

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 of Hester Street***Culminating Task:** How does the author help you understand that every vote counts?**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," and "Bugged"**Anchor Text:** "The Inventor Thinks Up Helicopters," "Ornithopter," and "Montgolfier Brothers' Hot Air Balloon"**Culminating Task:** Write a free verse poem about a plan or invention and how it could solve a problem.

Week 3 Assessed Skill		
Unit 2 Week 3	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: Why do people immigrate to new places?</p>	<ul style="list-style-type: none"> ✔ Cite relevant evidence from text ✔ Make inferences to support understanding ✔ Infer the theme of a work <p>Make predictions Recognize organizational patterns, including cause and effect</p> <ul style="list-style-type: none"> ✔ Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary</p> <p>arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered</p> <p>Vocabulary Strategy: ✔ Use similes to compare two things that are different</p> <p>Grammar: ✔ Combine sentences with verbs using standard English conventions ✔ Practice combining sentences properly</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "Our Story Cloth"</p> <p style="padding-left: 20px;">Shared Read: "Sailing to America"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text(s): "The Castle on Hester Street" & "Next Stop, America!"</p> <p>Leveled Readers A: The Promise of Gold Mountain O: Moving from Mexico ELL: Moving from Mexico B: Gustav Goes to America</p> <p>Optional Classroom Library Trade Books Going Home Peppe the Lamplighter</p>	<p>Writing</p> <p>Writing process: Revise and edit an expository essay</p> <p>Analytical writing: ✔ Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study:</p> <ul style="list-style-type: none"> • Decode words with silent letters • Decode words with three-letter blends <p>Spelling Words: Week 3 wrap wrists wrote wreck wring write wreath knit knife knight knock knee gnome sign gnaws</p> <p>Week 4 scrubs screams scratch scrape screen spread splash spray streak strength strong squeak three throw thread</p> <p>Fluency: read fluently with accuracy, proper phrasing, and rate</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversations Paraphrase portions of "The California Gold Rush" Present information about unique events and inventions in history</p> <p>Research and Inquiry</p> <p>Identify and use primary and secondary sources to gather relevant information Write a journal entry about what it may have been like to immigrate to America</p>

Weekly Standards:

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

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

3.FL.PWR.3.d Read grade-appropriate irregularly spelled words. [5 lessons]

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

3.FL.SC.6.b Form and use regular and irregular plural nouns. [12 lessons]

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

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

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

3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context. [10 lessons]

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

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

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

3.FL.WC.4.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.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [2 lessons]

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [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). [14 lessons]

3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words. [7 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.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. [16 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. [2 lessons]

3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats. [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.RL.KID.2, 3.SL.CC.2, 3.RL.KID.1, 3.FL.VA.7b.i, 3.RL.CS.4 , 3.FL.SC.6.b, 3.FL.WC.4.a, 3.FL.WC.4.c	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T120-121 <ul style="list-style-type: none"> ○ Discuss the essential question: What can traditions teach you about cultures? ○ Review student learning goals ○ Discuss the photograph ○ Answer the questions: <i>What is immigration? Why do you think people would immigrate to a new place? What opportunities might people look for?</i> ○ Discuss with a partner what they have learned about immigration and add to the discussion. ○ Complete the blast assignment: "Leaving Home"
Listening Comprehension Interactive Read Aloud	Students will: T122-123 <ul style="list-style-type: none"> ○ Discuss features of historical fiction ○ Create an anchor chart that includes features of a historical fiction ○ Determine the main idea and details of "Our Story Cloth" ○ Retell the story 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"> ○ Answer questions about the text. Use the left column of page 138 to note their questions, list interesting words they would like to learn, and identify key details from the text. ○ Share text evidence that shows how Nora feels about moving to America. ○ Share the meaning of the word <i>grand</i> and how Nora uses it to persuade Danny to move to America. ○ Read and determine main ideas of sections of the text ○ Examine text features ○ In pairs, summarize orally using notes. Then write a summary in their writer's notebook
Vocabulary Reading / Writing Companion	Students will: T130-131 <ul style="list-style-type: none"> ○ Determine the meaning of the simile <i>The waves were as big as mountains</i> on page 141 of the Reading/Writing Companion
Grammar Reading / Writing Companion	Students will: T160 <ul style="list-style-type: none"> ○ Discuss irregular plural nouns and collective nouns ○ Have small groups write five irregular plural nouns about why people immigrate. Students will take turns selecting a noun and saying aloud the irregular plural form, as the others spell aloud the irregular plural noun in its singular form.
Spelling Reading / Writing Companion	Students will: T164 <ul style="list-style-type: none"> ○ Take spelling pre-test

Day 2	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RL.RRTC.10, 3.RL.IKI.7, 3.RL.KID.2 , 3.W.RBPK.9, 3.W.RW.10, 3.W.RBPK.7, 3.W.RBPK.8, 3.FL.SC.6.b	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T132-139 <ul style="list-style-type: none"> ○ Start a Make Predictions anchor chart ○ Reread pages 140-141 of “Sailing to America” looking for clues to confirm your predictions to help better understand the story ○ In pairs, read third paragraph on page 141, make a prediction about the family. Continue reading to confirm or correct their prediction ○ With a partner, find two things in the story and illustrations that could happen or exist in real life. Talk about why “Sailing to America” is historical fiction, and how this is conveyed in the illustrations ○ Work with a partner to identify the theme of “Sailing to America”. Share their responses with the class. ○ Reread parts of “Sailing to America” and analyze techniques the author used to convey the theme of the story
Respond to Reading Reading / Writing Companion	Students will: T140-141 <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How does the author help you understand what it was like to immigrate to America?</i> ○ Look for evidence of the feelings immigrants had about moving to new country and create a response to prompt
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T144-145 <ul style="list-style-type: none"> ○ Plan research with teacher support. Pairs will use knowledge of primary and secondary sources for information about immigrants. View photographs of immigrants from the 1800s, the official Ellis Island website has relevant photographs and other primary sources. Use Shutter Foldable® record and organize notes. ○ Write a journal entry about why immigrants immigrated to America using Shutter Foldable® online to record and organize their notes
Grammar Practice Book	Students will: T160 <ul style="list-style-type: none"> ○ Work with irregular plural nouns and collective nouns

Day 3	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.i, 3.RL.KID.1 , 3.RL.KID.2, 3.RL.IKI.7, 3.W.RW.10, 3.FL.SC.6.b, 3.FL.VA.7b.i, 3.FL.VA.7b.iii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T145A-145Q <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question ○ Study the illustrations in the story ○ Predict events of the story and determine the theme of the story. ○ Ask and answer questions about the text
Grammar Minilesson Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Study the spelling of plural nouns ○ Complete Practice Book page 87
Expand Vocabulary Practice Book	Students will: T169 <ul style="list-style-type: none"> ○ Review the target vocabulary and orally complete each sentence stem
Day 4	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.i, 3.RL.KID.1 , 3.RL.KID.2, 3.RL.IKI.7, 3.W.RW.10, 3.FL.SC.6.b, 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: T145A-145R <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question ○ Using Graphic Organizer 148, record details related to the theme ○ Look at the illustrations in the text to help visualize what is happening in the story ○ Learn about Ellis Island, which is located in New York Harbor ○ Use information from Theme graphic organizer to summarize ○ Reread text, answering questions on Reading/Writing Companion pages 152-154
Grammar Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Complete Practice Book page 88, correcting capitalization and spellings
Spelling Practice Book	Students will: T165 <ul style="list-style-type: none"> ○ Circle and correct each misspelled word
Day 5	Instructional Plan
Student Learning Targets: 3.W.PDW.5, 3.FL.WC.4.a, 3.FL.WC.4.c, 3.FL.SC.6.b, 3.RL.KID.2 3.RL.KID.1 3.W.RW.10	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T145A-145Q <ul style="list-style-type: none"> ○ Understand how the author uses dialogue to help you get to know what Julie's grandparents are like. ○ Answer questions about the text and characters.
Writing Process: Revise	Students will: T152-153

Reading / Writing Companion	<ul style="list-style-type: none">○ Focus on writing a strong conclusion; restating the topic, ideas, and details in a way that leaves the reader with a lasting impression○ Review and revise their drafts
Spelling Practice Book	Students will: T165 <ul style="list-style-type: none">○ Take the spelling post-test○ List misspelled words in their writer's notebook
Grammar Practice Book	Students will: T161 <ul style="list-style-type: none">○ Take the assessment in Practice Book page 89

Week 4		
Unit 2 Week 4	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: Why do people immigrate to new places?</p>	<ul style="list-style-type: none"> ✓ Cite relevant evidence from text ✓ Make inferences to support understanding ✓ Infer the theme of a work Make predictions Recognize organizational patterns, including cause and effect ✓ Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary arrived immigrated inspected moment opportunity photographs valuable whispered</p> <p>Vocabulary Strategy: ✓ Use similes to compare two things that are different</p> <p>Grammar: ✓ Identify special nouns in a sentence ✓ Practice combining sentences properly</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "Our Story Cloth"</p> <p style="padding-left: 20px;">Shared Read: "Sailing to America"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text(s): The Castle on Hester Street "Next Stop, America!"</p> <p>Leveled Readers A: The Promise of Gold Mountain O: Moving from Mexico ELL: Moving from Mexico B: Gustav goes to America</p> <p>Optional Classroom Library Trade Books Going Home Peppe the Lamplighter</p>	<p>Writing</p> <p>Writing process: Revise and edit an expository essay</p> <p>Analytical writing: ✓ Write responses that demonstrate understanding</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversations Paraphrase portions of "Our Story Cloth" Present information about immigrating to new places</p>
	<p>Foundational Skills</p>	<p>Research and Inquiry</p>
	<p>Phonics/Word Study: Decode words with silent letters Decode words with three-letter blends</p> <p>Spelling Words:</p> <p>Week 3 wrap wrists wrote wreck wring write wreath knit knife knight knock knee gnome sign gnaws</p> <p>Week 4 scrubs screams scratch scrape screen spread splash spray streak strength strong squeak three throw thread</p>	<p>Identify and use primary and secondary sources to gather relevant information</p> <p>Write a journal entry about what it may have been like to immigrate to America</p>
	<p>Fluency: Read fluently with accuracy and proper phrasing and rate.</p>	

Weekly Standards:

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

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

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

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

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

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

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

3.FL.SC.6.j Capitalize appropriate words in titles. [1 lesson]

3.FL.SC.6.k Use commas in addresses. [10 lessons]

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

3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context. [9 lessons]

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

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

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

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

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

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

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

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

3.RI.KID.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). [4 lessons]

3.RL.IKI.7 Explain how illustrations in a text contribute to what is conveyed by the words. [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. [4 lessons]

3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [10 lessons]

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

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

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

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

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

Day 6	Instructional Plan
Student Learning Targets: 3.W.RBPK.9, 3.W.RW.10, 3.W.PDW.5, 3.FL.SC.6.a, 3.FL.SC.6.h, 3.FL.SC.6.k, 3.FL.WC.4.a, 3.FL.WC.4.c, 3.RL.KID.3	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T145A-145Q <ul style="list-style-type: none"> ○ Determine how the author uses dialogue to help them get to know how Julie's grandparents are alike and different. ○ Determine where the title of the selection comes from. ○ Read and determine how the illustrations help the reader to understand how Julie's grandparents felt about living in America. ○ Determine why the author chose the word <i>nibbling</i> instead of <i>eating</i>. ○ Find the part of the text that tells what kind of homes immigrants lived in, according to the grandfather's point of view. ○ Find text that shows the grandmother's point of view. ○ Find other examples that show how the grandparents' stories differ.
Respond to Reading Reading / Writing Companion	Students will: T146-147 <ul style="list-style-type: none"> ○ Analyze the prompt: <i>How does Linda Heller use the stories Julie's grandparents tell to help you compare how they felt about coming to America?</i> ○ Read Literature Anthology page 131 and answer the question: <i>How does Julie's grandfather describe his trip to America?</i> ○ Review pages 152–154 of the Reading/Writing Companion. Have partners or small groups refer to and discuss their completed charts and writing responses from those pages.
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T154-155 <ul style="list-style-type: none"> ○ Peer review using these steps: ○ Step 1: Listen carefully as the writer reads his or her work aloud. ○ Step 2: Begin by telling what you liked about the writing. ○ Step 3: Ask a question about the information presented in the essay. ○ Step 4: Give suggestions for a stronger conclusion. ○ Reflect on partner feedback and write on page 133 about how they intend to use the feedback. ○ Review the revising checklist on Reading/Writing Companion page 133.
Grammar Practice Book	Students will: T162 <ul style="list-style-type: none"> ○ Combine sentences by joining two nouns in the subject. ○ Use the coordinating conjunction <i>and</i> to join the nouns and form a compound subject. ○ In pairs, write sentences about different countries people may move to or from. Each student can take turns reading aloud a new sentence that combines them.
Spelling Practice Book	Students will: T166 <ul style="list-style-type: none"> ○ Take the pretest for spelling words for the week. ○ Sort spelling words.

Day 7	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.FL.SC.6.j, 3.FL.SC.6.a, 3.FL.SC.6.h, 3.FL.SC.6.k, 3.FL.VA.7b.i, 3.FL.VA.7b.iii, 3.RL.IKI.9, 3.RL.KID.2	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T147A-147D <ul style="list-style-type: none"> ○ Read and reread “Next Stop, America!” ○ Think about how this text compares with The Castle on Hester Street. Discuss how these texts are similar and different. ○ Answer the question: How does the text help you visualize how many people 12 million is? ○ Determine the main idea of the section “Where They Went” on page 147? What details support the main idea? ○ Summarize the selection.
Writing Process: Edit and Revise Reading / Writing Companion	Students will: T156-157 <ul style="list-style-type: none"> ○ Edit and proofread their drafts. ○ Answer the following: <i>What might happen if an expository essay did not include both common and proper nouns? What effect would numerous misspelled words have on the reader?</i> ○ In pairs, edit and proofread each other’s drafts using the editing checklist as a guide. (First, they should read their drafts aloud to each other. Then have them mark each other’s papers with suggestions for revision.) ○ When finished, write a reflection on how collaborating helped their writing.
Grammar Practice Book	Students will: T162 <ul style="list-style-type: none"> ○ Practice combining sentences using the coordinating conjunction <i>and</i>. ○ Write on scraps of paper predicates about ways people travel. Then pick a paper and think of two subjects to add to the predicate on their paper and say it aloud. Use <i>and</i> to form a compound subject.
Expand Vocabulary Practice Book	Students will: T168 <ul style="list-style-type: none"> ○ Study homographs and complete the practice book assignment.

Day 8	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.FL.WC.4.d, 3.W.PDW.6, 3.FL.SC.6.a, 3.FL.SC.6.h, 3.FL.SC.6.k, 3.FL.WC.4.a, 3.FL.WC.4.c, 3.FL.VA.7b.i, 3.FL.VA.7b.iii, 3.RL.CS.5	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T147A-147D <ul style="list-style-type: none"> ○ Review the organizational strategy cause and effect. ○ Reread the section “Immigrants Arrive” on page 145. Answer the question: What effect is being described in this section? ○ Determine how the headings help the reader understand what it was like to immigrate to America? ○ Read and summarize, then reread to develop a deeper understanding of the text by annotating and answering questions on pages 156–158 of the Reading/Writing Companion.
Writing Process: Draft Reading / Writing Companion	Students will: T156-157 <ul style="list-style-type: none"> ○ Prepare for publishing and presenting their work. Published work should be error-free and with final visuals in place. ○ Choose a format for publishing: print or digital. Either format should incorporate text features such as photographs, captions, illustrations, or bar graphs. ○ Plan and practice their presentations.

	<ul style="list-style-type: none"> ○ Consult the Presenting Checklist before they face the class. ○ Evaluate their own expository essays using the rubric ○ Switch essays with a partner.
Grammar Practice Book	<p>Students will: T163</p> <ul style="list-style-type: none"> ○ Use a comma between the day and the year in a date. ○ Use a comma in locations between names of a city or town and a state and between the names of a street address, a town, and a state. ○ Use commas to separate three or more words in a series. Do not use a comma after the last word. ○ Use a comma after the name of a person being spoken to and after words such as <i>yes</i> and <i>no</i> when beginning a sentence. ○ See Practice Book page 99 or online activity. ○ Each group member writes a sentence containing a predicate noun about moving and places it in a pile. Members then take turns reading a sentence from the pile and other members identify the predicate noun.
Expand Vocabulary Practice Book	<p>Students will: T169</p> <ul style="list-style-type: none"> ○ Read “A Dream of Gold Mountain” and study similes in the text. ○ See Practice Book page 108
Day 9	Instructional Plan
Student Learning Targets: 3.RI.IK1.7, 3.RI.IK1.9 , 3.RI.KID.3, 3.FL.PWR.3.c, 3.FL.F.5.a, 3.FL.WC.4.d, 3.W.PDW.6 , 3.FL.SC.6.a, 3.FL.SC.6.h, 3.FL.SC.6.k, 3.FL.VA.7b.i, 3.FL.VA.7b.iii	
Fluency Practice Book	<p>Students will: T151</p> <ul style="list-style-type: none"> ○ Create audio recordings of the passage to demonstrate fluid reading. ○ Listen to their recordings.
Writing Process: Edit and Proofread Reading / Writing Companion	<p>Students will: T156-157</p> <ul style="list-style-type: none"> ○ For the final presentation of their expository essays, choose a format for publishing: print or digital. Either format should incorporate text features such as photographs, captions, illustrations, or bar graphs. ○ Plan and practice their presentations. ○ Consult the Presenting Checklist before they face the class. ○ Use the rubric to identify areas that might need further work. Work with the class to review the bulleted points on the rubric under “4.”
Make Connections Reading / Writing Companion	<p>Students will: T170</p> <ul style="list-style-type: none"> ○ Share and discuss their responses to the “Leaving Home” Blast. ○ Using the Essential Question on the board or chart paper: <i>Why do people immigrate to new places?</i> Respond on a chart with headings for all the texts they have read. ○ Read through their notes, annotations, and responses and add what they learned from each text to the chart. ○ Complete the Talk About It activity on Reading/Writing Companion page 160. ○ Turn to Reading/Writing Companion page 159. ○ Discuss the cause and effect organizational pattern. ○ Read the second paragraph of the “What Happened at Ellis Island” section on page 156 of the Reading/Writing Companion. ○ Partners discuss why these signal words are useful when reading about history and then share their discussions with the class.

Grammar Practice Book	Students will: T163 <ul style="list-style-type: none"> ○ With a partner, write simple sentences containing predicate nouns about adjusting to a new place. ○ One student reads his or her sentence aloud and the partner replaces one or both of the predicate nouns in the sentence. ○ Look through their writer's notebook for simple sentences that can be combined by forming compound subjects or predicates. ○ See Practice Book page 100.
Phonics	Students will: T150-151 <ul style="list-style-type: none"> ○ Identify the three-letter blend in each word. ○ Underline the three-letter blend and then pronounce each word. ○ With teacher support, transition from reading one-syllable to multisyllabic words with three-letter blends. ○ Use Practice Book pages 103-103B or online activities. ○ Divide each word into syllables and identify the closed syllables. Use the VCCV pattern to help them divide and pronounce each word.
Vocabulary	Students will: T169 <ul style="list-style-type: none"> ○ Generate additional words relating to degrees of certainty. ○ Work together as a class to add words to the scale, such as believed and thought.
Day 10	Instructional Plan
Student Learning Targets: 3.SL.PKI.4, 3.FL.WC.4.d, 3.W.PDW.5, 3.W.PDW.6 , 3.W.TTP.3.a, 3.W.RW.10, 3.FL.SC.6.a, 3.FL.SC.6.h, 3.FL.SC.6.k, 3.FL.WC.4.a, 3.FL.WC.4.c	
Writing Process: Publish and Present Reading / Writing Companion	Students will: T158-159 <ul style="list-style-type: none"> ○ Evaluated their own expository essays using the rubric, then switch essays with a partner. ○ Go through each point carefully and give the partner a score. When they are both done, they will reflect on the effectiveness of the collaboration and on their progress as writers. ○ Respond to the questions on page 135, noting where they need improvement, and setting writing goals.
Spelling Practice Book	Students will: T167 <ul style="list-style-type: none"> ○ Take the post-test. ○ See Practice Book page 102 for a posttest.
Grammar Practice Book	Students will: T163 <ul style="list-style-type: none"> ○ With a partner, write five subjects and five predicates on cards and place them in two stacks. Taking turns, each partner should draw a card and use it to make two sentences. The other partner explains while combining the two sentences into one.
Research and Inquiry Reading / Writing Companion	Students will: T171 <ul style="list-style-type: none"> ○ Prepare in order to best present their journal entry. ○ During the presentation, write down any questions that they have. This will help them remember their questions when the speaker is finished. ○ Participate in a discussion of the presentation and paraphrase or summarize its key ideas.
Progress Monitoring	Students will: T206-207 <ul style="list-style-type: none"> ○ Take the progress monitoring assessment.

Week 5 Assessed Skill										
Unit 2 Week 5	Comprehension / Genre / Author's Craft	Language Development								
<p>Essential Question: How do people figure things out?</p>	<ul style="list-style-type: none"> ✔ Cite relevant evidence from text ✔ Make inferences to support understanding ✔ Identify the point of view in a poem <p>Describe the poet's use of alliteration and rhyme Discuss how the poet's use of language contributes to voice</p> <ul style="list-style-type: none"> ✔ Identify text features of limericks and free verse poems 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-right: 10px;">bounce</td> <td style="padding-right: 10px;">imagine</td> <td style="padding-right: 10px;">inventor</td> <td>observer</td> </tr> <tr> <td>alliteration</td> <td>free verse</td> <td>limerick</td> <td>rhyme</td> </tr> </table> <p>Vocabulary Strategy: ✔ Use figurative language such as similes in poetry</p> <p>Grammar: ✔ Identify and use possessive nouns</p>	bounce	imagine	inventor	observer	alliteration	free verse	limerick	rhyme
bounce	imagine	inventor	observer							
alliteration	free verse	limerick	rhyme							
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: "New Bike, Old Bike"</p> <p style="padding-left: 20px;">Shared Read: "Empanada Day" "Cold Feet" "Our Washing Maching" "Bugged"</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Texts: "The Inventor Thinks Up Helicopters" "Ornithopter" "Montgolfier Brothers' Hot Air Balloon"</p> <p>Leveled Readers A: Problem Solved O: The Long Walk ELL: The Long Walk B: Two Up, One Down</p> <p>Optional Classroom Library Trade Books Going Home Peppe the Lamplighter</p>	<p>Writing</p> <p>Writing process: Plan and draft a free verse poem</p> <p>Analytical writing: ✔ Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with digraphs</p> <p>Spelling Words: chick teacher cheese truth fish much lunch stretch pathway whales pitch hatch thick. them what</p> <p>Fluency: Read fluently with proper phrasing</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversations Paraphrase portions of "New Bike, Old Bike" Present information about inventors and how they imagine new ways of doing things</p> <p>Research and Inquiry</p> <p>Learn the purpose and format of gathering information for an interview</p> <p>Research an inventor and write an interview</p>								

Weekly Standards:

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

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

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

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

3.FL.SC.6.m Form and use possessives. [11 lessons]

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

3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context. [26 lessons]

3.FL.WC.4.a Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. [7 lessons]

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

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

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

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

3.RI.CS.6 Distinguish reader point of view from that of an author of a text. [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). [8 lessons]

3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections. [16 lessons]

3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text. [20 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.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events. [3 lessons]

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

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

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

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

3.W.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. [2 lessons]

3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency. [5 lessons]

Day 1	Instructional Plan
Student Learning Targets: 3.FL.VA.7b.i, 3.RL.KID.1, 3.SL.CC.2, 3.RL.CS.4 , 3.RL.CS.5 , 3.FL.VA.7b.i, 3.RI.CS.4, 3.FL.SC.6.m, 3.FL.WC.4.a, 3.FL.WC.4.c	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T218-219 <ul style="list-style-type: none"> ○ Preview the Student Learning Goals for the genre study. They will read poems about figuring things out. They will think about how poets use words and phrases to show what a character thinks and feels. They will be able to talk and write about inventors and how people imagine new ways of doing things. ○ Watch the “I Spy with My Little Eye” Blast assignment. ○ Discuss their responses about the importance of observation in the Integrate Ideas lesson.
Listening Comprehension Interactive Read Aloud	Students will: T220-221 <ul style="list-style-type: none"> ○ Discuss features of poetry, start a poetry anchor chart, and add characteristics of the genre. ○ Listen and discuss the strategy “reread”. ○ Think about other texts they have read aloud or they have read independently that were poems. Discuss what stood out to them about this particular poem. Talk about specific words and phrases the author uses to describe the two bikes. ○ Briefly retell the poem, “New Bike, Old Bike” in their own words. ○ Discuss the descriptive language in the poem and distinguish the meanings of any nonliteral words or phrases in the poem.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T222-225 <ul style="list-style-type: none"> ○ Think about the Essential Question and what they know about poetry. ○ While reading, use the left column of page 164 to note their questions, list words they would like to learn, and identify key details from the text. ○ Identify words that begin with the same sound. ○ Identify similes. ○ Identify the point of view. ○ Discuss words that rhyme.
Vocabulary Reading / Writing Companion	Students will: T226-227 <ul style="list-style-type: none"> ○ Learn vocabulary words for the week. These include bounce, imagine, inventor, observer, alliteration, limerick, free verse, and rhyme. ○ Work in pairs to identify another simile in “Cold Feet” and the two things that are being compared. ○ Discuss how the simile helps them picture the poem and how it adds interest or humor to it.
Grammar Practice Book	Students will: T254 <ul style="list-style-type: none"> ○ Learn about singular possessive nouns. See Practice Book page 109 ○ In partners, write down on separate cards five problems in their community they think need to be solved. Taking turns, each partner draws a card from the stack and forms a sentence using the problem and a possessive noun. The other partner names the possessive noun.
Spelling Practice Book	Students will: T256 <ul style="list-style-type: none"> ○ Take the pre-test for spelling. ○ Sort spelling words.

Day 2	Instructional Plan
<p>Student Learning Targets: 3.FL.WC.4.a, 3.RL.CS.5, 3.RL.RRTC.10, 3.RL.CS.6, 3.FL.VA.7b.i, 3.W.RBPK.9, 3.W.RW.10, 3.FL.PWR.3.c, 3.FL.WC.4.c, 3.SL.PKI.5, 3.W.RBPK.7, 3.W.RBPK.8, 3.FL.SC.6.m</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: T228-235</p> <ul style="list-style-type: none"> ○ Add literary elements, alliteration, rhyme, limerick and free verse, to the poetry anchor chart they started during the genre discussion. ○ Work with partners to reread “Bugged.” Identify more examples of alliteration and rhyme in the poem. Read the poem aloud and listen for repeated sounds and rhyming words. Share examples of alliteration and rhyme in both stanzas of the poem with the class. ○ Reread “Our Washing Machine” and “Empanada Day.” Work with partners to decide whether each poem is free verse or a limerick and explain their answers. Address specific lines and stanzas in the poems to support their answers. Share their work with the class. ○ Work in pairs to complete a graphic organizer for “Empanada Day.” Reread the poem and think about the key details. Add details that show the narrator’s point of view to the graphic organizer. Compare their point of view with the narrator’s. Discuss results when they have completed the organizer. ○ Reread the poems and analyze the techniques the poets used in writing the selections. Pgs. 165-167.
<p>Respond to Reading Reading / Writing Companion</p>	<p>Students will: T236-237</p> <ul style="list-style-type: none"> ○ Read the prompt: <i>How do the poets of “Empanada Day,” “Cold Feet,” and “Bugged” help you understand how people figure things out?</i> Students should first understand: <i>What is the prompt asking?</i> ○ Look for words and phrases that show what a character says or does to figure something out. They should look for words that help them visualize the process, including comparisons like similes.
<p>Phonics</p>	<p>Students will: T238-239</p> <ul style="list-style-type: none"> ○ Learn that digraphs are two or more consonants that come together to stand for one sound. ○ identify and underline each digraph and then pronounce each word. chick much fish shown truth wheel rough think them ring catch badge ○ Use Practice Book pages 115–115B or online activities. ○ Learn that when a syllable ends in a vowel, it is called an open syllable. Divide each word: <i>broken, table, moment, native, paper</i> into syllables and identify the open syllables. Students should use the long-vowel sound in each open syllable to help them pronounce each word.
<p>Fluency</p>	<p>Students will: T239</p> <ul style="list-style-type: none"> ○ Listen as the teacher explains that when you read a poem, you should pay attention to phrasing as a way to keep words in meaningful groups. This helps to bring meaning and understanding to the poem. The teacher will model reading page 165 of “Empanada Day.” Point out how you grouped the phrases <i>My eyes as wide as saucers</i> and <i>I watch and follow</i> to convey more meaning to the poem. ○ Create audio recordings of the passage in the poem to demonstrate fluid reading. Use appropriate phrasing. Listen to their recordings.

<p>Study Skill / Research & Inquiry Reading / Writing Companion</p>	<p>Students will: T240-241</p> <ul style="list-style-type: none"> ○ Use the interview format to organize research about an inventor from any time in history. Generate questions and do research to answer their own questions. ○ Discuss the format of an interview using page 175 in the Reading/ Writing Companion. List the question words <i>who, what, when, where, why, and how</i>. ○ Think of possible inventors to research along with reliable sources they could use to gather information. Each pair can begin by briefly researching the person and then generating three interview questions. ○ In partners, work to answer their three questions by researching their inventor in more depth. Write their interview using the format in the sample on page 175. They will be working on the project over the next two weeks. Have pairs discuss what they learned from their initial research and the questions they will use to gather more information.
<p>Grammar Practice Book</p>	<p>Students will: T254</p> <ul style="list-style-type: none"> ○ Review singular possessives and give examples. ○ Be introduced to plural possessives and how to correctly punctuate. See Practice Book page 110 ○ In pairs, write down ten singular nouns each. Then each student takes a turn choosing a noun and stating the plural of the noun and the possessive form. Then form a sentence with the plural possessive noun and read it aloud.
<p>Spelling</p>	<p>Students will: T256</p> <ul style="list-style-type: none"> ○ Review the three-letter blends in the words <i>spray, streak, and thread</i>. ○ Complete the pattern sort from Day 1 by using the boldfaced key words on the Spelling Word Cards. Point out the digraphs. Partners should compare and check their sorts. ○ See Practice Book pages 115, 115A, and 115B for differentiated practice.

Day 3	Instructional Plan
<p>Student Learning Targets: 3.FL.VA.7b.i, 3.RL.KID.1, 3.RL.CS.6, 3.W.RW.10, 3.FL.VA.7b.i, 3.RL.KID.1, 3.FL.SC.6.m, 3.FL.WC.4.a, 3.FL.WC.4.c, 3.RL.CS.4</p>	
<p>Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text</p>	<p>Students will: T241A-241D</p> <ul style="list-style-type: none"> ○ Read “The Inventor Thinks Up Helicopters,” and identify which words rhyme? ○ Look at how the poet uses similes to help the reader understand the inventor’s inspiration. ○ Study point of view. ○ Use details from their Point of View charts to summarize “Ornithopter.” ○ Reread to develop a deeper understanding of the poems and answer questions on Reading/Writing Companion pages 176–177. ○ Think about the two poems and answer the question: How do the poets help you understand how people invent things?
<p>Grammar Minilesson Practice Book</p>	<p>Students will: T255</p> <ul style="list-style-type: none"> ○ Add an apostrophe (') and s to singular nouns to form singular possessive nouns. Anita's sister is a firefighter. ○ Add an apostrophe (') at the end of plural nouns that end in s to form plural possessive nouns. The kittens' mother licked their faces. ○ Add an apostrophe (') and s to the end of plural nouns that do not end in s to form plural possessive nouns. The men's bathroom is upstairs.

	<ul style="list-style-type: none"> ○ See Practice Book page 111 or online activity. ○ Groups each write three sentences about how working together can solve a problem. Have students use possessive nouns in their sentences. Have each student read a sentence aloud, and have the other students name the possessive and then name either the singular or plural form of the possessive.
Spelling	<p>Students will: T257</p> <ul style="list-style-type: none"> ○ Have students copy the words below into their writer's notebook. Have them figure out the spelling word that goes with each definition. <ul style="list-style-type: none"> baby bird (chick) large ocean mammals (whales) opposite of thin (thick) food made from milk (cheese) opposite of a lie (truth) ○ Challenge: come up with other definitions for spelling, review, or challenge words. ○ See Practice Book page 116 or online activity. ○ Partners do a speed sort to see who is fastest. Do a word hunt in the reading materials. They should identify the definition of the spelling word being used in context. Have them record the words in their writer's notebook.
Expand Vocabulary Practice Book	<p>Students will: T259</p> <ul style="list-style-type: none"> ○ Participate in a spiral review about similes (a type of figurative language that compares two things using the words "like" or "as.") ○ View On Level Differentiated Genre Passage "Learning to Read." Read the first stanza. Figure out the meaning of the simile in lines 2 and 3. ○ For additional practice with similes, students can identify the simile in the second stanza. ○ See Practice Book page 120.
Day 4	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.W.RBPK.9, 3.W.RW.10, 3.FL.VA.7b.i, 3.RL.CS.5, 3.RL.CS.6 , 3.W.PDW.4, 3.FL.SC.6.m, 3.FL.WC.4.a, 3.FL.WC.4.c	
Read the Anchor Text (Literature Anthology) Author's Craft Respond to Text	<p>Students will: T241A-241D</p> <ul style="list-style-type: none"> ○ Reread the anchor text and look at how the poet uses alliteration to help visualize the helicopter. ○ Look at how the poet uses word choice, like onomatopoeia to help the reader understand what the flight was like. ○ Compare the paired texts and look at point of view. ○ Summarize the poem. ○ Write about "The Inventor Thinks Up Helicopters" and "Ornithopter." Answer the prompt: <i>How do the poets help you understand how people invent things?</i> ○ Review pages 176–177 of the Reading/Writing Companion. Have partners or small groups refer to and discuss their completed charts and writing responses from those pages. ○ Identify words in the first stanza on page 153 that have a playful, humorous voice
Writing Process: Expert Model & Plan Reading / Writing Companion	<p>Students will: T246-251</p> <ul style="list-style-type: none"> ○ Write their own free verse poem. They will use the examples of poems that they read such as "The Inventor Thinks Up Helicopters," "Ornithopter," and "Empanada Day" to write their own poem about a useful invention. ○ In partners, discuss a time when they had to figure something out.

	<ul style="list-style-type: none"> ○ Choose one of the inventions listed to write a poem. The poem will need to include words, phrases, and rhyming patterns that describe a fun invention that could be used to solve a problem. Record the name of the invention that they have chosen to write about on page 185. ○ Before they write their poem, they will make a plan for their first draft and create a list of words and ideas that could be used to describe their invention. They will need to explain how this invention would be used to solve a problem. ○ When writing, they will need to include interesting words and vivid details to describe an idea. The words they choose will help to paint a mental picture by telling how something looks, feels, tastes, sounds, or smells.
Grammar Practice Book	<p>Students will: T255</p> <ul style="list-style-type: none"> ○ Correct errors in sentences. ○ Find a piece of their own writing in their writer's notebook and correct singular and plural possessive noun errors. ○ See Practice Book page 112. ○ In small groups, each write a "has/have" sentence. For example, "Hallie has blue mittens." Have them place their sentences in a pile. Students will take turns selecting and rewriting the sentence with a possessive noun and will read it aloud. For example, "Hallie's mittens are blue."
Spelling Practice Book	<p>Students will: T257</p> <ul style="list-style-type: none"> ○ Circle and correct each misspelled word. Use a print or a digital dictionary to check and correct their spellings. ○ Partners do a blind sort: one reads a Spelling Word Card; the other tells under which key word it belongs. Have them take turns until both have sorted all their words. Then have students explain how they sorted the words.
Day 5	Instructional Plan
Student Learning Targets: 3.RL.CS.5, 3.FL.F.5.b, 3.FL.WC.4.d, 3.FL.WC.4.a, 3.FL.WC.4.c	
Read the Paired Selection (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T243A-243B</p> <ul style="list-style-type: none"> ○ Share and discuss responses to the "I Spy with My Little Eye" Blast. ○ Read through their notes, annotations, and responses and add what they learned from each text to the chart. Then ask students to complete the Talk About It activity on Reading/Writing Companion page 182. ○ See the connections between the poem on Reading/Writing Companion page 182 and the other poems they have read. ○ Refer to the notes on the chart as they respond to the writing prompt on the page. Groups should share and discuss their responses. ○ Write a final response synthesizing the knowledge they built about inventions and how people figure things out. ○ Read "Montgolfier Brothers' Hot Air Balloon" with a focus on illustrations and how they set the mood for the poem, and rhyme and how it helps visualize details of the balloon's flight.
Fluency Reading / Writing Companion	<p>Students will: T261</p> <ul style="list-style-type: none"> ○ In groups, choral read the same passage, mimicking your careful phrasing and use of expression. Then have partners read "Bugged" on Reading/Writing Companion page 167.
Writing Process: Draft Reading / Writing Companion	<p>Students will: T252-253</p> <ul style="list-style-type: none"> ○ Discuss how writers organize poems into lines and stanzas. ○ Include details and imagery, rhyming words, rhythm, and alliteration that make their poem funny. ○ Draft of a poem that describes an invention or a time when they had to figure out something. Review the word web they created during the Plan phase as they write their drafts.

Grammar	Students will: T255 <ul style="list-style-type: none">○ Use the Daily Language Activity and Practice Book page 113 for assessment.
Spelling Practice Book	Students will: T257 <ul style="list-style-type: none">○ Listen to the dictation sentences to record their answers for the post-test.
Progress Monitoring	Students will: T296-297 <ul style="list-style-type: none">○ Participate in progress monitoring assessment.

Week 6		
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Unit 2 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: "A Hunt to Help Frogs" Reader's Theater: Name that Character!	Writing	Speaking and Listening
	Writing process: Complete a poem Share writing and choose a portfolio piece Analytical writing: Write an opinion Write a summary	Paraphrase information presented digitally Engage in collaborative discussions
	Foundational Skills	Research and Inquiry
	Fluency: Read grade-level text fluently with appropriate prosody, accuracy, and rate	Conduct and present research Choose and evaluate reliable sources Gather relevant information from digital sources Navigate links

Weekly Standards:

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

3.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. [2 lessons]

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

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

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

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

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

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

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

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

3.SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [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. [5 lessons]

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

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 3.RI.CS.5, 3.FL.F.5.a, 3.FL.F.5.c, 3.FL.PWR.3.a, 3.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T302-303 <ul style="list-style-type: none"> ○ Read the article, "A Hunt to Help Frogs" focusing on how and why scientists are searching for frogs and toads and what is causing them to disappear. ○ Take notes using a copy of online Graphic Organizer 143. After each section, turn to partners and paraphrase the main ideas, giving text evidence. Make sure they understand domain-specific terms, such as <i>amphibians</i>. ○ Write a summary of the article, stating why scientists are searching for frogs and what effects their search has had. Partners should discuss their summaries. ○ Reread, looking for text structure and author's craft. ○ Reread the last section and find reasons why frogs are important to nature and people. In partners, share findings and discuss whether they agree with the author's point of view. ○ Discuss how humans have affected amphibians and what they are doing to help. ○ Choose a topic, conduct research, and present findings. ○ Students will learn that the play, "Name that Character!" is a play set in a game show studio. They will review the features of a play and discuss the elements of a drama. ○ Take notes on character traits. ○ Be assigned parts in the play. Practice their parts.
Show What You Learned Reading / Writing Companion	Students will: T306-307 <ul style="list-style-type: none"> ○ Using the text, "Solving Local Problems" they will be given a series of questions to discuss. These questions pertain to their learning over the course of Unit 2. Questions include: ○ <i>What information can you find under the section heading "Solving Problems"?</i> ○ <i>What is the author's point of view about local governments?</i> ○ <i>In paragraph 6, what does the word <u>repaved</u> mean?</i> ○ Reread paragraph 7. <i>Which is NOT a way the author includes to contact a local government?</i>
Writing Process: Revise Reading / Writing Companion	Students will: T314-315 <ul style="list-style-type: none"> ○ Read aloud the short poem on page 188 of the Reading/ Writing Companion and think of ways the poem can be made more interesting by including figurative language. Partners will revise the poem by adding figurative language to help the reader better visualize the details and ideas expressed in the poem.
Day 2	Instructional Plan
Student Learning Targets: 3.RI.CS.5, 3.FL.F.5.a, 3.FL.F.5.c, 3.RL.KID.1, 3.RL.CS.4, 3.W.PDW.5	
Reading Digitally OR Reader's Theater	Students will: T302-303 <ul style="list-style-type: none"> ○ View the online article "A Hunt to Help Frogs" and identify text features. ○ Compare what they learned about how scientists are solving problems with what they have learned about other ways to solve problems in texts they have read in this unit. ○ Use the hyperlinks on the page to compare information they find from multiple sources. ○ Identify information in this article about what is causing amphibians to disappear and what humans are doing to help.

	<ul style="list-style-type: none"> ○ Practice reading the play.
Show What You Learned Reading / Writing Companion	Students will: T308-309 <ul style="list-style-type: none"> ○ Read “Welcome to America”. They will review the genre and discuss the questions: <ul style="list-style-type: none"> ○ <i>Why did Orla run away from Patrick and Shannon?</i> ○ <i>In paragraph 2, the author uses a simile to describe —</i> ○ <i>Which statement describes a main theme of the story?</i> ○ <i>Based on information in the story, what will most likely happen next?</i>
Writing Process: Peer Review Reading / Writing Companion	Students will: T316-317 <ul style="list-style-type: none"> ○ Provide peer feedback on their poems.

Day 3	Instructional Plan
Student Learning Targets: 3.W.PDW.5, 3.W.RBPK.8, 3.FL.WC.4.d, 3.W.PDW.6	
Extend Your Learning	Students will: T312-313 <ul style="list-style-type: none"> ○ Fill out the Venn diagram comparing and contrasting poems with historical fiction.
Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T318-319 <ul style="list-style-type: none"> ○ Edit and proofread their draft poems. ○ Use the editing checklist in Reading/Writing Companion page 190.

Day 4	Instructional Plan
Student Learning Targets: 3.FL.F.5.a, 3.FL.F.5.c, 3.W.PDW.6	
Extend Your Learning	Students will: T312-313 <ul style="list-style-type: none"> ○ In partners or small groups read and discuss the activity on Reading/Writing Companion page 200. Draw a Venn diagram and explain where to put information: Use the Venn diagram to compare two things, such as cats and dogs or oranges and apples. ○ Create a PSA about helping someone who is new at school. Their ad should be short and to the point. Present their PSAs to the class.
Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T320-321 <ul style="list-style-type: none"> ○ Use the rubric on page 191. Make sure their poems include the necessary information. ○ Practice presenting their poem.
Day 5	Instructional Plan
Student Learning Targets: 3.FL.WC.4.d, 3.W.PDW.6, 3.SL.PKI.4	

Writing Process: Publish, Present, and Evaluate Reading / Writing Companion	Students will: T320-321 <ul style="list-style-type: none">○ Publish, present, and evaluate your poem.
Track Your Progress	Students will: T322 <ul style="list-style-type: none">○ In pairs, review Reading/Writing Companion page 202.○ Score each skill in the box provided. Note the lowest score, reflect on their progress, write an honest evaluation of the lowest scoring skill in the boxes provided.
Wrap Up the Unit	Students will: T323 <ul style="list-style-type: none">○ <i>Connect to a big idea by answering the question: What does it take to solve a problem?</i>○ In small groups compare the information that they have learned during the course of the unit in order to answer the Big Idea question.○ Review their class notes and completed graphic organizers before they begin their discussions. Compare information from all the unit's selections and the Inquiry Space presentations.
Summative Assessment	Students will: T334-335 <ul style="list-style-type: none">○ Take the summative assessment.

BCS Literacy Vision

Unit 3**Genre Study 1: Expository: Informational Text****Essential Question:** What do we know about Earth and its neighbors?**Text Sets:****Read Aloud:** "Our Home in the Solar System"**Shared Read:** "Earth and Its Neighbors"**Anchor Text:** Earth**Genre Study 2: Folktale****Essential Question:** What makes different animals unique?**Text Sets:****Read Aloud:** "Bear, Beaver, and Bee"**Shared Read:** "Anansi Learns a Lesson"**Anchor Text:** Martina the Beautiful Cockroach**Culminating Task:** Choose one of the planets as a topic for an expository essay. Conduct research about the topic using the anchor text as a model essay. Present your final essay to the class.**Genre Study 3: Expository: Informational Text****Essential Question:** How is each event in history unique?**Text Sets:****Read Aloud:** "The California Goldrush"**Shared Read:** "Moving America Forward"**Anchor Text:** "Birth of an Anthem"**Culminating Task:** Choose a person, event, or symbol that you think was important in the history of the United States. Use specific details and events that made this person, event, or symbol important. Conduct research about the topic using the anchor text as a model feature article. Present your final article to the class.

Unit 3 Weeks 1-2	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: What do we know about Earth and its neighbors?</p>	<ul style="list-style-type: none">  Cite relevant evidence  Make inferences to support understanding  Evaluate key details to determine the main idea <p>Summarize material to maintain meaning and logical order</p> <p>Identify and use proper words to understand or get across an idea</p> <ul style="list-style-type: none">  Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary amount astronomy globe solar system support surface temperature warmth</p> <p>Vocabulary Strategy:  Determine and use the meaning of words with the suffixes -y and -ly</p> <p>Grammar:  Identify and use action verbs  Use correct subject-verb agreement</p>
<p>Text(s):</p> <p>Teach and Model</p> <p>Interactive Read Aloud: "Our Home in the Solar System" Shared Read: "Earth and Its Neighbors"</p> <p>Practice and Apply</p> <p>Anchor Text: <i>Earth</i></p> <p>Leveled Readers A: Destination Saturn O: Destination Saturn ELL: Destination Saturn B: Destination Saturn</p> <p>Optional Classroom Library Trade Books National Geographic Kids: Planets The Magic School Bus Presents: Our Solar System</p>	<p>Writing</p> <p>Writing process: Plan and draft an expository essay</p> <p>Analytical writing:  Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with r-controlled vowels Decode words with r-controlled /ar/ and /or/ Spelling Words: Week 1: whirl, third, girls, firm, fern, herds, stern, serve, hurt, nurse, turns, learn, pearl, word, world Week 2: sharp, yard, artist, carve, porch, storm, sport, story, chore, shore, sore, hoard, oars, pour, your</p> <p>Fluency: Read fluently with proper expression and phrasing.</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversations Paraphrase portions of "Our Home in the Solar System" Present information about the solar system</p> <p>Research and Inquiry</p> <p>Take notes use the process of paraphrasing Select a genre to present information about the solar system</p>

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

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

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

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

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

3.FL.SC.6.d Form and use regular and irregular verbs. **[2 lessons]**

3.FL.SC.6.i Use commas and quotation marks in dialogue. **[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. **[16 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. **[4 lessons]**

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

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

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

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

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

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

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 3.SL.PKI.6, 3.RI.KID.2 , 3.SL.CC.2, 3.FL.VA.7a.ii, 3.FL.SC.6.a, 3.FL.SC.6.I, 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: What do we know about Earth and its neighbors? ○ Review student learning goals. ○ Discuss the photograph. ○ Answer the questions: <i>Which of Earth's neighbors is in this picture? How do you think people have learned about planets, moons, and stars?</i> ○ Discuss with a partner what they have learned about Earth and its neighbors and add to the discussion. ○ Complete the blast assignment "Eyes in the Sky"
Listening Comprehension Interactive Read Aloud	Students will: T22-23 <ul style="list-style-type: none"> ○ Discuss features of an expository text. ○ Create an anchor chart that includes features of an expository text. ○ Determine the main idea and details of "Our Home in the Solar System" ○ Retell the story in their own words.
Read the Shared Read (Reading / Writing Companion) Teach / Model Close Reading Summarize Quick Write	Students will: T24-29 <ul style="list-style-type: none"> ○ Answer questions about the text. ○ Read and determine the main idea of sections of the text. ○ Examine text features. ○ In pairs, summarize orally using notes. Then write a summary in their writer's notebook.
Vocabulary Reading / Writing Companion	Students will: T30-31 <ul style="list-style-type: none"> ○ Identify key words in the text (astronomy, satellite) ○ Determine the meaning of unknown words in context ○ Study the suffix -y and -ly
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Discuss subject and predicate and determine what is a verb.
Spelling Practice Book	Students will: T64 <ul style="list-style-type: none"> ○ Assess prior knowledge- R-controlled vowels

Day 2	Instructional Plan
Student Learning Target: 3.RI.KID.2, 3.RI.CS.5, 3.RL.KID.1, 3.RI.IKI.7, 3.W.RBPK.9, 3.W.RBPK.8	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T32-39 <ul style="list-style-type: none"> ○ Work in pairs to summarize important ideas and details about satellites. Direct them to reread the section “Satellites: A Step Closer” on page 4. Guide students to retell the main idea and details in their own words, including an explanation of how the details support the main idea. (Remind students to maintain the meaning and order of the section as they write their summary. Have partners go back and summarize other sections once they finish.) ○ Work with partners to look at the chart on page 7. Partners will refer to the chart to locate information that helps them explain the difference between simple telescopes and the Hubble Telescope. (Guide students to determine that the Hubble Telescope helps us see things that are much farther away than what we can see with a simple telescope. Have students share the information they find with the class.) ○ Work in pairs to reread “One Giant Leap” on pages 5 and 6 and find key details about astronauts. Locate details, list them in their graphic organizer. Use the key details as text evidence to determine the main idea. ○ Reread parts of “Earth and Its Neighbors” and analyze the techniques the author used in writing the selection.
Respond to Reading Reading / Writing Companion	Students will: T40-41 <ul style="list-style-type: none"> ○ Review the photographs and captions on pages 5–7. In partners, discuss what these text features help them understand about astronauts and the Hubble Telescope. Then review the chart on page 7 and explain what it helps them understand about differences among the things we use to understand more about our solar system.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T44-45 <ul style="list-style-type: none"> ○ Identify and cite good resources about the solar system. ○ In pairs or groups, select a genre that matches the information they gathered to create a piece of writing and a poster that shows the solar system. They will be working on the project for two weeks. Have pairs discuss their research plans.
Grammar Practice Book	Students will: T60 <ul style="list-style-type: none"> ○ Learn about action verbs.

Day 3	Instructional Plan
Student Learning Target: 3.RL.KID.1, 3.RI.KID.2, 3.W.RW.10, 3.FL.VA.7a.ii, 3.FL.VA.7b.i, 3.FL.SC.6.a, 3.FL.SC.6.I	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T45A-45O <ul style="list-style-type: none"> ○ Predict how the text selection will help them answer the essential question. ○ Use the main idea and details graphic organizer. ○ Respond to questions while reading.
Grammar Minilessson Practice Book	Students will: T61 <ul style="list-style-type: none"> ○ Rewrite each sentence adding quotation marks and colons in the appropriate place.

Expand Vocabulary Practice Book	Students will: T69 <ul style="list-style-type: none"> Review vocabulary words and orally complete the sentences.
Day 4	Instructional Plan
Student Learning Target: 3.FL.VA.7a.ii, 3.RL.KID.1, 3.RI.KID.2 , 3.W.RW.10	
Read the Anchor Text (Literature Anthology) Practice/Apply Close Reading Take Notes About the Text Respond to Text	Students will: 45A-45P <ul style="list-style-type: none"> Record the main idea and details of each section on pgs. 194-207. Summarize the sections to show understanding. In pairs, generate questions about the text. In pairs, work together to list one or two ways to learn more about Earth and its neighbors.
Grammar Practice Book	Students will: T61 <ul style="list-style-type: none"> Correct errors in the sentences.
Spelling Practice Book	Students will: T65 <ul style="list-style-type: none"> Proofread and make corrections to the sentences.
Day 5	Instructional Plan
Student Learning Target: 3.FL.VA.7a.ii, 3.RL.KID.1, 3.RI.KID.2 , 3.W.RW.10	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-45O <ul style="list-style-type: none"> Reread the text, looking at text features of an expository text. Study how signal words are used to compare and contrast information. Discuss how author's use domain-specific vocabulary when writing expository texts.
Writing Process: Expert Model Reading / Writing Companion	Students will: T52-53 <ul style="list-style-type: none"> Create an anchor chart that lists the features of an expository text. Analyze the anthology text looking at author's craft.
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"> Complete the Daily Language Activity and Practice book page 125.

Weekly Standards

- 3.FL.F.5.a** Read grade-level text with purpose and understanding. [1 lesson]
- 3.FL.F.5.b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]
- 3.FL.PWR.3.a** Identify and define the meaning of the most common prefixes and derivational suffixes. [3 lessons]
- 3.FL.PWR.3.c** Decode multi-syllable words. [1 lesson]
- 3.FL.SC.6.a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. [3 lessons]
- 3.FL.SC.6.d** Form and use regular and irregular verbs. [2 lessons]
- 3.FL.SC.6.f** Ensure subject-verb and pronoun-antecedent agreement. [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. [6 lessons]
- 3.FL.VA.7b.i** Distinguish the literal and nonliteral meanings of words and phrases in context. [2 lessons]
- 3.FL.VA.7c** Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships. [3 lessons]
- 3.FL.WC.4.a** Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. [2 lessons]
- 3.FL.WC.4.c** Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. [2 lessons]
- 3.FL.WC.4.d** Write legibly in manuscript; write all lower and uppercase cursive letters. [1 lesson]
- 3.RI.CS.5** Use text features to locate information relevant to a given topic efficiently. [1 lesson]
- 3.RI.CS.6** Distinguish reader point of view from that of an author of a text. [2 lessons]
- 3.RI.IKI.7** Use information gained from illustrations and the words in a text to demonstrate understanding of a text. [1 lesson]
- 3.RI.IKI.9** Compare and contrast the most important points and key details presented in two texts on the same topic. [1 lesson]
- 3.RI.KID.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. [13 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. [6 lessons]
- 3.RL.CS.6** Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text. [2 lessons]
- 3.RL.KID.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. [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. [3 lessons]
- 3.RL.KID.3** Describe characters in a story and explain how their actions contribute to the sequence of events. [3 lessons]
- 3.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.6** Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification. [1 lesson]
- 3.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. [2 lessons]
- 3.W.PDW.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]
- 3.W.RBPK.8** Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. [2 lessons]
- 3.W.RBPK.9** Include evidence from literary or informational texts, applying grade 3 standards for reading. [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. [3 lessons]
- 3.W.TTP.2.c** Develop the topic with facts, definitions, and details. [1 lesson]

Day 6	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.ii, 3.RL.KID.1, 3.RI.KID.2, 3.W.RW.10, 3.W.PDW.4 , 3.W.PDW.5, 3.RI.CS.5 , 3.RI.IKI.7, 3.W.RBPK.9, 3.FL.SC.6.a, 3.FL.SC.6.f	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T45A-45O <ul style="list-style-type: none"> ○ Reread the text to identify text features that will aid in their writing.
Respond to Reading Reading / Writing Companion	Students will: T46-47 <ul style="list-style-type: none"> ○ Read and analyze the prompt: <i>How does Jeffrey Zuehlke use text features to help you learn about Earth?</i> ○ Look at Literature Anthology pages 198–199, read the text, and study the diagram. Answer: <i>What does the diagram show?</i> ○ Look at pages 200–201, read the text, and study the illustrations. Ask: <i>How does learning about these planets help us understand our own planet?</i> ○ In partners or small groups refer to and discuss their completed charts and writing responses from those pages.
Writing Process: Plan Reading / Writing Companion	Students will: T54-55 <ul style="list-style-type: none"> ○ Brainstorm a list of planets in our solar system. ○ Each student should choose one of the planets listed to write an expository essay. Their essay will need to include facts and information about the planet, including the planet's relationship to the Sun, whether it is a gas or rocky planet, and any unique features. Have students record the planet they have chosen on page 27. ○ Make a plan and gather the information they need.
Grammar Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Work on using present tense verbs. They will add -s to singular verbs.
Spelling Practice Book	Students will: T66 <ul style="list-style-type: none"> ○ Take the pretest.
Day 7	Instructional Plan
Student Learning Targets: 3.RL.KID.2, 3.RL.KID.3 , 3.RI.KID.2, 3.RI.KID.3 , 3.RL.CS.6, 3.RI.CS.6, 3.SL.CC.1, 3.W.RW.10, 3.W.PDW.4, 3.W.RBPK.8, 3.FL.SC.6.a, 3.FL.SC.6.f, 3.FL.VA.7a.ii, 3.FL.VA.7b.i	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T47A-47B <ul style="list-style-type: none"> ○ Read “Why the Sun is Red”. ○ Compare the texts. ○ Summarize the selection.
Writing Process: Plan Reading / Writing Companion	Students will: T56-57 <ul style="list-style-type: none"> ○ Conduct research on their topic. ○ Add information they find to their idea web. ○ Discuss the difference between plagiarism and paraphrasing.

Grammar Practice Book	Students will: T62 <ul style="list-style-type: none"> ○ Review present tense verbs. ○ Discuss subject-verb agreement and complete the worksheet.
Expand Vocabulary Practice Book	Students will: T68 <ul style="list-style-type: none"> ○ Use a dictionary to find the meaning, syllable breaks, and pronunciation of the words <i>asteroids</i> and <i>kilometers</i>.

Day 8	Instructional Plan
Student Learning Targets: 3.FL.WC.4.d, 3.W.TTP.2.c , 3.FL.SC.6.a, 3.FL.SC.6.f, 3.FL.VA.7a.ii, 3.FL.VA.7b.	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T47A-47B <ul style="list-style-type: none"> ○ Analyze the author's point of view. ○ Discuss what is a legend and determine what the legend is explaining. ○ Summarize the text.
Phonics Practice Book	Students will: T50-51 <ul style="list-style-type: none"> ○ Work on r-controlled vowel /ar/ and /or/ and prefixes un-, re-, and pre-
Author's Craft Reading / Writing Companion	Students will: T48-49 <ul style="list-style-type: none"> ○ Reread the second paragraph on page 200 of <i>Earth</i> in the Literature Anthology. Look at how the author included details to develop the topic of the size of Earth. ○ In partners discuss the questions on page 29 of the Reading/Writing Companion before filling in their answers. ○ Write a draft of their essay.
Writing Process: Draft Reading / Writing Companion	Students will: T58-59 <ul style="list-style-type: none"> ○ Write a draft of their essay. ○ Use facts, definitions, and details to help the reader learn about a specific planet, including its relationship to the Sun. ○ Students should also paraphrase by putting facts and information in their own words.
Grammar Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Use the online review for grammar, practice, and usage.
Expand Vocabulary Practice Book	Students will: T69 <ul style="list-style-type: none"> ○ Read the genre passage "Seeing Red". ○ In pairs, use context clues to determine the meaning of unknown words.

Day 9	Instructional Plan
Student Learning Targets: 3.RL.KID.2, 3.RL.KID.3, 3.RI.IKI.9 , 3.FL.PWR.3.a, 3.FL.F.5.a, 3.FL.VA.7a.ii, 3.FL.WC.4.d, 3.W.TTP.2.c	
Fluency Practice Book	Students will: T51 <ul style="list-style-type: none"> ○ Practice fluency using the online Differentiated Genre Passage, "Seeing Red."
Writing Process: Draft Reading / Writing Companion	Students will: T58-59 <ul style="list-style-type: none"> ○ Continue drafting their essay and prepare to present.
Make Connections Reading / Writing Companion	Students will: T70 <ul style="list-style-type: none"> ○ Read through their notes, annotations, and responses and add what they learned from each text to the chart. ○ Complete the Talk About It activity on Reading/ Writing Companion page 24. ○ Write a final response synthesizing the knowledge they built about Earth and its neighbors. ○ Read page 21 looking for phrases that are similar to those in the King's question. ○ Pairs discuss why the author chose to have characters repeat similar phrases. ○ Share their work as a class. ○ Enter their response on Reading/Writing Companion page 23.
Grammar Practice Book	Students will: T63 <ul style="list-style-type: none"> ○ Proofread sentences with present tense verbs to ensure there is subject-verb agreement.
Day 10	Instructional Plan
Student Learning Targets: 3.SL.PKI.6, 3.W.RBPK.8, 3.FL.WC.4.d, 3.W.TTP.2.c, 3.FL.WC.4.a, 3.FL.WC.4.c	
Writing Process: Draft Reading / Writing Companion	Students will: T58-59 <ul style="list-style-type: none"> ○ Finish their draft.
Spelling Practice Book	Students will: T67 <ul style="list-style-type: none"> ○ Take spelling the post-test.
Research and Inquiry Reading / Writing Companion	Students will: T71 <ul style="list-style-type: none"> ○ Present their poster and written work to the class.
Progress Monitoring	Students will: T106-107 <ul style="list-style-type: none"> ○ Complete online assessment.

Weeks 3-4  Assessed Skill		
Unit 3 Weeks 3-4	Comprehension / Genre / Author's Craft	Language Development
<p>Essential Question: What makes different animals unique?</p>	<ul style="list-style-type: none">  Cite relevant evidence from the text  Make inferences to support understanding  Analyze the problem and the solution Visualize to deepen understanding Explain how text structure contributes to organization  Identify and use text features 	<p>Vocabulary Acquisition: Acquire and use academic vocabulary Disbelief dismay fabulous features Offered splendid unique watchful</p> <p>Vocabulary Strategy:  Use context clues like synonyms to determine the meaning of unfamiliar words</p> <p>Grammar:  Identify and use past-tense verbs correctly  Identify and use future-tense verbs correctly</p>
<p>Text(s):</p> <p>Teach and Model</p> <p style="padding-left: 20px;">Interactive Read Aloud: “Bear, Beaver, and Bee”</p> <p style="padding-left: 20px;">Shared Read: “Anansi Learns a Lesson”</p> <p>Practice and Apply</p> <p style="padding-left: 20px;">Anchor Text(s): <i>Martina the Beautiful Cockroach</i> “Get a Backbone”</p> <p>Leveled Readers A: The Clever Rabbit O: King of the Birds ELL: King of the Birds B: Sheep and Pig Set up Housekeeping</p> <p>Optional Classroom Library Trade Books <i>How Chipmunk Got His Stripes</i> <i>Why Mosquitoes Buzz in People’s Ears: A West African Tale</i></p>	<p>Writing</p> <p>Writing process: Revise and edit an expository essay</p> <p>Analytical writing:  Write responses that demonstrate understanding</p> <p>Foundational Skills</p> <p>Phonics/Word Study: Decode words with r-controlled vowels Decode words with prefixes pre-, dis-, mis-</p> <p>Spelling Words: Week 1: careful, stared, shared, pair, stairs, wear, bear, where, there, dear, rear, gear, here, career, peer Week 2: misprint, misread, mistrust, misspell, mistreat, precut, preview, prepaid, preplan, preheat, distrust, discount, dishonest, discover, disable</p> <p>Fluency: Read fluently with accuracy and proper phrasing and rate.</p>	<p>Speaking and Listening</p> <p>Engage in collaborative conversations Paraphrase portions of “Bear, Beaver, and Bee” Present information about identifying key words</p> <p>Research and Inquiry</p> <p>Identify key words in a text to find important information Draw a diagram of a life cycle for an animal or an insect</p>

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

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

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

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

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

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [8 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. [2 lessons]

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

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

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

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

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

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

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

3.RL.KID.3 Describe characters in a story and explain how their actions contribute to the sequence of events. [23 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.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories. [1 lesson]

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

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

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

Day 1	Instructional Plan
Student Learning Targets: 3.RL.KID.2, 3.RL.KID.3, 3.SL.CC.2, 3.RL.KID.1, 3.RL.CS.4, 3.RL.IKI.7, 3.FL.VA.7a.i, 3.FL.SC.6.d	
Introduce the Concept (Reading / Writing Companion) Talk About It	Students will: T120-121 <ul style="list-style-type: none"> ○ Discuss the essential question: What makes different animals unique? ○ Review student learning goals. ○ Discuss the photograph. ○ Answer the questions: ○ Discuss with a partner what they have learned about dolphins and add to the discussion. ○ Complete the blast assignment "Perfect Predator"
Listening Comprehension Interactive Read Aloud	Students will: T122-123 <ul style="list-style-type: none"> ○ Discuss features of a folktale. ○ Create an anchor chart that includes features of a folktale. ○ Determine the main idea and details of "Bear, Beaver, and Bee" ○ Retell the story 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"> ○ Answer questions about the text. Use the left column of page 36 to note their questions, list interesting words they would like to learn, and identify key details from the text. ○ Share the text evidence that helps them identify Turtle's problem. ○ Use the visualize strategy to share words they would use to describe Anansi. ○ Share other definitions of the word "tricky" and then use these meanings to define the word "sly". ○ Read and determine the main idea of sections of the text. ○ Examine text features. ○ In pairs, summarize orally using notes. Then write a summary in their writer's notebook.
Vocabulary Reading / Writing Companion	Students will: T130-131 <ul style="list-style-type: none"> ○ Work in pairs to find the meaning of "awkward" on page 40 of "Anansi Learns a Lesson." Guide partners to go back into the text and use a synonym to help them determine the word's meaning.
Grammar Reading / Writing Companion	Students will: T160 <ul style="list-style-type: none"> ○ Discuss past-tense verbs.
Spelling Reading / Writing Companion	Students will: T164 <ul style="list-style-type: none"> ○ Take the spelling pre-test.

Day 2	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.RL.KID.2, 3.RL.RRTC.10, 3.RL.KID.1, 3.RL.KID.3 , 3.W.RBPK.9, 3.W.RW.10, 3.W.RBPK.8, 3.FL.SC.6.d	
Reread the Shared Read (Reading / Writing Companion) Guided Practice of Close Reading Text Features / Literary Elements Comprehension Skill Comprehension: Craft & Structure	Students will: T132-129 <ul style="list-style-type: none"> ○ Add additional points about the visualization strategy to the anchor chart. ○ Work in pairs to describe what happens on page 41 when Anansi tries to eat the berries. Reread together to visualize what happens. Then have them tell what happens. Have partners discuss other sections of “Anansi Learns a Lesson” that they might want to visualize. ○ Work with a partner to identify the central message or lesson of “Anansi Learns a Lesson.” Have pairs share their responses with the class. ○ Identify the problem the main characters face in the story. Identify the sequence of steps that the characters take to solve the problem. Identify the solution to the problem. ○ Reread parts of “Anansi Learns a Lesson” and analyze the techniques the author used in writing the selection.
Respond to Reading Reading / Writing Companion	Students will: T140-141 <ul style="list-style-type: none"> ○ Analyze the prompt: <i>Why is “Anansi Learns a Lesson” a good title for this folktale?</i> ○ Look for evidence that Anansi learns a lesson after a problem is solved. ○ Discuss the message of the story.
Study Skill / Research & Inquiry Reading / Writing Companion	Students will: T144-145 <ul style="list-style-type: none"> ○ Plan their research with teacher support. Pairs will use the online Layered Book Foldable® to record the key words that helped them. They will write their own questions that will help them find relevant information about the life cycle of another animal or an insect. Students should include a key word in each question. ○ Draw a diagram of a life cycle of an animal or an insect.
Grammar Practice Book	Students will: T160 <ul style="list-style-type: none"> ○ Work with special rules for past-tense verbs.

Day 3	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.i, 3.FL.VA.7b.iii, 3.RL.KID.1, 3.RL.KID.3 , 3.RL.IKI.7, 3.W.RW.10, 3.FL.SC.6.d, 3.FL.VA.7b.i, 3.FL.VA.7b.ii	
Read the Anchor Text (Literature Anthology) Practice / Apply Close Reading Take Notes About Text	Students will: T145A-145U <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Study the illustrations in the story. ○ Determine the problem in the story and discuss the elements of a folktale. ○ Use synonyms to help determine the meaning of words or phrases. ○ Make inferences about the text based on illustrations.
Grammar Minilesson Practice Book	Students will: T161 <ul style="list-style-type: none"> ○ Study abbreviations and name titles.

	<ul style="list-style-type: none"> ○ Complete workbook page 147.
Expand Vocabulary Practice Book	<p>Students will: T169</p> <ul style="list-style-type: none"> ○ Review the target vocabulary words and orally complete each sentence stem.
Day 4	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.i, 3.FL.VA.7b.iii, 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	<p>Students will: T145A-145V</p> <ul style="list-style-type: none"> ○ Predict how the selection will help them answer the Essential Question. ○ Using a graphic organizer, record the problem of the plot and the steps to the solution throughout the story. Pay attention to how Martina uses the information throughout the story and how it helps to convey the lesson of the story. ○ Look at the illustrations in the text to help visualize what is happening in the story. ○ Learn that italics can be used to indicate words in a different language. ○ Learn that dashes can be used to indicate breaks in what someone is saying. ○ Replace unknown words with synonyms using context clues. ○ Use the information from their Problem and Solution Chart to summarize. ○ Answer the prompt: How does the author help you visualize how Martina feels about Don Cerdo, the pig?
Grammar Practice Book	<p>Students will: T161</p> <ul style="list-style-type: none"> ○ Correct errors in sentences with past-tense verbs.
Spelling Practice Book	<p>Students will: T165</p> <ul style="list-style-type: none"> ○ Circle and correct each misspelled word.
Day 5	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.i, 3.FL.VA.7b.iii, 3.RL.KID.1, 3.RL.KID.3, 3.RL.IKI.7, 3.W.RW.10, 3.W.TTP.2.d , 3.W.PDW.5 , 3.FL.WC.4.a	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	<p>Students will: T145A-145U</p> <ul style="list-style-type: none"> ○ Reread the last paragraph on page 213. Answer the question: Why did the author choose to use the phrases “give her leg in marriage” and “crawling with excitement” when describing Martina and her family? ○ Understand that the author’s use of descriptive language helps the reader better visualize how the characters act in the story.
Writing Process: Revise Reading / Writing Companion	<p>Students will: T152-153</p> <ul style="list-style-type: none"> ○ Focus on writing a strong conclusion. ○ Summarize the main ideas in a way that leaves the reader with a lasting memory of the text. ○ Include photographs, key words, or charts to make the information easier to understand.
Spelling Practice Book	<p>Students will: T165</p> <ul style="list-style-type: none"> ○ Take the spelling post-test. ○ List misspelled words in their writer’s notebook.
Grammar Practice Book	<p>Students will: T161</p> <ul style="list-style-type: none"> ○ Take the assessment in Practice Book page 161.

Weekly Standards

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

3.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

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

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

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

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

3.FL.SC.6.j Capitalize appropriate words in titles. [3 lessons]

3.FL.VA.7a.i Use sentence-level context as a clue to the meaning of a word or phrase. [4 lessons]

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

3.FL.VA.7b.i Distinguish the literal and nonliteral meanings of words and phrases in context. [2 lessons]

3.FL.VA.7b.ii Identify real-life connections between words and their use. [2 lessons]

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

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

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

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

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

3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections. [4 lessons]

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

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

3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. [7 lessons]

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

3.SL.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.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. [1 lesson]

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

Day 6	Instructional Plan
Student Learning Targets: 3.FL.VA.7a.i, 3.FL.VA.7b.iii, 3.RL.KID.1, 3.RL.KID.3, 3.RL.IKI.7, 3.W.RW.10, 3.W.RBPK.9 , 3.FL.SC.6.e, 3.FL.SC.6.f, 3.FL.SC.6.j, 3.W.PDW.5	
Reread the Anchor Text (Literature Anthology) Practice / Apply Close Reading	Students will: T145A-145U <ul style="list-style-type: none"> ○ Analyze the author’s word choice. ○ Analyze descriptive details.
Respond to Reading Reading / Writing Companion	Students will: T146-147 <ul style="list-style-type: none"> ○ Answer the prompt: <i>How does Carmen Agra Deedy help you predict how the coffee test will turn out for each character?</i> ○ Reread Literature Anthology page 219 where the rooster is introduced. ○ In partners or small groups refer to and discuss their completed charts and writing responses from those pages. ○ Use the sentence starters to guide their responses.
Writing Process: Peer Conferencing Reading / Writing Companion	Students will: T154-155 <ul style="list-style-type: none"> ○ Listen as a partner reads their draft aloud. ○ Identify parts they liked about the essay and add one suggestion that they had to their essay.
Grammar Practice Book	Students will: T162 <ul style="list-style-type: none"> ○ Introduce future-tense verbs.
Spelling Practice Book	Students will: T166 <ul style="list-style-type: none"> ○ Take the spelling pre-test.
Day 7	Instructional Plan
Student Learning Targets: 3.RL.KID.1, 3.W.TTP.2.g, 3.W.PDW.5 , 3.FL.SC.6.e, 3.FL.SC.6.f, 3.FL.SC.6.j, 3.FL.VA.7b.i, 3.FL.VA.7b.ii	
Read Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T147A-147D <ul style="list-style-type: none"> ○ Read and reread “Get a Backbone!” ○ Take notes and think about the Essential Question: <i>What makes different animals unique?</i> ○ Think about how this text compares with <i>Martina the Beautiful Cockroach</i>. ○ Discuss how these texts are similar and different. ○ List details that describe why feathers are important to birds.
Writing Process: Edit and Revise Reading / Writing Companion	Students will: T156-157 <ul style="list-style-type: none"> ○ Edit and proofread draft. ○ Review the editing checklist on Reading/Writing Companion page 32. ○ In pairs, edit and proofread each other’s drafts using the editing checklist as a guide.
Grammar Practice Book	Students will: 162 <ul style="list-style-type: none"> ○ Discuss the difference between verbs that show action in the past, present, or future.

	<ul style="list-style-type: none"> o Look at subject-verb agreement using future-tense verbs.
Expand Vocabulary Practice Book	Students will: T168 <ul style="list-style-type: none"> o Generate idioms that they have heard or read. o Write a sentence for each idiom they thought of.

Day 8	Instructional Plan
Student Learning Targets: 3.FL.WC.4.d, 3.W.PDW.6, 3.FL.SC.6.e, 3.FL.SC.6.f, 3.FL.SC.6.j, 3.FL.VA.7b.i, 3.FL.VA.7b.ii, 3.RI.KID.2	
Reread Paired Selection (Literature Anthology) Practice / Apply Close Reading	Students will: T147A-147D <ul style="list-style-type: none"> o Read the expository text “Get a Backbone!” looking at main idea and details. o Summarize the text.
Author’s Craft Reading / Writing Companion	Students will: T148-149 <ul style="list-style-type: none"> o Reread the expository text “Get a Backbone!” focusing on how the text is organized. o Compare and contrast how the author includes examples of animals. o Annotate and answer text dependent questions.
Writing Process: Draft Reading / Writing Companion	Students will: T156-157 <ul style="list-style-type: none"> o Edit and proofread their draft using the editing checklist.
Grammar Practice Book	Students will: T163 <ul style="list-style-type: none"> o Examine book titles. Capitalize important words and learn when writing you underline the words, but when using a computer you italicize the words.
Expand Vocabulary Practice Book	Students will: T169 <ul style="list-style-type: none"> o Review the target vocabulary words and orally complete the sentence stems. o Read the genre passage “A Clever Crow” and use synonyms to help determine the meaning of unknown words.
Day 9	Instructional Plan
Student Learning Targets: 3.RI.IKI.9, 3.RL.CS.5 , 3.FL.WC.4.d, 3.W.PDW.6	
Fluency Practice Book	Students will: T151 <ul style="list-style-type: none"> o Listen to the teacher read aloud “Anansi Learns a Lesson,” Reading/Writing Companion page 37. The teacher will emphasize using commas in the paragraphs to group phrases and model changing their rate as they read. o Echo-read as a group and then one at a time. o Practice fluency using the online Differentiated Genre Passage, “A Clever Crow.

Writing Process: Edit and Proofread Reading / Writing Companion	Students will: T156-157 <ul style="list-style-type: none"> ○ Edit and proofread their draft using the editing checklist. Make any changes to the essay and practice presenting.
Make Connections Reading / Writing Companion	Students will: T170 <ul style="list-style-type: none"> ○ Discuss responses to the “The Perfect Predator” Blast. ○ Complete the Talk About It activity on Reading/Writing Companion page 58. ○ Write a final response synthesizing the knowledge they built about the unique qualities of animals. ○ Turn to Reading/Writing Companion page 57 examine key points about text structure. Enter their response on Reading/Writing Companion page 57.
Grammar Practice Book	Students will: T163 <ul style="list-style-type: none"> ○ Proofread and correct errors to sentences.
Day 10	Instructional Plan
Student Learning Targets: 3.SL.PKI.4, 3.FL.WC.4.d, 3.W.PDW.6	
Writing Process: Publish and Present Reading / Writing Companion	Students will: T158-159 <ul style="list-style-type: none"> ○ Choose a format for publishing. They should include text features such as headings, key words, and charts. They can also record an audio or video presentation of their essay. ○ Consult the presentation checklist. ○ Students in the audience should write down any questions they have during the presentation.
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"> ○ Practice presenting their animal's life cycle diagram. Look at each item on the Presenting Strategies checklist on Reading/Writing Companion page 59. ○ Partners and small groups can rehearse. ○ Students can use the frames on the bottom of Reading/Writing Companion page 59 to check their work and evaluate their presentation.
Progress Monitoring	Students will: T206-207 <ul style="list-style-type: none"> ○ Complete the online assessment.