instruction) ● Unit 10 Cumulative Spelling Assessment and Dictation ● Unit 10 Cumulative Word Fluency ● Interim Assessment 1 (postassessment for the year)

Unit Vocabulary:

General Academic Cross-Curricular *(Words that are used across many subjects to help students understand and express ideas)*	**Content/Domain-Specific** *(Words that are unique to a particular subject area and help students understand key concepts within that domain)*
grooves commotion predictable observe position movement peered suspected gust cascading aligns	repel reactions particles force motion energy

These are the words you will explicitly teach using the *Define/Example/Ask Routine*. See page 122 in your TRS to see other words you will talk about in discussion from read-alouds or connected texts.

Week 1

Day 1

Phonics and Word Study	**Reading**	**Writing**
	1. Introduce the Knowledge Focus: *Forces and Interactions* 2. "Poems of Movement" First Reading: Apply Metacognitive & Fix-Up Strategies to Learn About Forces and Interactions	3. Write a Haiku Poem: Introduce the Genre

Engaging Experience 1 (Reading-1):
Teaching Point: *For the next three weeks, we are going to talk, read, and write about how knowledge of forces and interactions can help us solve problems.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.i, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to view the Unit 10 multimedia video. Use the Unit 10 Opener to introduce the Essential Question. Explain that as we explore the topic of *Forces*

and Interactions, we will use some key vocabulary. Use the Define/Example/Ask Routine to orally build knowledge vocabulary. End the lesson by introducing the Enduring Understandings using the Knowledge Blueprint.

Suggestions:

- *Consider using the Integrated ELD box.*
- *Set personal Knowledge and Reading Goals.*

Bloom's Level: Understand
DOK: 3

Engaging Experience 2 (Reading-2):
Teaching Point: *Today we are going to use metacognitive and fluency strategies to learn about forces and interactions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce the vocabulary words by using the Define/Example/Ask Routine. Display and ask students to open to "Poems of Movement." Ask students to preview the text and note its graphic features. Ask students to read the first poem "Baseball Physics" and annotate the text to support their comprehension.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 3 (Writing-3):
Teaching Point: *Today we are going to read and analyze a haiku poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Text. Then demonstrate how you pause during your reading, paying attention to each comma, dash, or colon. Provide background information about the purpose of a haiku. Create an anchor chart to summarize the key features of a haiku. Display and distribute copies of the poem "Winter Haiku." Have students work in small groups to read and identify words and phrases the poet uses to help the reader visualize the season, event, or scene.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 2

Phonics and Word Study	Reading	Writing
5. Review Unaccented Final Syllables (-en, -on, -ain, -in)	4. Build Language: Distinguish Literal from Nonliteral Language	6. Write a Haiku Poem: Understand the Haiku Form

Engaging Experience 4 (Reading-4):
Teaching Point: *Today we are going to recognize and explain the meaning of figurative language in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to read aloud the first stanza of "Baseball Physics" as students follow along. Underline the word "grooves" in the fourth line. Model how to identify figurative language as you discuss the literal and nonliteral meanings of the word. Ask partners to read the second stanza and underline an example of nonliteral language. Have them answer the discussion questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 5 (Phonics and Word Study-5):
Teaching Point: *Today we are going to review unaccented final syllables -en, -on, -ain, -in.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.b, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to write and display the word list. Read the words aloud. Model the strategy to decode these words. Display the Reading Big Words Strategy anchor chart and review the steps. Write the new word list. Work with the class to read each word. Have students turn to "Taking Newton's First Law to the Hoop" on page 5. Ask them to chorally read stanza 2. Pause and point to the final word "commotion." Model saying the word, using your knowledge of unaccented final syllables. Model how to use context clues to determine the meaning of the word.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 6 (Writing-6):
Teaching Point: *Today we are going to analyze a haiku to understand the form.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to display and distribute copies of the Modeling Text. Read aloud the haiku. Then create a chart to analyze the number of syllables in each line. Ask students to work with a partner to reread the poem and circle text evidence for each feature listed on the anchor chart.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	7. Distinguish Reader's Point of View from That of the Narrator Begin the Blueprint	8. Grammar in Context: Form Complex Sentences 9. Write a Haiku Poem: Brainstorm Ideas for a Haiku

Engaging Experience 7 (Reading-7):
Teaching Point: *Today we are going to compare and contrast the narrator's point of view with our own.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversations Activity. Students should reread and underline specific words and phrases that help them identify the narrator's point of view as well as their own. Then, allow time for students to discuss their findings with a partner. Next, pose a question that requires students to use their knowledge of point of view to focus on Enduring Understanding 1.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 8 (Writing/Grammar-8):
Teaching Point: *Today we are going to form complex sentences.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A.f
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the second stanza of the poem and model analyzing how the subordinating conjunction connects the dependent and independent clauses. Then, display and read aloud the Guided Practice Text and have partners identify the dependent and independent clauses and the subordinating conjunction that connects them.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 9 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with unaccented final syllables -en, -on, -ain, -in.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 10 Week 1 Lesson 1 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Suggestions: *If you choose to give the Spelling Patterns: Pre-Assessment, follow the directions for using the words in the lesson. Students should NOT take these words home to memorize. Students should not use this list for a post-test. The focus is always on spelling patterns rather than specific words.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 10 (Writing-9):
Teaching Point: *Today we are going to brainstorm ideas for our haiku.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.C.b, e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Text. Review that it uses carefully chosen words to create an image of nature. Then, model how you brainstorm ideas for a haiku that relate to the seasons. Next, have small groups of students work together to brainstorm a list of ideas for a haiku.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	10. "What Makes Things Move?" First Reading: Apple Metacognitive & Fix-Up Strategies to Learn About Forces and Interactions 12. Build Vocabulary: Use Context Clues to Determine the Meaning of Words Add to the Blueprint	11. Write a Haiku Poem: Evaluate Ideas to Narrow the Focus

Engaging Experience 11 (Reading-10):
Teaching Point: *Today we are going to apply metacognitive and fix-up strategies to learn about forces and interactions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b, i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Display and have students open to the text and preview the selection, noting its graphic features. Have students read and annotate paragraphs 1-2. Remind students to underline relevant details, circle unfamiliar vocabulary and look for context clues. Then, have partners discuss the Share and Reflect Questions.

Suggestions: *Consider using the Integrated ELD box.*

Bloom's Level: Apply
DOK: 2

Engaging Experience 12 (Reading-12):
Teaching Point: *Today we are going to use context clues to determine the meaning of scientific terms.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to read aloud paragraph 1 and highlight the word "force." Model using your own prior knowledge along with context clues in the text to determine which meaning of the word is being used. Then, have partners reread paragraph 1 and find another multi-meaning word and discuss the different meanings of the word before using context clues to determine the meaning used in the text.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 13 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to read and spell words with unaccented final syllables -en, -on, -ain, -in.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 10 Week 1 Lesson 2 Whole Group lesson in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 14 (Writing-11):
Teaching Point: *Today we are going to evaluate our ideas for our haiku.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.W.1.B.d, 3.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and/or distribute the Haiku Ideas Evaluation Chart. Read aloud each evaluation question and model how you can think more deeply about your possible topics. Next, have students work with a partner to apply the evaluation questions on the chart to one idea from the brainstorming lists.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	13. Describe the Relationship Between a Series of Steps in a Procedure 15. Build Knowledge: Discuss the Blueprint	14. Write a Haiku Poem: Develop Ideas Through Freewriting

Engaging Experience 15 (Reading-13):
Teaching Point: *Today we are going to describe the relationship between steps in a technical procedure.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to have partners reread the section "Make Your Own Pendulum" and find evidence of sequence and cause and effect relationships in the text. Students should create a three-column chart to record what they find. Give partners time to discuss the text relationships and text evidence they found and complete their charts.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 16 (Reading-15):
Teaching Point: *Today we are going to discuss knowledge gained about motion.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to page 10 of *Forces and Interactions* and review the "Discuss Your Knowledge Blueprint" questions in the Build Knowledge section. Give partners time to discuss the questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 17 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with unaccented final syllables -en, -on, -ain, -in.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use the Unit 10 Week 1 Lesson 3 Whole Group lesson in the *Phonics & Word Study Resource* e-book. Give the Week 1 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 18 (Writing-14):
Teaching Point: *Today we are going to use freewriting to develop a topic for our haiku.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.d, 3.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display or distribute copies of the Haiku Freewriting Chart. Model how you use freewriting to develop an idea for a haiku. Next, distribute blank copies to students and have partners work together to complete the chart for their haiku topic.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 2

Week 2

Day 1

Phonics and Word Study	Reading	Writing
2. Review Derivational Suffixes (-ing, -ment, -ness)	1. "The Energy of the Thunder Begins" First Reading: Apply Metacognitive and Fluency Strategies to Learn about Forces and Interactions	3. Write Haiku Poem: Draft a Haiku

Engaging Experience 19 (Reading-1):
Teaching Point: *Today we are going to apply metacognitive and fluency strategies to learn about forces and interactions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d, i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Display and have students turn to the text and preview the selection, noting the graphic features. Have students read and annotate paragraphs 1-6. Remind students to underline relevant details, circle unfamiliar vocabulary and look for context clues. Then, have students answer the Share and Reflect questions with a partner.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 20 (Phonics and Word Study-2):
Teaching Point: *Today we are going to review the derivational suffixes -ing, -ment, -ness.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.a, b
Detailed Description/Instructions:

- **One way to do this** is to display the word list and guide students to use strategies to pronounce the words. Then, circle the suffixes and explain how the suffix changes the meaning of the word. Next, display the three-column chart and read the words chorally. Have partners break each word into parts, identifying the base, the suffix, and, if applicable, the prefix.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 21 (Writing-3):
Teaching Point: *Today we are going to draft our haiku.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.b, c, e
Detailed Description/Instructions:

- **One way to do this** is to display or distribute the Feature of Haiku anchor chart, your completed Haiku Freewriting Chart, and the Modeling Text "Spring." Model how you used these tools to draft a haiku. Next, model counting out the syllables in line one. Then, have students work with a partner to rehearse their ideas orally for their haiku draft.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. "The Energy of the Thunder Beings" Recount Story Details 5. Build Vocabulary: Use Context Clues to Determine the Meaning of Words	6. Write a Haiku Poem: Use Imagery to Create Mental Images

Engaging Experience 22 (Reading-4):
Teaching Point: *Today we are going to recount a folktale.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.A.c, 3.R.2.A.a
Detailed Description/Instructions:

- **One way to do this** is to pose the Constructive Conversation Activity. Have students reread and underline information that helps them answer the question. Then, give

them time to discuss with their partner.
Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 23 (Reading-5):
Teaching Point: *Today we are going to use context clues to determine the meaning of unknown words.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to post the Constructive Conversations Activity. Have students create a three-column chart to record their words, context clues, and definitions. Give students time to discuss their responses with a partner.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 24 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell words with the suffixes -ing, -ment,-ness.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Unit 10 Week 2 Lesson 1 Whole Group Lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 25 (Writing-6):
Teaching Point: *Today we are going to use imagery to create mental images in our haiku.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.b, e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Text. Ask students to listen for words and phrases that appeal to their senses. Model how you use your word choice to create imagery, or images in the mind. Then, have partners work together to review each other's drafts and help identify opportunities to add descriptive language that will appeal to the reader's senses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Create
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource Book: Lesson 2	8. Close Reading: Distinguish Literal from Nonliteral Language	7. Grammar in Context: Irregular Verbs 9. Write a Haiku Poem: Revise to Strengthen a Haiku

Engaging Experience 26 (Writing/Grammar-7):
Teaching Point: *Today we are going to identify and use irregular verbs in the past tense.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.A
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Model Sentences in paragraph 1. Model identifying the irregular verb and how it forms the past tense. Then, display and read aloud the Guided Practice Sentences. Have partners identify two irregular verbs in the past tense and explain how they know the verbs are irregular.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 1

Engaging Experience 27 (Reading-8):
Teaching Point: *Today we are going to distinguish between literal and nonliteral language.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Read Question. Give students time to reread and annotate their texts. Then, give partners time to discuss their responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 28 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to read and spell words with the suffixes -ing, -ment,-ness.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Unit 10 Week 2 Lesson 2 Whole Group Lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Understand
DOK: 1

Engaging Experience 29 (Writing-9):
Teaching Point: *Today we are going to revise our haiku.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Modeling Text. Then, model how you revise a haiku. Next, have partners work together to revise their haikus.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	10. Close Reading: Distinguish Reader's Point of View from That of the Narrator Add to the Blueprint	11. Write a Haiku Poem: Use a Checklist to Edit a Haiku

Engaging Experience 30 (Reading-10):
Teaching Point: *Today we are going to distinguish our point of view from that of the narrator.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.2.A.g
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to reread and annotate. Then, give partners time to discuss their responses. Next, pose a question that requires students to use their knowledge of point of view to focus on Enduring Understanding 5.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 31 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell words with the suffixes -ing, -ment,-ness.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is to use Unit 10 Week 2 Lesson 3 Whole Group Lesson from the *Phonics & Word Study Resource* e-book. Give the Week 2 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Understand
DOK: 1

Engaging Experience 32 (Writing-11):
Teaching Point: *Today we are going to revise and edit our haiku.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.C.a, b
Detailed Description/Instructions:

- **One way to do this** is to display and/or distribute copies of the Haiku Poetry Checklist and the Modeling Text. Read aloud the checklist. Then, read aloud the poem and model how to use the checklist to edit the haiku. Next, have partners use the checklist to edit their haiku.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Day 5

Phonics and Word Study	Reading	Writing
	12. Close Reading: Compare and Contrast Two Texts on the Same Topic 14. Build Knowledge: Discuss the Blueprint	13. Write a Haiku Poem: Use Keyboarding Skills to Publish a Haiku

Engaging Experience 33 (Reading-12):
Teaching Point: *Today we are going to compare and contrast two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is display and read aloud the Close Reading Question. Give students time to reread and annotate their texts. Then, give partners time to discuss their responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 34 (Reading-14):
Teaching Point: *Today we are going to discuss knowledge gained from learning about forces and interactions.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: R.1.A.c, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to page 18 and review the "Discuss Your Knowledge Blueprint" questions in the Build Knowledge section. Ask partners to reflect on how discussing their Blueprint helped them better understand the unit's Enduring Understandings.

Suggestions:
- *Consider using the Integrated ELD box.*
- *Build toward the Culminating Task.*

Bloom's Level: Analyze
DOK: 3

Engaging Experience 35 (Writing-13):
Teaching Point: *Today we are going to publish our haiku with technology.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to display the Modeling Text and read aloud the poem. Then, point out the advantages of typing a poem. Next, point to and discuss the features of a typed text. Have students read their final drafts to a partner and discuss how using a computer might allow them to enhance or create effects for their poem.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Week 3

Day 1

Phonics and Word Study	Reading	Writing
2. Introduce Related Words	1. "Magnetic Fields" First Reading: Apply Metacognitive & Fix-Up Strategies to Learn about Forces and Interactions	3. Reflect on Narrative Writing

Engaging Experience 36 (Reading-1):
Teaching Point: *Today we are going to apply metacognitive and fix-up strategies to learn about forces and interactions.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.b, i
Detailed Description/Instructions:

- **One way to do this** is to display and introduce words from the text using the Define/Example/Ask Routine. Then, have students open to the text and preview the selection, noting graphic features. Have students read and annotate paragraphs 1-3. Remind students to underline relevant details, circle unfamiliar vocabulary, and look for context clues. Have partners discuss the Share and Reflect Questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 37 (Phonics and Word Study-2):
Teaching Point: *Today we are going to use base and root words to determine the meaning of words with similar bases and roots.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a, f
Detailed Description/Instructions:

- **One way to do this** is to display the word list and guide students to use strategies to pronounce each word, focusing on noticing suffixes. Explain how each pair of words is related. Then, display the next set of words and chorally read them. Ask partners to discuss how each set of words is related. Have partners choose two words they don't know well and use the words in oral sentences.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Apply
DOK: 2

Engaging Experience 38 (Writing-3):
Teaching Point: *Today we are going to reflect on our narrative writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Narrative Writing Rubric and explain how to use the rubric to evaluate narrative writing pieces. Then, hand out each student's Narrative Writing Portfolios or open to the Writing section of their binders and ask them to reread their work. Then, pair students and have them reflect on their narrative writing over the school year. Finally, you can provide the talking stems to help guide partner conversations as they reflect.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 2

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 1	4. Close Reading: Describe the Relationship Between a Series of Steps in a Procedure.	5. Grammar in Context: Form and Use Possessives 6. Reflect on Informative/ Explanatory Writing

Engaging Experience 39 (Reading-4):
Teaching Point: *Today we are going to describe the relationship between a series of steps in a procedural text.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Give students time to reread and annotate their texts. Then, give partners time to discuss

their responses.
Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 40 (Writing-5):
Teaching Point: *Today we are going to form and use possessives.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.L.1.B.b
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud paragraph 1 in "Magnetic Fields." Highlight and reread the Model Sentence and model how the possessive is formed. Next, display and read the Guided Practice Sentence. Ask partners to identify each possessive noun and explain how the possessive is being used and how it was formed.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Understand
DOK: 1

Engaging Experience 41 (Phonics & Word Study Resource Book-Lesson 1):
Teaching Point: *Today we are going to read and spell related words.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is use the Unit 10 Week 3 Lesson 1 Whole Group Lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 42 (Writing-6):
Teaching Point: *Today we are going to reflect on our informative/explanatory writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.B.a, b, c, e, f
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Informative/Explanatory Writing Rubric. Explain how to use the rubric to evaluate writing pieces. Then, hand out each student's Informative/Explanatory Writing Portfolios or open to the Writing section of their binders and ask them to reread their work. Pair students to have reflective conversations about their informative/explanatory writing this year. You can provide students with talking stems to help guide their conversations.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Day 3

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 2	7. Close Reading: Draw Inferences from a Procedural Text Add to the Blueprint	8. Reflect on Opinion Writing

Engaging Experience 43 (Reading-7):
Teaching Point: *Today we are going to draw inferences from a procedural text.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.1.B.b, 3.R.3.C.a
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Discuss the meaning of the word "trials." Give students time to reread and annotate their texts. Then, give partners time to discuss their responses. Next, pose a question that requires students to use their knowledge of procedural text to focus on Enduring Understanding 4.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 44 (Phonics & Word Study Resource Book-Lesson 2):
Teaching Point: *Today we are going to read and spell related words.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is use the Unit 10 Week 3 Lesson 2 Whole Group Lesson from the *Phonics & Word Study Resource* e-book.

Bloom's Level: Apply
DOK: 2

Engaging Experience 45 (Writing-8):
Teaching Point: *Today we are going to reflect on our opinion writing.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.W.2.A.a, b, f, g
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Opinion Writing Rubric. Explain how to use the rubric to evaluate writing pieces. Then, hand out each student's Opinion Writing Portfolios or go to the Writing section of their binders and ask them to reread their opinion writing. Next, pair students to have reflective conversations about their opinion writing this year. You can provide students with sentence stems to help guide their discussion.

Bloom's Level: Analyze
DOK: 3

Day 4

Phonics and Word Study	Reading	Writing
Phonics & Word Study Resource e-book: Lesson 3 Weekly Cumulative Spelling Pattern Assessment and Dictation Sentence	9. Close Reading: Compare and Contrast Two Texts on the Same Topic 10. Build Knowledge: Discuss the Blueprint	11. Prepare to Share Your Writing

Engaging Experience 46 (Reading-9):
Teaching Point: *Today we are going to compare and contrast two texts on the same topic.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.3.C.e
Detailed Description/Instructions:

- **One way to do this** is to display and read aloud the Close Reading Question. Then, give students time to reread and annotate the text. Next, pair students and give them time to share their responses.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 47 (Reading-10):
Teaching Point: *Today we are going to discuss knowledge gained about magnets.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to pg. 26 and review the "Discuss Your Knowledge Blueprint" questions in the Build Knowledge section. Give partners time to discuss all of the questions and offer support as needed.

Suggestions: *Consider working on the Culminating Task.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 48 (Phonics & Word Study Resource Book-Lesson 3):
Teaching Point: *Today we are going to read and spell related words.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.B.a, 3.RF.3.A.a
Detailed Description/Instructions:

- **One way to do this** is use the Unit 10 Week 3 Lesson 3 Whole Group Lesson from the *Phonics & Word Study Resource* e-book. Give the Week 3 Cumulative Spelling Assessment and Dictation in the *Phonics & Word Study Resource* e-book today or on Day 5.

Bloom's Level: Apply
DOK: 2

Engaging Experience 49 (Writing-11):
Teaching Point: *Today we are going to select a piece of writing to share with the class.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: N/A
Detailed Description/Instructions:

- **One way to do this** is to determine whether each student will pick from all three text types or if you want to assign different students to choose narrative, informative/explanatory, or opinion text to ensure that all three text types are represented. Give students time to look through their writing and choose their piece. Then, have students read their chosen piece to a partner to help them decide what they are going to say about it when they share with the class tomorrow.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Evaluate
DOK: 3

Day 5

Phonics and Word Study	Reading	Writing
	12. Analyze Nonliteral Language in a Poem 14. Unit Wrap-Up: Demonstrate Knowledge and Share Real-World Perspectives	13. Share Writing

Engaging Experience 50 (Reading-12):
Teaching Point: *Today we are going to analyze nonliteral language in a poem.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.R.1.B.d
Detailed Description/Instructions:

- **One way to do this** is to read the poem "The Wind" aloud. Then model identifying nonliteral language and analyzing how this develops imagery and the poet's voice. Next, have partners reread the poem aloud and annotate the remaining stanzas, underlining any nonliteral language. Students should discuss what these figurative details help them visualize about the wind and what they reveal about the poet's voice.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 2

Engaging Experience 51 (Reading-14):
Teaching Point: *Today we are going to demonstrate knowledge by participating in a Real-World Perspectives Constructive Conversation.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.c, 3.R.2.A.a, 3.R.3.C.e, 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have students turn to the "Real-World Perspectives: Have a Constructive Conversation" section on page 30. Review expectations for Constructive Conversations and then have students work in a group to answer the questions.

Suggestions: *Consider using the Integrated ELD box.*
Bloom's Level: Analyze
DOK: 3

Engaging Experience 52 (Writing-13):
Teaching Point: *Today we are going to share our writing by reading it aloud.*
Suggested Length of Time: 1 lesson
Priority Standard Addressed: 3.SL.1.A.b
Detailed Description/Instructions:

- **One way to do this** is to have an end of the year writing celebration by having students read their chosen piece to the class.

Suggestions:
- *Consider using the Integrated ELD box.*
- *There are many suggestions for how to make this time special in your TRS.*

Bloom's Level: Apply
DOK: 3

Day 6

Engaging Experience 53
Teaching Point: *Today you are going to show your learning from this unit.*
Suggested Length of Time: 1 lesson
Priority Standards Addressed: 3.R.1.A.b, 3.R.1.B.b, d, i, 3.R.3.C.a, e, 3.L.1.A.f, 3.W.1.C.b, 3.W.2.C.a-e
Detailed Description/Instructions:

- **One way to do this** is to give the Unit Assessment, either digitally or on paper. The digital assessment mimics the MAP test in its question formats and the split screen between questions and the passage.
- **Another way to do this** is to give the Week 2 Assessment, either digitally or on paper. This assessment is shorter than the Unit Assessment and will include most if not all of the same standards.

Suggestions: *If using the Week 2 Assessment, it will not include a Writing Task or the Editing Task questions that are tied to Language (grammar) standards. Adding in the short Editing Task section will give you assessment data for those standards. The Priority Standards Addressed above are for the Unit Test.*
Bloom's Level: Evaluate
DOK: 3

Engaging Scenario

<u>Culminating Task:</u>
Teaching Point: Today we are going to write a Poem about Motion.

Suggested Length of Time: 1 day

Detailed Description/Instructions:

- Complete the steps for the Culminating Task on pages 10, 18, and 30 in *Forces and Interactions.*