

BCS Literacy Vision

Unit 1**Genre Study 1: Narrative Nonfiction**

Essential Question: How do people from different cultures contribute to a community?

Text Sets:

Read Aloud: "Faith Ringgold: Telling Stories Through Art"

Shared Read: "Room to Grow"

Anchor Text: *Gary the Dreamer*

Genre Study 2: Realistic Fiction

Essential Question: What can traditions teach you about culture?

Text Sets:

Read Aloud: "Ready for Aloha"

Shared Read: "The Dream Catcher"

Anchor Text: *Yoon and the Jade Bracelet* & "Family Traditions"

Culminating Task: Write a personal narrative about a time when you tried your hardest to do something. Make sure you plan your story and follow a sequence of events. You should use descriptive details to help the reader see, hear, and feel what you are describing.

Genre Study 3: Argumentative Text

Essential Question: How do landmarks help us understand our country's story?

Text Sets:

Read Aloud: "America's Landmarks and Memorials"

Shared Read: "Preserve and Protect"

Anchor Text: "Protecting our Parks" & "5 Questions for George McDonald"

Culminating Task: Choose one of the parks or landmarks you have learned about and convince your reader that it is an important place to visit to learn about America. You will research your topic and gather information that is relevant to your essay.

Unit 1 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How do people from different cultures contribute to a community?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  Evaluate author's use of sequence text structure <p>Ask and answer questions to deepen understanding Analyze the author's word choice</p> <ul style="list-style-type: none">  Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary admires classmate community contribute practicing pronounce scared tumbled</p> <p>Vocabulary Strategy:  Determine the meaning of compound words</p> <p>Grammar:  Identify sentences and fragments  Use commands and exclamations correctly</p>
<p>Text(s):</p> <p>Teach and Model</p> <p>Interactive Read Aloud: "Faith Ringgold: Telling Stories Through Art" Shared Read: "Room to Grow"</p> <p>Practice and Apply</p> <p>Anchor Text: "Gary the Dreamer"</p> <p>Leveled Readers A: Judy Baca O: Judy Baca ELL: Judy Baca B: Judy Baca</p> <p>Optional Classroom Library Trade Books</p> <p>"Family Pictures" "Lion Dancer: Ernie Wan's Chinese New Year"</p>	<p>Writing</p> <p>Writing process: Plan and draft a personal narrative</p> <p>Analytical writing:  Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study: Decode word with short vowels(a, i) Decode words with short vowels (e, o, u) Spelling Words: Week 1 clap camp hand stamp snack rack grabs glad bill miss click pink sick grin lift Week 2 step mess head crops stop rock clock sock pond jumps shut luck slump bugs mug Fluency: Read fluently with proper expression and phrasing</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversations Paraphrase portions of "Faith Ringgold: Telling Stories Through Art" Present information about your community</p> <p>Research and Inquiry</p> <p>Understand how to read a map Make a map of something in the community</p>

Weekly Standards:

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

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

3.FL.SC.6.i Produce simple, compound, and complex sentences. **[12 lessons]**

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

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

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

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

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

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

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

3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area. **[2 lessons]**

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

3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **[5 lessons]**

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

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

3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. **[17 lessons]**

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

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.SL.CC.1, 3.SL.CC.2, RL.KID.3	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T20-21 <ul style="list-style-type: none"> ○ Discuss the essential question: How do people from different cultures contribute to a community? ○ Review student learning goals. ○ Discuss the photograph of the children. ○ Answer the questions: How can people contribute to communities by sharing culture? How does a community grow when people share their culture? ○ With a partner, share what they know about culture and communities and complete the graphic organizers, generating additional related words and phrases. ○ Complete the blast assignment, "Who Made That?"
Listening Comprehension Interactive Read Aloud	Students will: T22-23 <ul style="list-style-type: none"> ○ Listen to the passage about an artist who tells stories with paintings and quilts. ○ Start a narrative nonfiction anchor chart. ○ Listen and follow along as the teacher reads the interactive read aloud. ○ Ask and answer questions using the Think Alouds on page T23.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T24-29 <ul style="list-style-type: none"> ○ Think about the essential question and what they know about different cultures. ○ Work together to ask and answer questions about the Read prompt.
Vocabulary Reading / Writing Companion	Students will: T30-31 <ul style="list-style-type: none"> ○ Introduce vocabulary words for the week. ○ Discuss the meaning of compound words. ○ Identify and discuss compound words and how knowing the smaller words helps them pronounce the compound word and predict its meaning.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Learn about sentences and fragments. ○ See Practice Book page 1 or online activity. ○ Participate in the activity Talk About It: Partners should write 4 simple sentences and 4 fragments about a story with animal characters on cards. Taking turns, each partner reads a card aloud. The other partner says if it is a sentence or fragment.
Spelling Practice Book	Students will: T64 <ul style="list-style-type: none"> ○ Take the spelling pre-test.

Day 2	Instructional Plan
Student Learning Target: 3.RL.KID.1 , 3.W.RW.10 3.W.RBPK.9 3.FL.PWR.3.c 3.FL.F.5.b 3.FL.WC.4.c 3.FL.WC.4.a 3.RI.IKI.7 3.FL.SC.6.i 3.FL.VA.7a.i	
<p>Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure</p>	<p>Students will: T32-39</p> <ul style="list-style-type: none"> ○ Work with partners to reread the section called “Spring in the City” on page 3 of “Room to Grow.” Working together, ask and answer a question about the section. Answer the question: <i>Why did Kiku’s father use round, flat stones in the garden?</i> Reread the rest of the section and ask/answer other questions about the text using text evidence. ○ Discuss headings and maps and add to the narrative nonfiction anchor chart. Work with partners to find examples in “Room to Grow” that help to know it’s an autobiography. Independent Practice read the online Differentiated Genre Passage, “Joseph Bruchac.” ○ Discuss sequence and time order words and begin an anchor chart on sequence. Reread “A Garden Grows” on page 6. Identify the structure of the text and complete the graphic organizer by listing in order the events that happen after the garden is planted. Work together to write a summary connecting main events in “Room to Grow” using signal words. Share summaries with the class. ○ Reread “Room to Grow” and discuss text structure. Work together to answer questions about the reading.
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T40-41</p> <ul style="list-style-type: none"> ○ Analyze the prompt: How does Kiku change from the beginning of the story to the end? ○ Look for evidence in the text that shows the sequence of events. In the Reading/Writing Companion, start rereading on page 3 and make notes about Kiku and how she is changing.
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T44-45</p> <ul style="list-style-type: none"> ○ Briefly review maps, their uses, and their features using page 15 in the Reading/Writing Companion. ○ Plan a map using the online Four-Door Foldable. Work together to make a map of a place in their community.
<p>Grammar Practice Book</p>	<p>Students will: T60</p> <ul style="list-style-type: none"> ○ Review how to identify complete sentences and fragments. ○ Learn about statements and questions. ○ See Practice Book page 2. ○ Participate in the activity Complete the Fragment. Working in groups, write sentence fragments that tell a story with animals as characters. Each group member picks a fragment, reads it aloud, and adds words to it to make it a simple sentence that still relates to the story.

Day 3	Instructional Plan
Student Learning Target: 3.RL.KID.1 , 3.W.RW.10, 3.FL.SC.6.i 3.FL.WC.4.c 3.FL.WC.4.a 3.FL.VA.7a.i	
<p>Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text</p>	<p>Students will: T45A-45M</p> <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. Use Graphic Organizer 128 to take notes as you read. ○ Answer questions from “Gary the Dreamer” and add events in Graphic Organizer ○ Read Meet the Author and Illustrator and answer questions about text.

Grammar Minilesson Practice Book	Students will: T61 <ul style="list-style-type: none"> ○ Continue working with capitalization and punctuation. See Practice Book page 3 ○ Participate in “Talk About It”: Divide groups into two sides and have one side develop questions about a problem in the school or the community that needs to be solved. This side asks the question aloud, and the other side answers with a statement.
Expand Vocabulary Practice Book	Students will: T69 <ul style="list-style-type: none"> ○ Review target vocabulary words. Orally complete each sentence stem. ○ Display the high-frequency words from Practice Book page 12. Read the words aloud.
Day 4	Instructional Plan
Student Learning Target: 3.RL.KID.1, 3.W.RW.10, 3.FL.SC.6.i 3.FL.WC.4.c 3.FL.WC.4.a 3.FL.VA.7a.i	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T45A-45N <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. Use Graphic Organizer 128 to take notes as you read. ○ Answer questions from “Gary the Dreamer” and add events in Graphic Organizer ○ Read Meet the Author and Illustrator and answer questions about text.
Grammar Practice Book	Students will: T61 <ul style="list-style-type: none"> ○ Correct errors in sentences. See Practice Book page 4. ○ Participate in “Talk About It”. In small groups, each member will think of an animal and write it on a card, keeping it hidden. All the other group members can take turns asking questions to guess the animal on the card.
Spelling Practice Book	Students will: T65 <ul style="list-style-type: none"> ○ Proofread sentences posted on the board. Focus on misspelled words. ○ With partners, do a blind sort: one reads a spelling word card; the other tells under which key word it belongs. Have them take turns until both have sorted all their words. Then have students explain how they sorted the words.
Day 5	Instructional Plan
Student Learning Target: 3.RL.KID.1, 3.W.RW.10, 3.RL.CS.6 3.FL.SC.6.i 3.FL.WC.4.c 3.FL.WC.4.a 3.FL.VA.7a.i	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-45M <ul style="list-style-type: none"> ○ Reread “Gary the Dreamer” and answer questions about the text.
Writing Process: Expert Model Reading / Writing Companion	Students will: T52-53 <ul style="list-style-type: none"> ○ Discuss personal narratives and begin an anchor chart listing the features of a personal narrative. ○ Reread page 11 in the Literature Anthology and answer questions about the text on page 26 of their Reading/Writing Companion.
Spelling Practice Book	Students will: T65 <ul style="list-style-type: none"> ○ Take the spelling post-test.
Grammar Practice Book	Students will: T61 <ul style="list-style-type: none"> ○ Use the Daily Language Activity and Practice Book page 5 for assessment.

	<ul style="list-style-type: none">○ Participate in the activity "Talk About It": Reenact a scene from a story that they've read that has dialogue. The other students will listen and tell whether each line of dialogue is a sentence or sentence fragment.
--	--

Weekly Standards

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

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

3.FL.SC.6.i Produce simple, compound, and complex sentences. **[9 lessons]**

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

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

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

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

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

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

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

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

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

3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **[5 lessons]**

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

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

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

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

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

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

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

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

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

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

Day 6	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.W.RW.10, 3.RI.KID.3, 3.W.RBPK.9 3.W.PDW.5 3.W.PDW.4 3.W.RBPK.8 3.FL.SC.6.i 3.FL.WC.4.c 3.FL.WC.4.a 3.FL.VA.7a.i	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-45M <ul style="list-style-type: none"> ○ Reread and answer questions about the text “Gary the Dreamer.”
Respond to Reading Reading / Writing Companion	Students will: T46-47 <ul style="list-style-type: none"> ○ Read and analyze the prompt: <i>How does Gary Soto help you see how his dreams helped him become a writer?</i> ○ Look at the Literature Anthology page 13, read the text, and answer the question: <i>How does Gary make a “fun war” for himself using toys?</i> ○ Look at page 15, read the text, and answer the question: <i>To what does Gary compare the slide at school?</i> ○ Look for other examples of Gary’s imagination in the text. ○ In partners or groups refer to and discuss their completed charts and writing responses from those pages.
Writing Process: Plan Reading / Writing Companion	Students will: T54-55 <ul style="list-style-type: none"> ○ Brainstorm a list of Gary’s memories. ○ Brainstorm times when they tried their hardest to do something. ○ Choose a time when they tried their hardest to do something. Use the Reading/Writing Companion on page 27 to write about it. ○ Make a plan about what they will write and what their readers will learn about them.
Grammar Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Review sentences, commands, and exclamations. ○ Complete Practice Book page 13 or the Talk About It activity: While working in pairs, have one student say a command or a simple sentence about a tradition in his/her family or community. Have the other student identify it as a command or a statement and explain why.
Spelling Practice Book	Students will: T66 <ul style="list-style-type: none"> ○ Take the spelling pre-test.
Day 7	Instructional Plan
Student Learning Targets: 3.RI.CS.5, 3.SL.CC.1,3.W.RW.10, 3.W.RW.10 3.RI.CS.5 3.SL.CC.1 3.W.PDW.4 3.FL.SC.6.i 3.FL.SC.6.i, 3.FL.WC.4.c 3.FL.WC.4.a 3.FL.VA.7a.i	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T47A-47B <ul style="list-style-type: none"> ○ Read “Sharing Cultures.” ○ Compare the texts. ○ Summarize the selection.
Writing Process: Plan Reading / Writing Companion	Students will: T56-57 <ul style="list-style-type: none"> ○ Look at examples of personal narrative from “Room to Grow” on page 28 of the Reading/Writing Companion.

	<ul style="list-style-type: none"> ○ Use the online Sequence Graphic Organizer 128 to plan their writing.
Grammar Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Review and give examples of command sentences. ○ Complete Practice Book page 14. ○ Working in pairs, have one student say a command or exclamation someone might make during a celebration or holiday. Their partner should say if it was a command or an exclamation and then identify what kind of punctuation there should be at the end of the sentence.
Expand Vocabulary Practice Book	Students will: T68 <ul style="list-style-type: none"> ○ Discuss and give examples of synonyms. ○ Use a thesaurus to find synonyms of common words and use them in sentences. ○ Complete Practice Book page 23.

Day 8	Instructional Plan
Student Learning Targets: 3.RI.CS.5, 3.SL.CC.1, 3.W.RW.10, 3.W.RW.10 3.RI.CS.5 3.SL.CC.1 3.FL.WC.4.d 3.W.TTP.3.b 3.FL.SC.6.i 3.FL.SC.6.i 3.FL.WC.4.c 3.FL.WC.4.a 3.FL.VA.7a.i	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T47A-47B <ul style="list-style-type: none"> ○ Analyze the author's word choice. ○ Summarize the text. ○ Reread and answer questions on pages 20-22 of the Reading/Writing Companion.
Writing Process: Draft Reading / Writing Companion	Students will: T58-59 <ul style="list-style-type: none"> ○ Reread the first paragraph on page 21 of the Literature Anthology and point out how the author uses imagery and descriptive details. ○ With a partner, complete the questions on page 29 in their Reading/Writing Companion. ○ Review the Sequence chart created in the Plan phase of writing. ○ Write the draft of their personal narrative.
Grammar Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Review punctuation in commands and exclamations. ○ Complete Practice Book page 15 or an online activity Talk About It: In groups each student should write down a command on scrap paper and place the pieces in a pile. Take turns selecting a strip and acting out the command as others guess what it is.
Expand Vocabulary Practice Book	Students will: T69 <ul style="list-style-type: none"> ○ Review compound words. ○ Complete Differentiated Genre Practice "Joseph Bruchac" and discuss the meaning of compound words. ○ Complete Practice Book page 24.

Day 9	Instructional Plan
Student Learning Targets: 3.RI.IK1.9 , 3.RL.CS.4 3.FL.F.5.b 3.FL.PWR.3.c 3.FL.WC.4.d 3.W.TTP.3.b 3.FL.SC.6.i 3.FL.WC.4.c, 3.FL.WC.4.a 3.FL.VA.7a.i	
Fluency Practice Book	Students will: T51 <ul style="list-style-type: none"> ○ Practice oral reading fluency using page 21 of the Reading/Writing Companion by taking turns echo reading one sentence at a time. ○ Practice oral reading fluency using online Differentiated Genre Passage, “Joseph Bruchac.”
Phonics Practice Book	Students will: T50-51 <ul style="list-style-type: none"> ○ Practice short vowels using the egg, octopus, and umbrella Sound-Spelling Cards. ○ Practice short vowels using examples given by the teacher. ○ Complete Practice Book pages 19-19B or online activity.
Author’s Craft Reading / Writing Companion	Students will: T48-49 <ul style="list-style-type: none"> ○ Use page 23 in the Reading/Writing Companion to discuss word choice. ○ Discuss examples of word choice on page 20 of the Reading/Writing Companion. ○ Identify words the author chose to bring their writing to life in “Heroes and History” in the Reading/Writing Companion on page 21 and record them on page 23.
Writing Process: Draft Reading / Writing Companion	Students will: T58-59 <ul style="list-style-type: none"> ○ Reread the first paragraph on page 21 of the Literature Anthology and point out how the author uses imagery and descriptive details. ○ With a partner, complete the questions on page 29 in their Reading/Writing Companion. ○ Review the Sequence chart created in the Plan phase of writing. ○ Write the draft of their personal narrative.
Make Connections Reading / Writing Companion	Students will: T70 <ul style="list-style-type: none"> ○ Share and discuss responses to the “Who Made That?” Blast. ○ Brainstorm answers to the essential question: <i>How do people from different cultures contribute to a community?</i> and complete the Talk About It activity on Reading/Writing Companion page 24. ○ Discuss connections between the mural of the hardworking Latin American people on Reading/Writing Companion page 24 and the text. ○ Write a response about hoe community members share their cultures.
Grammar Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Correct sentences and identify the sentence type. ○ Correct punctuation errors in a piece of their own writing. ○ Complete Practice Book page 16 and complete Talk About It: With a partner, create a list of special days that their families celebrate. Then create and say a complete simple statement, exclamation, or command using a word on the list.

Day 10	Instructional Plan
Student Learning Targets: 3.SL.PKI.4, 3.FL.WC.4.d 3.W.TTP.3.b 3.FL.SC.6.i 3.FL.WC.4.c 3.FL.WC.4.a 3.FL.VA.7a.i	
Writing Process: Draft Reading / Writing Companion	Students will: T58-59 <ul style="list-style-type: none"> ○ Reread the first paragraph on page 21 of the Literature Anthology and point out how the author uses imagery and descriptive details. ○ With a partner, complete the questions on page 29 in their Reading/Writing Companion. ○ Review the Sequence chart created in the Plan phase of writing. ○ Write the draft of their personal narrative.
Spelling Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Take the spelling post-test.
Research and Inquiry Reading / Writing Companion	Students will: T71 <ul style="list-style-type: none"> ○ Discuss items on the Presenting Strategies checklist on Reading/Writing Companion page 25. ○ Review the Listening Checklist on the online Writer's Notebook. ○ Take turns presenting their community map while students write down any questions they have.
Progress Monitoring	Students will: T106-107 <ul style="list-style-type: none"> ○ Complete online assessment.

Weeks 3-4

 **Assessed Skill**

Unit 1 Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: What can traditions teach you about cultures?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  Analyze character, plot, and setting, including the sequence of events Visualize by creating mental images to deepen understanding Discuss how the author's use of language contributes to voice  Explain the author's use of print and graphic features to achieve specific purposes 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary celebrate courage disappointment precious pride pronounce symbols tradition</p> <p>Vocabulary Strategy:  Use context clues to understand meaning</p> <p>Grammar:  Identify subjects in a sentence  Identify predicates in a sentence</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "Ready for Aloha!"</p> <p style="padding-left: 20px;">Shared Read: "The Dream Catcher"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text(s): Yoon and the Jade Bracelet</p> <p>Leveled Readers A: The Special Meal O: A Row of Lamps ELL: A Row of Lamps B: Dragons on the Water</p> <p>Optional Classroom Library Trade Books Cora Cooks Pancit I Love Saturdays y domingos</p>	<p>Writing</p>	<p>Speaking and Listening</p>
	<p>Writing process: Revise and edit a personal narrative</p> <p>Analytical writing:  Write responses that demonstrate understanding</p>	<p>Engage in collaborative conversations Paraphrase portions of "Ready for Aloha!" Present information about culture and tradition</p>
	<p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with final e Decode words with long a: ay, ai, a_e, ea, eigh, ei, ey</p> <p>Spelling Words: Spelling Words: Week 3 date lake skate plane grade fine life rice wise smile rose globe smoke come used Week 4 plain braid fail grain snail paint sway tray gray stay state fake same weigh they</p> <p>Fluency: Read fluently with proper rate and expression</p>	<p>Research and Inquiry</p> <p>Generate questions to conduct formal and informal inquiry</p> <p>Create a class culture quilt about a family tradition</p>

Weekly Standards:

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

3.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [6 lessons]

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

3.FL.SC.6.i Produce simple, compound, and complex sentences. [12 lessons]

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [13 lessons]

3.FL.VA.7a.iv Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [4 lessons]

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

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

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

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

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

3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. [1 lesson]

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

3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words. [6 lessons]

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

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

3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events. [20 lessons]

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

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

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

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

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 3.FL.VA.7b.ii, 3.RL.KID.2 , 3.RL.CS.4, 3.RL.KID.1 , 3.FL.VA.7a.iv 3.FL.VA.7a.i 3.FL.SC.6.i 3.FL.WC.4.a 3.FL.VA.7c	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T120-121 <ul style="list-style-type: none"> ○ Discuss the essential question <i>What can traditions teach you about culture?</i> ○ Review student learning goals. ○ Discuss the photograph of the woman dancing on page 34 of the Reading/Writing Companion. ○ Answer the questions: <i>What are some traditions you have in your family? How do they tell you about your family's history and culture?</i> ○ With a partner, share what they've learned about traditions. ○ Complete the blast assignment "The Good Doctor."
Listening Comprehension Interactive Read Aloud	Students will: T122-123 <ul style="list-style-type: none"> ○ Discuss the features of realistic fiction and begin a realistic fiction anchor chart. ○ Listen to Interactive Read Aloud: Ready for Aloha! And use Think Aloud Clouds to use visualization. ○ Retell "Ready for Aloha!" in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T124-129 <ul style="list-style-type: none"> ○ Use pages 36-37 in the Reading/Writing Companion to answer the Read prompts as they read "The Dream Catcher." ○ In pairs, summarize the selection orally. ○ Write a summary of the selection in their writer's notebook.
Vocabulary Reading / Writing Companion	Students will: T130-131 <ul style="list-style-type: none"> ○ Introduce the vocabulary words. ○ Review context clues. ○ Use pages 37-38 of "The Dream Catcher" to determine the meaning of unknown words.
Grammar Reading / Writing Companion	Students will: T160 <ul style="list-style-type: none"> ○ Review sentences, subjects, and predicates. ○ Complete Practice Book page 25 or the online activity: Talk About It. In pairs, write simple sentences about different cultures in their community. Take turns reading sentences aloud and identifying the subject.
Spelling Reading / Writing Companion	Students will: T164 <ul style="list-style-type: none"> ○ Complete the spelling pre-test.

Day 2	Instructional Plan
<p>Student Learning Targets: 3.RL.KID.3, 3.RL.RRTC.10 3.RL.IKI.7, 3.RI.KID.1 3.W.RW.10 3.W.RBPK.9 3.FL.PWR.3.c 3.FL.F.5.b 3.FL.F.5.a 3.FL.WC.4.a 3.W.RBPK.8 3.W.RBPK.7 3.FL.SC.6.i 3.FL.VA.7c</p>	
<p>Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure</p>	<p>Students will: T132-139</p> <ul style="list-style-type: none"> ○ Discuss using visualization when reading and begin a visualize comprehension anchor chart. ○ Reread the first paragraph on page 37 of “The Dream Catcher” and use visualization to understand how Peter feels at the beginning of the story. ○ Work in pairs to describe Peter’s feelings when he first sees Nokomis dream catcher. ○ Reread page 38 and visualize what happens while looking for details to better understand Peter’s feelings. ○ Review characteristics of realistic fiction and add information about “The Dream Catcher” to the realistic fiction anchor chart. ○ Work with partners to find 2 things in “The Dream Catcher” that could happen in real life and discuss why those things make the story realistic fiction. ○ Independently read the online Differentiated Genre Passage, “Juneteenth Celebrations.” ○ Discuss plot and sequence. Begin an anchor chart about sequence. ○ Identify key events on page 36-37 of “The Dream Catcher.” ○ Complete the graphic organizer for “The Dream Catcher” rereading pages 38-41 to identify what happens at the middle and end of the story. ○ Write a summary of “The Dream Catcher.” ○ With a partner, reread given parts of “The Dream Catcher” and analyze techniques the author used in writing the story.
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T140-141</p> <ul style="list-style-type: none"> ○ Analyze the prompt: How does the author help you understand how Peter’s feelings change from the beginning of the story to the end? ○ Use page 37 of the Reading/Writing Companion to analyze the character’s words and actions. ○ Use the sentence starters on page 48 of the Reading/Writing Companion to answer the prompt on a separate sheet of paper.
<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T144-145</p> <ul style="list-style-type: none"> ○ Discuss <i>formal and informal inquiry</i> on Reading/Writing Companion page 49 and point out the advantages/disadvantages of using informal inquiry to learn about family traditions. ○ Practice generating questions about family traditions that could be answered with both formal and informal inquiry. ○ Organize questions using the online Shutter Foldable. ○ Create a square that includes written information about a family tradition on one side and a drawing on the other (2-week project).
<p>Grammar Practice Book</p>	<p>Students will: T160</p> <ul style="list-style-type: none"> ○ Review subjects and complete subjects. ○ Identify subjects and compound subjects. ○ Complete Practice Book page 26 or the Talk About It Activity: In pairs, write sentences and cut them in half, dividing subjects and predicates. Students will choose a subject and then find a predicate that matches with it to make a complete sentence.

Day 3	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.i, 3.RL.KID.1, 3.RL.KID.3, 3.RL.IKI.7, 3.W.RW.10	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T145A-145S <ul style="list-style-type: none"> ○ Read “Yoon and the Jade Bracelet” in their Literature Anthology while taking notes on the online Character, Setting, and Plot Graphic Organizer 31. ○ Complete Build Vocabulary page 27 and add words to their writer’s notebook.
Grammar Minilesson Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Review complete sentences and fragments. ○ Complete Practice Book page 27 or Talk About It activity: With a partner, write 5 sentences and trade them with another pair of students. Take turns reading the sentence aloud and identifying the subject by using it in question form.
Expand Vocabulary Practice Book	Students will: T169 <ul style="list-style-type: none"> ○ Review vocabulary words, complete sentence stems aloud, and review high-frequency words from Practice Book page 36.
Day 4	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.i, 3.RL.KID.1, 3.RL.KID.3, 3.RL.IKI.7,3.W.RW.10	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T145A-145T <ul style="list-style-type: none"> ○ Read “Yoon and the Jade Bracelet” in their Literature Anthology while taking notes on the online Character, Setting, and Plot Graphic Organizer 31. ○ Complete Build Vocabulary page 27 and add words to their writer’s notebook. ○ Use their Graphic Organizer to summarize the selection. ○ Answer the questions on Reading/Writing Companion pages 50-52. ○ Answer the Essential Question in their writer’s notebook.
Grammar Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Practice finding missing subjects and proofreading for errors with given sentences. ○ Edit their own piece of writing and complete Practice Book page 28. ○ Talk About It: In pairs, take turns saying a subject of a sentence aloud that relates to a tradition in their community and adding a predicate to the subject to form a coherent simple sentence.
Spelling Practice Book	Students will: T165 <ul style="list-style-type: none"> ○ Review spelling words and complete Practice Book page 33. ○ Blind Sort: Take turns reading words and sorting words. Explain how they chose to sort the words.

Day 5	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.i, 3.RL.KID.1, 3.RL.KID.3, 3.RL.IKI.7, 3.W.RW.10	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T145A-145S <ul style="list-style-type: none"> ○ Reread “Yoon and the Jade Bracelet.” ○ While reading, discuss description, point of view, repetition, and dialogue.
Writing Process: Revise Reading / Writing Companion	Students will: T152-153 <ul style="list-style-type: none"> ○ Review sentence fluency. ○ Reread page 18 of “Gary the Dreamer” in the Literature Anthology. Record thoughts on sentence fluency on page 30 of the Reading/Writing Companion.
Spelling Practice Book	Students will: T165 <ul style="list-style-type: none"> ○ Take the spelling post-test.
Grammar Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Review sentences, subjects, and predicates. ○ Complete Practice Book page 25 or the Talk About It Activity: In pairs, take turns writing simple sentences about cultures in their community while the other partner identifies the subject of the sentence.

Weekly Standards

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

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

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

3.FL.SC.6.i Produce simple, compound, and complex sentences. **[12 lessons]**

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. **[9 lessons]**

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

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

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

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

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

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

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

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

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

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

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

3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events. **[9 lessons]**

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

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

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

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

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

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

Day 6	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.i, 3.RL.KID.1, 3.RL.KID.3, 3.RL.IKI.7,3.W.RW.10	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T145A-145S <ul style="list-style-type: none"> ○ Reread “Yoon and the Jade Bracelet”. ○ While reading, discuss description, point of view, repetition, and dialogue.
Respond to Reading Reading / Writing Companion	Students will: T146-147 <ul style="list-style-type: none"> ○ Introduce the prompt aloud: How does Yoon change from the beginning of the story to the end? ○ Review sequencing on pages 34-35 of the Literature Anthology. ○ Review pages 50-52 or the Reading/Writing Companion and discuss the completed charts and writing responses. ○ Answer the writing prompt in their writer’s notebook using sentence starters from page 53 of the Reading/Writing Companion.
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T154-155 <ul style="list-style-type: none"> ○ Review the routine for peer review of writing. ○ Use sentence starters on page 31 of the Reading/Writing Companion to provide feedback. ○ Make revisions to writing based on peer feedback.
Grammar Practice Book	Students will: T162 <ul style="list-style-type: none"> ○ Review complete predicates. Complete Practice Book page 37 or the Talk About It Activity: In groups, take turns writing complete subjects and complete predicates. Combine to form complete sentences.
Spelling Practice Book	Students will: T166 <ul style="list-style-type: none"> ○ Complete the spelling pre-test.
Day 7	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.W.PDW.5 3.FL.SC.6.i 3.FL.WC.4.a 3.FL.VA.7c 3.FL.VA.7a.i	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T147A-147D <ul style="list-style-type: none"> ○ Reread “Family Traditions” and compare and contrast it to “Yoon and the Jade Bracelet.” ○ Complete Build Vocabulary page 47. ○ Summarize the selection.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T156-157 <ul style="list-style-type: none"> ○ Review the editing checklist on Reading/Writing Companion page 32. ○ Trade drafts with a partner to edit and proofread each other’s drafts using the editing checklist. ○ Write a reflection on how collaborating helped their writing.
Grammar Practice Book	Students will: T162 <ul style="list-style-type: none"> ○ Review predicates and compound predicates using Practice Book page 38. ○ Talk About It: In pairs, write simple sentences about family traditions. Take turns reading the sentence aloud and identifying the sentence’s predicate.

Expand Vocabulary Practice Book	Students will: T168 <ul style="list-style-type: none"> ○ Review antonyms using Practice Book page 47.
---	---

Day 8	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.W.PDW.6 3.FL.SC.6.i 3.FL.WC.4.a 3.FL.VA.7c 3.FL.VA.7a.i	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T147A-147D <ul style="list-style-type: none"> ○ Read “Family Traditions” and discuss word choice and description. ○ Summarize the selection. ○ Answer questions on pages 54-56 of the Reading/Writing Companion.
Writing Process: : Publish and Present Reading / Writing Companion	Students will: T158-159 <ul style="list-style-type: none"> ○ Publish their drafts either in print or digitally. ○ Evaluate their writing using the rubric in the Reading/Writing Companion on page 33 and revisit their work if needed. ○ Switch writing with a partner to score each other’s writing. ○ Answer the questions on page 33.
Grammar Practice Book	Students will: T163 <ul style="list-style-type: none"> ○ Review complete sentences. ○ See Practice Book page 39 or online activity. ○ Talk About It: Write a simple sentence about a cultural tradition. In pairs, put simple sentences together to form a compound sentence.
Expand Vocabulary Practice Book	Students will: T169 <ul style="list-style-type: none"> ○ Determine the meanings of unfamiliar words in the On Level Differentiated Genre Passage “Juneteenth Celebrations.” ○ See Practice Book page 48.
Day 9	Instructional Plan
Student Learning Targets: 3.RI.IKI.7, 3.RI.IKI.9, 3.RI.IKI.7 3.RL.CS.4 3.FL.VA.7b.iii 3.FL.PWR.3.d 3.FL.F.5.b 3.W.PDW.6 3.FL.SC.6.i 3.FL.WC.4.a 3.FL.VA.7c 3.FL.VA.7a.i	
Fluency Practice Book	Students will: T151 <ul style="list-style-type: none"> ○ Follow along as teacher models oral fluency with “The Dream Catcher” on page 39 of the Reading/Writing Companion. ○ Echo read from “The Dream Catcher” in groups. ○ Practice fluency using the online Differentiated Genre Passage, “Juneteenth Celebrations.”
Writing Process: Publish and Present Reading / Writing Companion	Students will: T158-159 <ul style="list-style-type: none"> ○ Publish their drafts either in print or digitally. ○ Evaluate their writing using the rubric in the Reading/Writing Companion on page 33 and revisit their work if needed. ○ Switch writing with a partner to score each other’s writing.

	<ul style="list-style-type: none"> ○ Answer the questions on page 33.
Make Connections Reading / Writing Companion	Students will: T170 <ul style="list-style-type: none"> ○ Share responses from “The Good Doctor” Blast. ○ Complete the Talk About It activity on Reading/Writing Companion page 58. ○ Using their notes, write a response to the Essential Question.
Grammar Practice Book	Students will: T163 <ul style="list-style-type: none"> ○ Identify predicates in sentences. ○ Edit their own writing. ○ See Practice Book page 40. ○ Talk About It: In small groups, write simple sentences about holidays celebrated by different cultures. Read sentences aloud and add another predicate to the predicate already in the sentence.
Day 10	Instructional Plan
Student Learning Targets: 3.RI.IKI.7, 3.RI.IKI.9, 3.W.PDW.6 3.FL.SC.6.i 3.FL.WC.4.a 3.FL.VA.7c; 3.FL.VA.7a.i	
Writing Process: Publish and Present Reading / Writing Companion	Students will: T158-159 <ul style="list-style-type: none"> ○ Publish their drafts either in print or digitally. ○ Evaluate their writing using the rubric in the Reading/Writing Companion on page 33 and revisit their work if needed. ○ Switch writing with a partner to score each other’s writing. ○ Answer the questions on page 33.
Spelling Practice Book	Students will: T167 <ul style="list-style-type: none"> ○ Take the spelling post-test.
Research and Inquiry Reading / Writing Companion	Students will: T171 <ul style="list-style-type: none"> ○ Discuss the Presenting Strategies checklist on Reading/Writing Companion page 59. ○ Review the Listening Checklist from the online Writer’s Notebook. ○ As other students present, write down any questions they may have.
Progress Monitoring	Students will: T206-207 <ul style="list-style-type: none"> ○ Complete the online assessment.

Week 5		
Unit 1 Week 5	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How do landmarks help us understand our country's story?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from the text ✓ Make inferences to support understanding ✓ Recognize the main idea and evaluate key details <p>Ask and answer questions to deepen understanding Explain the author's purpose</p> <ul style="list-style-type: none"> ✓ Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary carved clues grand landmark massive monument national traces</p> <p>Vocabulary Strategy: ✓ Use context to determine the meaning of multiple-meaning words</p> <p>Grammar: ✓ Identify simple and compound sentences</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "America's Landmarks and Memorials"</p> <p style="padding-left: 20px;">Shared Read: "Preserve and Protect"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Texts: "Protecting Our Parks"</p> <p>Leveled Readers A: Preserving a Special Place O: Preserving a Special Place ELL: Preserving a Special Place B: Preserving a Special Place</p> <p>Optional Classroom Library Trade Books Lion Dancer: Ernie Wan's Chinese New Year Family Pictures</p>	<p>Writing</p>	<p>Speaking and Listening</p>
	<p>Writing process: Plan and draft a persuasive essay</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p>	<p>Engage in collaborative conversations Paraphrase portions of "America's Landmarks and Memorials" Present information about famous monuments and landmarks in the U.S. and their significance</p>
	<p>Foundational Skills</p>	<p>Research and Inquiry</p>
	<p>Phonics/Word Study: Decode words with long o: o, ow, o_a, oa, oe</p> <p>Spelling Words: Week 5 coast coal sold broke slow float soak scold note show toad gold slope bone foe</p> <p>Fluency: Read fluently with accuracy and proper phrasing</p>	<p>Distinguish facts from opinion</p> <p>Create a postcard about a landmark or monument</p>

Weekly Standards:

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

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

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

3.FL.SC.6.h Use coordinating and subordinating conjunctions. [10 lessons]

3.FL.SC.6.i Produce simple, compound, and complex sentences. [14 lessons]

3.FL.SC.6.n Write a cohesive paragraph with a main idea and detailed structure. [2 lessons]

3.FL.VA.7.a.i Use sentence-level context as a clue to the meaning of a word or phrase. [13 lessons]

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

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

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

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

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

3.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area. [2 lessons]

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

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

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

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [26 lessons]

3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. [1 lesson]

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

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

3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. [4 lessons]

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

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

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

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

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

3.W.TTP.1.b Develop an opinion with reasons that support the opinion. [2 lessons]

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

Day 1	Instructional Plan
Student Learning Targets: 3.SL.CC.2, 3.RL.KID.1, 3.RI.KID.2, 3.RI.CS.4, 3.FL.VA.7a.i, 3.FL.SC.6.h	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T218-219 <ul style="list-style-type: none"> ○ Introduce the Essential Question: How do landmarks help us understand our country's history? ○ Review Student Learning Goals. ○ Review the photograph on page 60 of the Reading/Writing Companion. ○ Complete the "Special Places" Blast Assignment.
Listening Comprehension Interactive Read Aloud	Students will: T220-221 <ul style="list-style-type: none"> ○ Review argumentative text and begin an anchor chart about the genre. ○ Use the Ask and Answer Questions strategy as they listen to "America's Landmarks and Memorials."
Vocabulary Reading / Writing Companion	Students will: T226-227 <ul style="list-style-type: none"> ○ Introduce the vocabulary words. ○ Review multiple-meaning words. ○ Use context clues to identify the meaning of plants and safe in "Protect the Land!"
Grammar Practice Book	Students will: T254 <ul style="list-style-type: none"> ○ Review simple sentences. ○ See Practice Book page 49. ○ Talk About It: In a group, write 5 sentences about things they like to do or things they have learned in the last year. Put the sentences in a pile. Take turns drawing 2 sentences and joining them with a conjunction.
Spelling Practice Book	Students will: T256 <ul style="list-style-type: none"> ○ Take the spelling pre-test.
Day 2	Instructional Plan
Student Learning Targets: 3.SL.CC.2, 3.RI.RRTC.10 3.RL.KID.1 3.RI.IKI.7 3.RI.KID.2 3.RI.KID.1 3.W.RW.10 3.W.RBPK.9 3.FL.F.5.b 3.W.RBPK.8 3.FL.SC.6.h 3.FL.SC.6.i 3.FL.WC.4.a 3.FL.VA.7a.i	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T228-235 <ul style="list-style-type: none"> ○ Review asking and answering questions ○ Reread "Protect the Land!" on page 64 of "Preserve and Protect." Practice close reading of the text. ○ Work in pairs to generate questions about rules that protect the land. Practice answering questions on page 64 "What About My Business?" ○ Review argumentative text, maps, captions, and sidebars. Add to Argumentative Anchor Chart. ○ Practice identifying facts to support opinions in "What About My Business?" and discuss text features. ○ Read the online Differentiated Genre Passage, "A Landmark for All." ○ Review main idea and begin a main idea and details anchor chart. ○ Practice identifying supporting details from "Protect the Land!" on page 64 of "Preserve and Protect."

	<ul style="list-style-type: none"> ○ Work in pairs to write a summary about why many business owners think there are too many rules that protect the land using “What About My Business?” ○ Reread portions of “Preserve and Protect” and discuss the use of headings and sidebars to help the reader understand both sides of an argument.
Respond to Reading Reading / Writing Companion	Students will: T236-237 <ul style="list-style-type: none"> ○ Read the prompt aloud: How does the author help you understand both claims of the argument about protecting land? ○ Review points and counterpoints on page 64 of the Reading/Writing Companion and identify one fact the author provides for each side of the argument. ○ Use the sentence starters on Reading/Writing Companion page 72 to answer the prompt.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T240-241 <ul style="list-style-type: none"> ○ Review fact and opinion and discuss the Quick Tip on Reading/Writing Companion page 73. ○ Practice using facts and opinions to tell about a familiar place in the community. ○ Work in partners to create a postcard about a Texas landmark or monument (2 week project).
Grammar Practice Book	Students will: T254 <ul style="list-style-type: none"> ○ Review simple and compound sentences ○ See Practice Book page 50 ○ Talk About It: In partners, each write 5 simple sentences relating to the importance of leaning on separate cards. Write “join”, “change of thought”, or “choice” on separate cards. Choose 2 sentences and then choose a conjunction card to form a compound sentence.

Day 3	Instructional Plan
Student Learning Targets: 3.SL.CC.2, 3.FL.SC.6.i 3.FL.WC.4.a 3.FL.VA.7a.i, 3.FL.SC.6.h	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T241A-241D <ul style="list-style-type: none"> ○ Read pages 50-53 of the Literature Anthology and practice taking notes on asking/answering questions and main idea. ○ Summarize the selection. ○ Answer questions on pages 74-75 of the Reading/Writing Companion. ○ Write a response to the writing prompt.
Grammar Minilesson Practice Book	Students will: T255 <ul style="list-style-type: none"> ○ Review punctuating simple and compound sentences. ○ See Practice Book page 51 or online activity. ○ Talk About It: Choose a paragraph with different types of punctuation. With a partner, take turns reading a sentence aloud while the other partner identifies the punctuation.
Expand Vocabulary Practice Book	Students will: T259 <ul style="list-style-type: none"> ○ Complete the Spiral Review. ○ See Practice Book page 60.

Day 4	Instructional Plan
Student Learning Targets: 3.W.RW.10 3.W.RBPK.9 3.RI.KID.3 3.RI.KID.2 3.RL.KID.1 3.W.PDW.4 3.W.PDW.5 3.FL.SC.6.n 3.W.RBPK.8 3.W.TTP.1.b 3.FL.SC.6.h 3.FL.SC.6.i 3.FL.WC.4.a 3.FL.VA.7a.i	
Read the Anchor Text (Literature Anthology) Author's Craft Respond to Text	Students will: T241A-241D <ul style="list-style-type: none"> ○ Read pages 50-53 in the Literature Anthology and answer questions aloud.
Writing Process: Expert Model & Plan Reading / Writing Companion	Students will: T246-251 <ul style="list-style-type: none"> ○ Discuss persuasive essays and add to the anchor chart. ○ Reread Literature Anthology page 51 and answer questions on page 82 of the Reading/Writing Companion. ○ Choose one U.S. park or landmark to be the topic of a persuasive essay about why it is an important place to visit. ○ Preview the rubric on page 89 and begin planning their essay.
Grammar Practice Book	Students will: T255 <ul style="list-style-type: none"> ○ Correct errors in sentences. ○ See Practice Book page 52. ○ Talk About It: One partner writes a complete subject while the other writes a complete predicate. Pair with other students to form compound sentences and discuss punctuation.
Spelling Practice Book	Students will: T257 <ul style="list-style-type: none"> ○ Correct spelling errors in sentences. ○ Complete Practice Book page 57.
Day 5	Instructional Plan
Student Learning Targets: 3.RI.IKI.9 , 3.FL.F.5.a 3.FL.SC.6.n 3.W.TTP.2.c 3.FL.WC.4.d 3.W.TTP.1.b 3.FL.SC.6.h 3.FL.SC.6.i 3.FL.WC.4.a 3.FL.VA.7a.i	
Read the Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T243A-243B <ul style="list-style-type: none"> ○ Reread "5 Questions for George McDonald" and answer questions on pages 77-78 of the Reading/Writing Companion.
Fluency Reading / Writing Companion	Students will: T261 <ul style="list-style-type: none"> ○ Listen as the teacher models accuracy and proper phrasing on page 81 of the Reading/Writing Companion. ○ Practice fluency with choral reading. ○ Read Literature Anthology page 51 in partners. ○ Complete page 81 of the Reading/Writing Companion
Writing Process: Draft Reading / Writing Companion	Students will: T252-253 <ul style="list-style-type: none"> ○ Review facts and opinions. Reread page 52 of the Literature Anthology. ○ Write a paragraph using page 85 of the Reading/Writing Companion. ○ Write a persuasive essay draft and pair up to identify facts in each other's writing.
Spelling Practice Book	Students will: T257 <ul style="list-style-type: none"> ○ Complete the spelling post-test.

Progress Monitoring

Students will: T296-297

- Complete the online assessment.

Week 6		
---------------	--	--

Unit 1 Week 6	Comprehension / Genre / Author's Craft	Language Development
Review, Extend, and Assess	Review strategies and skills Track progress Cite relevant evidence from text Summarize the text Interpret information presented visually	Vocabulary Acquisition: Use context to determine the meaning of unfamiliar words Identify, explain, and use homographs in a text
Text(s): Reading Digitally: "Soccer Is America's Game" Reader's Theater: "Take Me to Your Litter"	Writing	Speaking and Listening
	Writing process: Complete a persuasive essay Share writing and choose a portfolio piece Analytical writing: Write an opinion Write a summary	Paraphrase information presented digitally Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: read grade-level text fluently with appropriate prosody, accuracy, and rate	Conduct and present research Search key words and results Gather relevant information from digital sources Navigate links

Weekly Standards:

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

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

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

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

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

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

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

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

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [4 lessons]

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

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

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

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

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

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

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

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

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

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

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

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

3.W.TTP.1.e Use linking words and phrases to connect opinion and reasons. [1 lesson]

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

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

Day 1	Instructional Plan
Student Learning Targets: 3.RI.KID.2, 3.RI.CS.5, 3.RI.CS.6, 3.RI.IKI.7, 3.FL.F.5.b, 3.RL.KID.1, 3.W.TTP.1.c, 3.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T302-303 <ul style="list-style-type: none"> ○ Identify text features ○ Listen and follow along as the teacher reads the article aloud, focus on why people play soccer and why it's becoming more popular. ○ Take notes using online Graphic Organizer 141. After each section, have partners paraphrase the main ideas, giving text evidence. Make sure you understand idioms such as <i>caught on</i> or <i>go toe-to-toe</i>. ○ Compare what they have learned about how soccer helps people grow with other ways they have read about people learning and growing in texts in this unit. ○ Brainstorm questions related to the article ○ Choose a question to research ○ Conduct Internet Research ○ Present in groups giving an informal information presentation on the topic
Show What You Learned Reading / Writing Companion	Students will: T306-307 <ul style="list-style-type: none"> ○ Read "Remembering San Jacinto" and answer test questions about the text.
Writing Process: Revise Reading / Writing Companion	Students will: T314-315 <ul style="list-style-type: none"> ○ Review their drafts, focusing on strong openings. Add something, like fun facts or pictures to make the reader want to learn more. Brainstorm text features that would be helpful in this assignment.
Day 2	Instructional Plan
Student Learning Targets: 3.RI.KID.2, 3.RI.CS.5, 3.RI.CS.6, 3.RI.IKI.7, 3.FL.F.5.b, 3.FL.VA.7a.i, 3.RL.KID.3, 3.W.PDW.5, 3.RL.KID.3	
Reading Digitally OR Reader's Theater	Students will: T302-303 <ul style="list-style-type: none"> ○ Identify features of a play ○ Discuss any vocabulary words they may not know ○ Split into groups to get your part for the play for the week ○ In pairs practice their parts in the play; after a few times, practice performing the script, remember that non-verbal communication is an important part of portraying a character. ○ Complete Workstation Activity Card 26 ○ Perform the reader's theater ○ Reread the play
Show What You Learned Reading / Writing Companion	Students will: T308-309 <ul style="list-style-type: none"> ○ Review the realistic fiction genre and read "Sophia's Mexican Birthday" and answer the questions that follow.
Writing Process: Peer Review Reading / Writing Companion	Students will: T316-317 <ul style="list-style-type: none"> ○ Peer review classmates' writing ○ Begin by telling what they liked about the writing

	<ul style="list-style-type: none">○ Ask a question about the park or landmark described in the essay○ Give suggestions or way to create a stronger opening or a more convincing body
--	---

Day 3	Instructional Plan
Student Learning Targets: 3.RI.KID.2, 3.RI.CS.4, 3.W.TTP.2.f, 3.W.TTP.1.e, 3.W.TTP.1.f	
Extend Your Learning	<p>Students will: T310-311</p> <ul style="list-style-type: none"> ○ Fill out the Venn diagram on Reading/Writing Companion page 96 ○ Review homographs, remember to use nearby words as clues to figure out the correct meaning of a homograph in a sentence.
Writing Process: Edit and Proofread Reading / Writing Companion	<p>Students will: T318-319</p> <ul style="list-style-type: none"> ○ Review the editing checklist on Reading/Writing Companion page 88 ○ Pair students and give them time to edit and proofread each other's drafts using the editing checklist as a guide
Day 4	Instructional Plan
Student Learning Targets: 3.FL.F.5.b, 3.RI.KID.2, 3.W.RW.10, 3.FL.WC.4.d, 3.W.PDW.6	
Extend Your Learning	<p>Students will: T312-313</p> <ul style="list-style-type: none"> ○ In partners or small groups, read and discuss the activity on Reading/Writing Companion page 98 ○ Choose and research a landmark to write an ad about. Research facts and draw a map of the site. ○ Think about a family cultural celebration they want to explain to other. Write down the directions for how to celebrate it. Have a partner share, compare, and restate their directions. ○ Read and discuss the activity on Reading/Writing Companion page 99. In partner or small groups, discuss the article, and find another opinion and reasons the author uses to support that opinion
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	<p>Students will: T320-321</p> <ul style="list-style-type: none"> ○ Choose a format for publishing: print or digital. Either format should incorporate a strong opening that clearly states their claim, convincing facts, reasons, and explanation of why this park or landmark is important. ○ Practice their presentations and consult the presenting checklist
Day 5	Instructional Plan
Student Learning Targets: 3.FL.WC.4.d, 3.W.PDW.6, 3.RI.IKI.9, 3.SL.PKI.4 3.W.RBPK.8 3.SL.CC.1 3.SL.PKI.6	
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	<p>Students will: T320-321</p> <ul style="list-style-type: none"> ○ Present their persuasive essay ○ Evaluate peer work using the checklist and/or rubric
Track Your Progress	<p>Students will: T322</p> <ul style="list-style-type: none"> ○ In pairs, review Reading/Writing Companion page 100 ○ Score each skill in the box provided. Note the lowest score, reflect on their progress, write an honest evaluation of the lowest scoring skill in the boxes provided
Wrap Up the Unit	<p>Students will: T323</p> <ul style="list-style-type: none"> ○ <i>Connect to a big idea by answering the question: How can learning help us grow?</i>

	<ul style="list-style-type: none">○ In small groups compare the information that they have learned during the course of the unit in order to answer the Big Idea question.○ Review their class notes and completed graphic organizers before they begin their discussions. Compare information from all the unit's selections and the Inquiry Space presentations
Summative Assessment	Students will: T334-335 <ul style="list-style-type: none">○ Complete the summative assessment.

BCS Literacy Vision

Unit 2**Genre Study 1: Expository Text**

Essential Question: How do people make government work?

Text Sets:

Read Aloud: “All About Elections”

Shared Read: “Every Vote Counts”

Anchor Text: Vote! And “A Plan for the People”

Genre Study 2: Historical Fiction

Essential Question: Why do people immigrate to new places?

Text Sets:

Read Aloud: “Our Story Cloth”

Shared Read: “Sailing to America”

Anchor Text: *The Castle on Hester Street* & “Next Stop, America”

Culminating Task: Research a topic about voting or how people make government work. Write an expository essay using the information you gathered from researching your topic. Make sure to cite your sources.

Genre Study 3: Poetry

Essential Question: How do people figure things out?

Text Sets:

Read Aloud: “New Bike, Old Bike”

Shared Read: “Empanada Day,” “Cold Feet,” “Our Washing Machine,” “Bugged”

Anchor Text: “The Inventor Thinks Up Helicopters,” “Ornithopter,” & “Montgolfier Brothers’ Hot Air Balloon”

Culminating Task: Think about a time you had to figure something out. Choose a plan or invention and how it could solve a problem. Write a free verse poem about your plan or invention and how it could solve a problem. Make sure to use figurative language and a pattern or rhythm in your poem.

Unit 2 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: How do people make government work?</p>	<ul style="list-style-type: none">  Cite relevant evidence from text  Make inferences to support understanding  identify the author's point of view <p>Monitor comprehension by rereading when understanding break downs Explain how text structure contributes to the author's purpose</p> <ul style="list-style-type: none">  identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary announced candidates convince decisions elect estimate government independent</p> <p>Vocabulary Strategy:  determine the meaning of words with prefixes</p> <p>Grammar:  identify and use different kinds of nouns  Use singular and plural nouns correctly</p>
<p>Text(s):</p> <p>Teach and Model</p> <p>Interactive Read Aloud: "All About Elections" Shared Read: "Every Vote Counts"</p> <p>Practice and Apply</p> <p>Anchor Text: "Vote!" & "A Plan for the People"</p> <p>Leveled Readers A: The Race for the Presidency T72-T73 O: The Race for the Presidency T82-T83 ELL: The Race for the Presidency T102-T103 B: The Race for the Presidency T88-T89</p> <p>Optional Classroom Library Trade Books</p>	<p>Writing</p>	<p>Speaking and Listening</p>
	<p>Writing process: Plan and draft and expository essay</p> <p>Analytical writing:  Write responses that demonstrate understanding</p>	<p>Engage in collaborative conversations Paraphrase portions of "All About Elections" Present information about the government</p>
	<p>Foundational Skills</p>	<p>Research and Inquiry</p>
	<p>Phonics/Word Study: Decode words with long i: <i>i, ie, igh, i_e, y</i> Decode words with long u: <i>u, u_e, ew</i> Decode words with long e: <i>e, ea, ee, e_e, ie, ey, y</i></p> <p>Spelling Words:</p> <p>Week 1 sky fry pie tied tight right bright grind child cube cute mule music drew few</p> <p>Week 2 heel week creek free green street freeze seal weak bean speaks team clean cream field</p> <p>Fluency: read fluently with proper intonation, phrasing, and rate</p>	<p>Understand how to write correspondence</p> <p>Write a thank you note to a hardworking member of your community</p>

Weekly Standards

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

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

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

3.FL.PWR.3.a Identify and define the meaning of the most common prefixes and derivational suffixes. **[4 lessons]**

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

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

3.FL.SC.6.b Form and use regular and irregular plural nouns. **[5 lessons]**

3.FL.SC.6.c Use abstract nouns. **[10 lessons]**

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

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

3.FL.VA.7a.ii Determine the meaning of the new word formed when a known affix is added to a known word. **[25 lessons]**

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

3.FL.VA.7a.iv Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **[5 lessons]**

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

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

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

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

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

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

3.RI.CS.6 Distinguish reader point of view from that of an author of a text. **[22 lessons]**

3.RI.IKI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of a text. **[15 lessons]**

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

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. **[5 lessons]**

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

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

3.SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **[1 lesson]**

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 3.SL.CC.2, 3.SL.CC.3, 3.SL.PKI.6, 3.RL.KID.1 , 3.SL.CC.2, 3.RI.CS.5 , 3.RI.IKI.7, 3.FL.PWR.3.a, 3.FL.VA.7a.ii, 3.FL.SC.6.a, 3.FL.SC.6.c, 3.FL.WC.4.a, 3.FL.WC.4.c	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T20-21 <ul style="list-style-type: none"> ○ Discuss the essential question: How do people make government work? ○ Review student learning goals ○ Discuss the photograph of the children voting. Reading/Writing Companion p. 102-103 ○ Answer the questions: <i>What decisions do you think the students are voting on in the picture? How do you think it will make a difference? How does voting help make government work?</i> ○ With a partner, describe the government and what have they learned about government ○ Complete the blast assignment "Let's Vote On It"
Listening Comprehension Interactive Read Aloud	Students will: T22-23 <ul style="list-style-type: none"> ○ Listen for features of expository text (cause/effect, compare/contrast, problem/solution, sequential order) ○ Start an expository text anchor chart ○ Listen and follow along as the teacher reads the interactive read aloud. Use the comprehension strategy "Reread" to understand the selection ○ Retell "All About Elections" in their own words
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T24-29. Reading/Writing Companion p. 104-109 <ul style="list-style-type: none"> ○ Read Shared Read <i>Every Vote Counts</i>. ○ Think about the essential question and what they know about government ○ Read prompts and answer questions ○ In pairs, summarize selection orally using their notes, then write a summary in their writer's notebook
Vocabulary Reading / Writing Companion	Students will: T30-31. Reading/Writing Companion 110-111 <ul style="list-style-type: none"> ○ Introduce vocabulary words for the week ○ Identify and discuss prefixes and how knowing the meaning of the prefix helps them figure out the meaning of the word
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Learn about nouns ○ See Practice Book page 61 or online activity ○ In small groups, write ten common nouns on cards, take turns picking a card and saying aloud a proper noun that works as a substitute for the common noun
Spelling Practice Book	Students will: T64 <ul style="list-style-type: none"> ○ Take the spelling pre-test

Day 2	Instructional Plan
Student Learning Target: 3.RI.CS.6, 3.RI.IKI.8, 3.RI.KID.2, 3.RI.CS.5, 3.W.RBPK.9, 3.W.RW.10, 3.FL.SC.6.a, 3.FL.SC.6.c	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T32-39 Reading/Writing Companion p. 112-113 <ul style="list-style-type: none"> ○ Start a reread comprehension anchor chart ○ In partners, discuss bar graph on page 109, discussing the information they learned from the bar graph about a vote for class pet. ○ Independently read the online Differentiated Genre Passage “Express Yourself” ○ In pairs write a summary of “Every Vote Counts!”, remembering to identify the author’s point of view and distinguish their own point of view from the author. Reading/Writing Companion p. 114-115
Respond to Reading Reading / Writing Companion	Students will: T40-43 Reading/Writing Companion p. 116 <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How does the author help you understand that every vote counts?</i> ○ Look at the photographs and read the captions to determine the message the author is trying to convey about voting ○ In the Reading/Writing Companion, have students skim page 105 to find the main idea and details about voting ○ In pairs, how does the text structure help you understand why voting is important. ○ Read multisyllable words ○ Write plural words by changing y to i.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T44-45 Reading/Writing Companion p. 117 <ul style="list-style-type: none"> ○ Choose a leader to write a thank-you note to and what to write about using Four-Door Foldable® to record the answers to Who and What, and give two reasons why ○ In partners write a thank-you note to someone who works hard in their community
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Learn about concrete and abstract nouns ○ See Practice Book page 62 ○ In small groups, each student will write five abstract nouns on cards. Then take turns drawing cards. The student drawing the card will describe the abstract noun using concrete nouns, as the others guess the abstract noun.

Day 3	Instructional Plan
Student Learning Target: 3.FL.VA.7a.i, 3.FL.VA.7a.ii, 3.RL.KID.1, 3.RI.CS.6, 3.W.RW.10, 3.FL.SC.6.a, 3.FL.SC.6.c, 3.FL.VA.7a.ii, 3.FL.VA.7a.iv	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T45A-V <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question ○ Study the illustrations in the story ○ Make inferences about the text based on illustrations ○ Answer questions about text. ○ Meet the author and learn her purpose for writing

Grammar Minilesson Practice Book	Students will: T61 <ul style="list-style-type: none"> ○ Continue to work on capitalizing proper nouns ○ Participate in the activity: in small groups, each student will write ten proper nouns on cards that name books, historical events, languages, and months. Have them take turns drawing the cards and describing the noun to the others, who will try to guess the noun. ○ See Practice Book p. 63
Expand Vocabulary Practice Book	Students will: T69 <ul style="list-style-type: none"> ○ Review the target vocabulary words and orally complete each sentence stem ○ See Practice Book page 72
Day 4	Instructional Plan
Student Learning Target: 3.FL.VA.7a.i, 3.FL.VA.7a.ii, 3.RL.KID.1, 3.RI.CS.6, 3.W.RW.10, 3.FL.SC.6.a, 3.FL.SC.6.c, 3.FL.WC.4.a, 3.FL.WC.4.c	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: T45A-V <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Using Graphic Organizer 128, sequence of events in the order that they happened ○ Look at the illustrations in the text to help visualize what is happening in the story ○ Ask and answer questions about the story ○ Use information from the Sequence Chart to summarize
Grammar Practice Book	Students will: T61 <ul style="list-style-type: none"> ○ Correct errors in sentences and determine if statement or question. ○ Practice Book p. 64
Spelling Practice Book	Students will: T65 <ul style="list-style-type: none"> ○ Proofread Sentences Practice Book p. 69
Day 5	Instructional Plan
Student Learning Target: 3.RL.KID.1, 3.W.RW.10, 3.RL.CS.6, 3.FL.WC.4.a, 3.FL.WC.4.c, 3.FL.SC.6.i	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-V <ul style="list-style-type: none"> ○ Reread the Anchor Test. ○ Answer questions about text features, author's craft, text structure and illustrations ○ Reading/Writing Companion p. 118-120
Writing Process: Expert Model Reading / Writing Companion	Students will: T52-53 <ul style="list-style-type: none"> ○ Plan their own personal narrative about a time when they tried their hardest to do something ○ Create anchor chart with features of a personal narrative ○ Analyze expert models of personal narrative to learn how to write one of their own
Spelling Practice Book	Students will: T65 <ul style="list-style-type: none"> ○ Take the spelling post-test ○ List misspelled words in their writer's notebook

<p>Grammar Practice Book</p>	<p>Students will: T61</p> <ul style="list-style-type: none">○ Take the assessment in Practice Book page 65
---	--

Weekly Standards

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

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

3.FL.SC.6.i Produce simple, compound, and complex sentences. **[9 lessons]**

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

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

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

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

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

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

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

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

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

3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **[5 lessons]**

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

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

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

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

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

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

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

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

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

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

Day 6	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.W.RW.10, 3.RI.KID.3, 3.W.RBPK.9, 3.W.PDW.4, 3.W.PDW.5, 3.W.RBPK.8, 3.RI.CS.6	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-U Reading/Writing Companion (cont. work on p. 118-120) <ul style="list-style-type: none"> ○ Analyze the author’s word choice ○ Analyze the illustrations ○ Analyze descriptive details
Respond to Reading Reading / Writing Companion	Students will: T46-47 <ul style="list-style-type: none"> ○ Answer the prompt: <i>How does the author help you understand how American citizens are responsible for the way our government works?</i> ○ Read first paragraph Literature Anthology page 107. Answer questions from teacher. ○ Use sentence starters to guide their responses Reading/Writing Companion p. 121
Writing Process: Plan Reading / Writing Companion	Students will: T54-55 <ul style="list-style-type: none"> ○ Brainstorm ideas related to voting and how people make government work. ○ Use writer’s notebook to ask yourself questions and to plan your writing
Grammar Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Learn about singular and plural nouns. ○ Practice Book p. 73
Spelling Practice Book	Students will: T66 <ul style="list-style-type: none"> ○ Take the spelling pre-test
Day 7	Instructional Plan
Student Learning Targets: 3.RI.CS.5, 3.SL.CC.1, 3.W.RW.10, 3.W.PDW.4, 3.FL.SC.6.i, 3.FL.VA.7a.i	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T47A-D <ul style="list-style-type: none"> ○ Read and reread “A Plan for the People” ○ Take notes and think about the Essential Question: <i>How do people make government work?</i> ○ Think about how this text compares with <i>Vote!</i> ○ Discuss how these texts are similar and different
Writing Process: Plan Reading / Writing Companion	Students will: T56-57 <ul style="list-style-type: none"> ○ Discuss expository essay. ○ Discuss why you think it is important to include information about your sources in an expository essay. ○ Reading/Writing Companion p. 130
Grammar Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Review how to form plural nouns. Explain how singular and plural nouns differ. ○ Learn how to form the plural of a word that ends in a consonant and y, change the y to / and add-es.

	<ul style="list-style-type: none"> ○ Practice Book p. 74
Expand Vocabulary Practice Book	Students will: T68 <ul style="list-style-type: none"> ○ Practice using a dictionary to look up the meaning, pronunciation, and syllabication of a word. ○ See Practice Book page 83

Day 8	Instructional Plan
Student Learning Targets: 3.RI.CS.5, 3.SL.CC.1, 3.W.RW.10, 3.FL.PWR.3.c, 3.FL.F.5.b, 3.FL.SC.6.i, 3.FL.VA.7a.i, 3.RI.KID.2	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T48 <ul style="list-style-type: none"> ○ Reread “A Plan for the People” looking at compare and contrast ○ Reading/Writing Companion p. 124 ○ Analyze the text
Writing Process: Draft Reading / Writing Companion	Students will: T 58-59 <ul style="list-style-type: none"> ○ Read aloud the excerpt from “Every Vote Counts” on Reading/Writing Companion p. 131. ○ Begin writing a draft of an expository essay about voting and how people make government work ○ Pair with another student to identify the ideas and details of each other’s draft.
Grammar Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Punctuate four sentence types. ○ Practice Book p. 75
Expand Vocabulary Practice Book	Students will: T69 <ul style="list-style-type: none"> ○ Recall what a prefix is. ○ Determine the meaning of words in the On Level Differentiated Genre Passage “Express Yourself” ○ Practice Book p. 84
Day 9	Instructional Plan
Student Learning Targets: 3.FL.PWR.3.c, 3.FL.F.5.b, 3.FL.WC.4.d, 3.W.TTP.3.b, 3.RI.IKI.9 , 3.FL.SC.6.i, 3.RI.KID.3	
Fluency Practice Book	Students will: T51 <ul style="list-style-type: none"> ○ Listen to the teacher read aloud paragraph 2 of “A Plan for the People” p. 122 of the Reading/Writing Companion. ○ Partner read working on the rate at which they read. ○ Practice fluency using the online Differentiated Genre Passage- “Express Yourself “
Writing Process: Draft Reading / Writing Companion	Students will: T58-59 <ul style="list-style-type: none"> ○ Continue to work on draft of personal narrative
Make Connections Reading / Writing Companion	Students will: T70 <ul style="list-style-type: none"> ○ Discuss responses to the “Who Made That?” Blast. ○ Complete the Talk About It activity on Reading/Writing Companion page 24

	<ul style="list-style-type: none"> ○ Write a final response about how community members share their cultures
<p>Grammar Practice Book</p>	<p>Students will: T63</p> <ul style="list-style-type: none"> ○ Proofread and correct errors to sentences ○ Practice Book p. 76
<p>Day 10</p>	<p>Instructional Plan</p>
<p>Student Learning Targets: 3.FL.WC.4.d, 3.W.TTP.3.b, 3.FL.WC.4.a, 3.FL.WC.4.c, 3.SL.PK1.4</p>	
<p>Writing Process: Draft Reading / Writing Companion</p>	<p>Students will: T58-59</p> <ul style="list-style-type: none"> ○ Complete draft of narrative ○ Choose a format for publishing, include text features such as descriptive language. ○ Focus on their handwriting
<p>Spelling Practice Book</p>	<p>Students will: T67</p> <ul style="list-style-type: none"> ○ Take the spelling post-test
<p>Research and Inquiry Reading / Writing Companion</p>	<p>Students will: T71</p> <ul style="list-style-type: none"> ○ Practice presenting their community map. Look at each item on the Presenting Strategies checklist on Reading/Writing Companion page 25 ○ Discuss options for presenting, such as creating an online slideshow or a digital poster ○ Students in audience can write down any questions that they have during presentations
<p>Progress Monitoring</p>	<p>Students will: T106-107</p> <ul style="list-style-type: none"> ○ Complete the online assessment
Empty cell for additional content	