

**Nassau County 3rd Grade
ELA 2023-2024 Curriculum Map**

<u>3rd Grade Standards Checklist Per Unit</u>	<u>Benchmark Resources Folder- Teacher Created</u>	<u>3rd Grade Assessment Analysis</u>
<u>BEST Standards Progression 3-5</u>	<u>3rd Grade Grammar/ Writing</u>	<u>2022-2023 Curriculum Map</u>
<u>BEST Standards Progression 2-4</u>	<u>Text to use 3rd Grade</u>	<u>3rd Grade Daily Vocabulary</u>

Week 1: Rituals and Routines

Routines and Review

Benchmarks Covered:

Review of Second Grade Benchmarks: (examples)

ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text

ELA.2.R.1.2: Identify and explain a theme of a literary text.

ELA.2.R.3.2: Retell a text to enhance comprehension. a. Use main story elements in a logical sequence for a literary text. b. Use the central idea and relevant details for an informational text.

Introducing Benchmark Advanced Routines, Reviews, & Procedures

Vocabulary

Review of 2nd Grade Academic Vocabulary
Context Clues, Central Idea, Author's Purpose, etc.
Also looking at Vocabulary in Context within the Decodable Readers that will be used this week

Routines & Reviews Benchmark Resources to Use in Whole Group/Small Group:

Pick a "Back to School" Read Aloud to do the following routines, expectations, and procedures with Benchmark Advanced. *Examples:* A Bad Case of Stripes, Chrysanthemum, Wemberly Worried, First Day Jitters, My Teacher is A Monster, The Magical Yet

Days 8 & 9(from benchmark routines & reviews) - Skill: Making Connections

Days 10 & 11- Skill: Questioning

Day 12- Skill: Making Predictions

Day 13- Skill: Visualizing Suggested Materials: Visualizing Activity Poem, Visualizing Activity Before/During/After

Days 14 & 15- Skill: Annotating (Modeling how to annotate a benchmark test- interim 1 test)

Writing/Response Literature:

Focusing on Writing Conventions: Capitalization, Punctuation: Modeling SWAG
Gradual Release SWAG with ONE SENTENCE.

Grammar:

Capitalization and Punctuation
Proper Nouns and Beginning of Sentences
Punctuation: sentence structure, types of sentences

Resiliency Standards

Character: HE.3.R.1.1 Identify skills needed when working with others.
Use the book you chose to read- and complete the graphic organizer to teach character. Specifically, focus on working with others this week. (Great for peer 2 peer center focus)
[Character Building Anchor Chart](#)

Assessments

PM 1 Fast, STAR

Week 2: Text Structure Week

Text Structure & Start of Benchmark

Benchmarks Covered:

Spotlight Benchmarks:

ELA.3.R.2.1 - Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

Spiral Benchmarks:

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Vocabulary

Review of 2nd Grade Academic Vocabulary
Context Clues,
Text Structure

Consumable Text With Skills Progression:

Short Read 1: Animal Disguises (pgs. 4-5) and Short Read 2: Animal's Tools for Survival (pgs. 6-8) Lesson Plan Folder

Day 1: Chronology text structure

Day 2: Comparison text structure

Day 3: Cause and effect text structure

Day 4: Identify the Text Structures

Day 5: Begin Unit 1 Week 1 Short Read 1: WG: Read and Annotate SG: Vocabulary in Context

Leveled Readers:

Benchmark Leveled Readers

[ALD Questions](#)

Below Level -Growing Plants (J)

On Level -Animals Help Plants (L)

Above Level -Exploring and Preserving Nature (O)

Writing/Response Literature:

Focusing on Writing Conventions: Capitalization, Punctuation:
Modeling SWAG
Gradual Release SWAG with ONE SENTENCE.

Grammar:

Capitalization and Punctuation
Proper Nouns and Beginning of Sentences
Punctuation: sentence structure, types of sentences

Resiliency Standards

Character: [HE.3.R.1.1 Identify skills needed when working with others.](#)

Use the book you chose to read- and complete the graphic organizer to teach character. Specifically, focus on working with others this week. (Great for peer 2 peer center focus)

[Character Building Anchor Chart](#)

Assessments

PM 1 Fast, STAR

Unit 1 Week 1

Theme: Animal and Adaptations
Essential Question: How do living things survive in their environment?

Benchmarks Covered:

Spotlight Benchmarks:

ELA.3.R.2.2 - Identify the Central Idea and explain how relevant details support that idea in a text

ELA.3.R.2.1 - Explain how text features contribute to meaning and **identify the text structures** of chronology, comparison, and cause/effect in texts.

ELA.3.R.3.3 - Compare and Contrast how 2 authors present information on the same topic or theme.

Spiral Benchmarks:

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Vocabulary:

Unit 1 Vocabulary Word List

Consumable Text With Skills Progression:

Short Read 1: Animal Disguises (pgs. 4-5) and Short Read 2: Animal's Tools for Survival (pgs. 6-8) Lesson Plan Folder

Day 1: Short Read 1: Annotate and Vocabulary

Day 2: Short Read 1: Central Idea w/Relevant

Day 3: Short Read 2: Annotate and Vocabulary

Day 4: Short Read 2: Central Idea w/Relevant Details

Day 5: Short Read 2: Text Structure

Day 6: Short Reads 1 and 2: Compare and Contrast Texts

Whole Group Ideas/ Additional Resources

Caterpillar Self-Defense Word Study

Unit Poem

Spelling: Short Vowels

3rd Grade Comprehension Intervention Lessons

Grade 2 Comprehension Intervention

Leveled Readers:

Benchmark Leveled Readers

ALD Questions

Below Level -Growing Plants (J)

On Level -Animals Help Plants (L)

Above Level -Exploring and Preserving Nature (O)

Writing/Response Literature:

Continue instruction on how to write ONE good sentence using the SWAG model.

Grammar

Capitalization and Punctuation

Proper Nouns and Beginning of Sentences

Punctuation: sentence structure, types of sentences

Resiliency Standards

HE.3.R.4.2 Identify different solutions and potential outcomes when problems arise. (Can be tied to animal survival traits)

Suggested related activity: peer 2 peer: Pg. 30 in benchmark consumable Resiliency Problem Solving Anchor Chart

Assessments

Unit 1 Week 1 Assessment (take on paper, input digitally on Benchmark Digital Platform after)

****For the first assessment- read the passages, questions and answer choices with students. DO NOT help with answering questions, just read it with them.**

Unit 1 Week 2

Theme: Animal and Adaptations
Essential Question: How do living things survive in their environment?

Benchmarks Covered:

Spotlight Benchmark:

ELA.3.R.2.2 - Identify the Central Idea and explain how relevant details support that idea in a text
ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.
ELA.3.R.3.2 - Summarize a text to enhance comprehension B. Use the central idea and relevant
ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Spiral Benchmarks:

ELA.3.R.2.1 - Explain how text features contribute to meaning and **identify the text structures** of chronology, comparison, and cause/effect in texts.

Vocabulary

Unit 1 Vocabulary Word List

Suits, aids, Serve, Nurse, Undercoat
Stiff, Shed, Avoid, Mature, Release
Toxins, Mucus, Limit, Durable

Consumable Text With Skills Progression:

Extended Read 1: Animal Coverings. Pgs. 12-16 Lesson Plan Folder

Day 1: Extended Read 1: Annotate/Vocabulary in Context
Day 2: Extended Read 1: Central Idea w/ Relevant Details
Day 3: Extended Read 1: Summarize
Day 4: Extended Read 1: Text Structure
Day 5: Extended Read 1: Comparing Texts (Extended Read 1 and Short Read 2)

Leveled Readers:

ALD Questions

Below Level-Growing Plants (J)
On Level -Animals Help Plants (L)
Above Level -Exploring and Preserving Nature (O)

Writing/Response Literature:

- Form and use complete simple sentences
- Form and use compound sentences- Unit 5, Week 1

Grammar

Spiral Review: Adjectives and Adverbs
Teach: Use Simple Modifiers (Found in Grammar Book Unit 2 Week 1)

Resiliency Standards

HE.3.R.4.2 Identify different solutions and potential outcomes when problems arise.
(Can be tied to animal survival traits)
Suggested related activity: peer 2 peer: Pg. 30 in benchmark consumable
Resiliency Problem Solving Anchor Chart

Assessments

Unit 1 Week 2 Assessment (take on paper, input digitally on Benchmark Digital Platform after)
****DO NOT READ THE PASSAGES TO STUDENTS. Read the questions and answer choices with students.**

Unit 1 Week 3

Theme: Animal and Adaptations
Essential Question: How do living things survive in their environment?

Benchmarks Covered:

Spotlight Benchmark:

ELA.3.R.2.2 - Identify the Central Idea and **explain how relevant details support** that idea in a text
[ELA.3.V.1.3](#): Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Spiral Benchmarks:

ELA.3.R.2.1 - Explain how text features contribute to meaning and **identify the text structures** of chronology, comparison, and cause/effect in texts.
 ELA.3.R.3.2 - Summarize a text to enhance comprehension B. Use the central idea and relevant
 ELA.3.R.3.3 - Compare and Contrast how two authors present information on the same topic or theme.

Vocabulary

Unit 1 Vocabulary Word List

Frigid paragraph 1
 Rely paragraph 1
 Structural paragraph 2
 Bill paragraph 7
 Excess paragraph 7
 Limited paragraph 12
 Scarce paragraph 12
 Consume paragraph 14

Consumable Text With Skills Progression:

Extended Read 2: One Body, Many Adaptations. pgs. 20-24 Lesson Plan Folder

Day 1: Extended Read 2: Vocabulary in Context/ Read to Understand
 Day 2: Extended Read 2: Central Idea w/ what relevant details support it
 Day 3: Extended Read 2: Summarizing
 Day 4: Extended Read 2: Whole Group: Text Structure Small Group: Compare and Contrast how authors present information

Leveled Readers:

ALD Questions

Below Level-Growing Plants (J)
On Level -Animals Help Plants (L)
Above Level -Exploring and Preserving Nature (O)

Writing/Response Literature:

- Form and use complete simple sentences
- Form and use compound sentences- Unit 8, Week 2

Grammar

Use Possessives/Plural
 Possessives Nouns

Resiliency Standards

HE.3.R.4.2 Identify different solutions and potential outcomes when problems arise.
(Can be tied to animal survival traits)
 Suggested related activity: peer 2 peer: Pg. 30 in benchmark consumable Resiliency Problem Solving Anchor Chart

Assessments

Unit 1 Assessment (take on paper, input digitally on Benchmark Digital Platform after)
 Students complete all aspects **independently**

Unit 2 Week 1

Theme: Ways Characters Shape Stories
Essential Question: How do our actions influence our lives?

Benchmarks Covered:

Spotlight Benchmark:

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text. Benchmark Clarifications:
Clarification 1: When explaining character development, students will include **character traits**, feelings, motivations, and responses to situations.

ELA.3.R.3.1: Identify and explain metaphors, personification, and hyperbole in text(s)

Spiral Benchmark:

ELA.3.R.3.2: Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.

ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Vocabulary

Unit 2 - Google Docs

Spied, pity, cling, gratefully, bow, aim,
off the mark, tended, flock, vast,
fame, prowled, crept, jolly, folly,
scattered, feast, decreased, key,
bold

Consumable Text With Skills Progression:

Short Read 1: Two Fables from Aesop. pgs. 4-5 and Supplemental Poem Lesson Plan Folder

Day 1: Short Read 1: WG: Vocabulary SG: Character Traits

Day 2: Short Read 1: WG: Character Development SG: Summarizing

Day 3: Short Read 2: Vocabulary (elements of poetry in WG)

Day 4: Short Read 2: Figurative Language

Day 5: Short Read 2: WG: Character Traits SG: Character Development

Day 6: Short Read 2: Summarizing

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions

Below Level - A Winning Team (L)

On Level - Real Story of Jack and Jill (M)

Above Level - Bex Falcon and the Mystery
of the Missing Muffins (O)

Writing/Response Literature:

- Form and use complete simple sentences
- Form and use compound sentences- Unit 6, Week 2

Grammar

Use apostrophes to form
contractions

Resiliency Standards

HE.3.R.1.1 Identify skills needed when working with others.
Working with Others

Assessments

Unit 2 Week 1 (take on paper, input digitally on Benchmark Digital Platform after)
Students complete all aspects independently

Unit 2 Week 2

Theme: Ways Characters Shape Stories
Essential Question: How do our actions influence our lives?

Benchmarks Covered:

Spotlight Benchmarks:

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text. Benchmark Clarifications: Clarification 1: When explaining character development, students will include character traits, feelings, motivations, and responses to situations.

Spiral Benchmarks:

ELA.3.R.3.2: Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.

ELA.3.R.3.1: Identify and explain metaphors, personification, and hyperbole in text(s)

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme. (Compare & Contrast- Plot Details)

ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Vocabulary

Unit 2 - Google Docs

Fonder, Satyr, Nectar, Generosity,
 Melodious, Mused, Giddily, Folly,
 Pleaded, Weeping, Bear, Appetizing,
 Declared

Consumable Text With Skills Progression:

Extended Read 1: The Tale of King Midas. pgs. 12-16 Lesson Plan Folder

Day 1: Extended Read 1: Read To Understand/ Vocabulary

Day 2: Extended Read 1: Figurative Language

Day 3: Extended Read 1: Character Development- Traits & Motivation and illustrations

Day 4: Extended Read 1: Summarizing

Day 5: Extended Read 1: Compare & Contrast Plot Details

Leveled Readers/ Additional Materials

Benchmark Leveled Readers:

AID Questions

Below Level - A Winning Team (L)

On Level- Real Story of Jack and Jill (M)

Above Level- Bex Falcon and the Mystery
 of the Missing Muffins (O)

Additional Materials:

Summarizing Kings & Queens

Writing/Response Literature:

- Form and use complete simple sentences
- Form and use compound sentences- Unit 3, Week 3

Grammar

Difference between using
 apostrophes for possessives &
 contractions

Resiliency Standards

HE.3.R.1.1 Identify skills needed when working with others.
Working with Others

Assessments

Unit 2 Week 2 (take on paper, input digitally on Benchmark Digital Platform after)
 Students complete all aspects independently

Unit 2 Week 3

Theme: Ways Characters Shape Stories
Essential Question: How do our actions influence our lives?

Benchmarks Covered:

Spotlight Benchmarks:

ELA.3.R.1.1: Explain how one or more characters **develop throughout the plot** in a literary text. Benchmark Clarifications: Clarification 1: When explaining **character development**, students will include **character traits, feelings, motivations, and responses** to situations. **(Resolution!)**

Spiral Benchmarks:

ELA.3.R.3.2: Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.

ELA.3.R.3.1: Identify and explain metaphors, personification, and hyperbole in text(s)

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme. (Compare & Contrast- Plot Details)

ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Vocabulary

Unit 2 - Google Docs

Parrot's Wedding-Crowed, Comb, Resist, Shrub, Flustered, Refuses, Nuisance, Beside himself, Naturally, Partake, Festivities

Fox and the Grapes-Dangling, dilemma, unreachable, pondered, remarked, graze

Turtle and Hare-brook, boastful, outcome trudged, encountered, obstacles, persevered, overconfident, triumphant, humbled, determination, budge

Consumable Text With Skills Progression:

Extended Read 2: Uncle Parrots Wedding. pgs. 20-24 Lesson Plan Folder

Day 1: Extended Read 2: Read to Understand & Vocabulary

Day 2: Extended Read 2: Character Development with Motivation, Traits and Illustrations

Day 3: The Fox and The Grapes: Figurative Language

Day 4: The Turtle and the Hare: Summarizing & Plot Development

Day 5: Extended Read 2: Compare and Contrast using The Fox and The Grapes and The Turtle and the Hare

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions

Below Level - A Winning Team (L)

On Level- Real Story of Jack and Jill (M)

Above Level- Bex Falcon and the Mystery of the Missing Muffins (O)

Writing/Response Literature:

Form and use complete simple sentences

Form and use compound sentences- Unit 5, Week 2

Grammar

Form regular plural nouns by adding /s/ or /es/ (2 days of review)

Form plurals -y to -ies. (2 days of review)

Resiliency Standards

HE.3.R.1.1 Identify skills needed when working with others.

Working with Others

Assessments

Unit 2 Assessment (take on paper, input digitally on Benchmark Digital Platform after)
 Students complete all aspects **independently**

Unit 3 Week 1

Theme: Government for the People
Essential Question: Why do people participate in government?

Benchmarks Covered:

Spotlight Benchmark:

ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

ELA.3.R.2.2 - Identify the Central Idea and explain how relevant details support that idea in a text

Spiral Benchmark:

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to **determine the meaning** of multiple-meaning and unknown words and phrases, appropriate to grade level.

ELA.3.R.3.2: Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.

Vocabulary

Predicted- paragraph 1

Elected officials- paragraph 1

Citizens- Paragraph 2

Responsibilities- Paragraph 2

Fortunately- Paragraph 3

Consumable Text With Skills Progression:

Short Read 1: Working Together. pgs. 4-5 and Extended Read 1: "Fighters for Rights: Rosa Parks and Cesar Chavez". pgs. 12-16

Day 1: Short Read 1: Vocabulary & Text Features

Day 2: Short Read 1: WG- Central Idea SG-Text Structure

Day 3: Extended Read 1: Vocabulary and Annotating

Day 4: Extended Read 1: WG- Text Structure SG-Text Features

Day 5: Extended Read 1: Central Idea

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions

Below Level - The National Government

On Level -Community Changers (M)

Above Level - Martin Luther King "I Have A Dream Speech" (P)

Writing/Response Literature:

ELA.3.C.1.4- Expository Writing- Write a text that includes an introduction. (2-3 sentences)

Grammar

Form and use simple verb tenses for regular verbs by adding the affix -ed.

Resiliency Standards

HE.3.R.3.1 Identify leadership opportunities within the school and the community.

Using Short Read 1:

"Working Together," pp.4-5

Discuss the value of teamwork for accomplishing large tasks.

Assessments

Weeks 1 & 2 will now begin to be combined to build stamina. No Assessment this week. Combine with week 2.

Unit 3 Week 2

Theme: Government for the People
Essential Question: Why do people participate in government?

Benchmarks Covered:

Spotlight Benchmark:

ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

ELA.3.R.2.2 - Identify the Central Idea and explain how relevant details support that idea in a text

Spiral Benchmark:

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to **determine the meaning** of multiple-meaning and unknown words and phrases, appropriate to grade level.

ELA.3.R.3.2: Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme

Vocabulary

Consumable Text With Skills Progression:

Extended Read 1: "Fighters for Rights: Rosa Parks and Cesar Chavez". pgs. 12-16 Supplemental Text: Mail being delivered

Day 1: Extended Read 1: Summarizing

Day 2: Supplemental Text: Vocabulary & Text Features

Day 3: Supplemental Text: Text Structure

Day 4: Supplemental Text: Central Idea & Summarizing

Day 5: Supplemental Text: Compare and Contrast

Leveled Readers:

Benchmark Leveled Readers:

AID Questions

Below Level - The National Government

On Level -Community Changers (M)

Above Level - Martin Luther King "I Have A Dream Speech" (P)

Writing/Response Literature:

ELA.3.C.1.4- Expository Writing- Build on written text to include facts & details on topic. (2-3 sentences)

Grammar

Conjugate regular and irregular verb tenses-begin/began,bite/bit. (M)- Unit 1, Week 2

Resiliency Standards

HE.3.R.4.2 Identify different solutions and potential outcomes when problems arise. Using Extended Read 1: "Fighters for Rights: Rosa Parks and Cesar Chavez," pp. 12-16

Assessments

Unit 3 Week 1 Assessment AND Unit 3 Week 2 Assessment
Students take on paper, since this is the first combined test
Continue to input answers into the Benchmark Digital Platform

Unit 3 Week 3

Theme: Government for the People
Essential Question: Why do people participate in government?

Benchmarks Covered:

Spotlight Benchmark:

ELA.3.R.2.2 - Identify the Central Idea and explain how relevant details support that idea in a text (Paragraphs contributing to text)

Spiral Benchmark:

ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts. (Timeline, Caption)

ELA.3.R.3.2: Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to **determine the meaning** of multiple-meaning and unknown words and phrases, appropriate to grade level.

Vocabulary

Consumable Text With Skills Progression:

Supplemental: The History of Firefighting

Day 1: Supplemental Text: Vocabulary/ Read to Understand

Day 2: Supplemental Text: Central Idea/ Relevant Detail

Day 3: Supplemental Text: WG- Text Structure SG- Text Features

Day 4: Supplemental Text: Summarizing

Day 5: Supplemental Text Compare and Contrast

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions

Below Level - The National Government

On Level -Community Changers (M)

Above Level - Martin Luther King "I Have A Dream Speech" (P)

Writing/Response Literature:

ELA.3.C.1.4- Expository Writing- Build on written text to include a conclusion.
(2-3 sentences)

Maintain consistent verb tense across paragraphs (M)- Unit 2, Week 3

Grammar

Conjugate regular and irregular
verb tenses (M)- Unit 1, Week 2

Resiliency Standards

HE.3.R.1.1 Identify skills needed when
working with others.

Extended Read 2: "African-Americans and Women Get the Right to Vote," pp. 20-24

Assessments

Unit 3 Assessment:

First Computer Assessment. Passages will be read on the computer and questions will be printed. Provide students with a note page.

Continue to input answers into the Benchmark Digital Platform

Unit 4 Week 1

Theme: Comparing Points of View
Essential Question: What makes people view the same experience differently?

Benchmarks Covered:

Spotlight Benchmarks:

ELA.3.R.3.1: Identify and explain metaphors, personification, and hyperbole in text(s). Benchmark Clarifications: Clarification 1: In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction. Clarification 2: See Elementary Figurative Language.

ELA.3.R.1.3: Explain different characters' perspectives in a literary text. Benchmark Clarifications: Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. (Review Point of View VS Perspective)

Spiral Benchmarks:

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to **determine the meaning** of multiple-meaning and unknown words and phrases, appropriate to grade level.

ELA.3.R.3.2: Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text. Benchmark Clarifications: Clarification 1: When explaining character development, students will include character traits, feelings, motivations, and responses to situations

Vocabulary

Consumable Text With Skills Progression:

Short Read 1: "Cinderella's Very Bad Day". pgs. 4-5 and Short Read 2: Cinderella, Too Much for Words. pg. 6-8

Day 1: Short Read 1: WG:Vocabulary SG:Figurative Language-

Day 2: Short Read 1: WG:Characters Perspective SG: Character Development

Day 3: Short Read 2: WG: Vocabulary SG: Figurative Language-

Day 4: Short Read 2: Characters Perspective

Day 5: Short Read 2: WG: Characters Development SG:Summarizing

Short Read 1 Questions, Short Read 1 Questions Short Read 2 Questions, Short Read 2 Questions

Leveled Readers:

Benchmark Leveled Readers:

[AID Questions](#)

Below Level: Camp Awesome (K)

On Level: A-Camping We Will Go (M)

Above Level: Bex Falcon and the Mystery on the Broken Window (O)

Writing/Response Literature:

Grammar

Resiliency Standards

ELA.3.C.1.2- Narrative Writing- Write personal or fictional narrative using a logical sequence of events with appropriate descriptions.

Form and use the progressive and perfect verb tenses (M)- Unit 7, Week 1

HE.3.R.2.2 Identify ways in which my decisions affect others.

Use with Short Read 2: Cinderella, Too Much for Words. pg. 6-8

Assessments

No Assessment this week. Combine with week 2.

Unit 4 Week 2

Theme: Comparing Points of View
Essential Question: What makes people view the same experience differently?

Benchmarks Covered:

Spotlight Benchmarks:

ELA.3.R.3.1: Identify and explain metaphors, personification, and hyperbole in text(s). Benchmark Clarifications: Clarification 1: In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction. Clarification 2: See Elementary Figurative Language.

ELA.3.R.1.3: Explain different characters' perspectives in a literary text. Benchmark Clarifications: Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. (Review Point of View VS Perspective)

Spiral Benchmarks:

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to **determine the meaning** of multiple-meaning and unknown words and phrases, appropriate to grade level.

ELA.3.R.3.2: Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text. Benchmark Clarifications: Clarification 1: When explaining character development, students will include character traits, feelings, motivations, and responses to situations

Vocabulary

Consumable Text With Skills Progression:

Extended Read 1: "Rabbit and Coyote" pg. 12-16 and Supplemental Text: Tricksters

Day 1: Extended Read 1: Read To Understand/ Vocabulary Extended Read 1 Questions, Extended Read 1 Questions

Day 2: Extended Read 1: Character Development

Day 3: Extended Read 1: Character Perspective

Day 4: Extended Read 1 and Supplemental Text: WG-Figurative Language SG- Compare & Contrast

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions

Below Level: Camp Awesome (K)

On Level: A-Camping We Will Go (M)

Above Level: Bex Falcon and the Mystery on the Broken Window (O)

Writing/Response Literature:

ELA.3.C.1.2- Narrative Writing- Build on narrative writing to add appropriate descriptions, a variety of transitional words or phrases.

Grammar

Form and use the past tense of frequently occurring irregular verbs
(M)- Unit 7, Week 2

Resiliency Standards

HE.3.R.12 Identify ways to display trustworthiness.
 Unit 4 Week 2
 Use with Extended Read 1: "Rabbit and Coyote" pg. 12-16

Assessments

Unit 4 Week 1 AND Unit 4 Week 2
 Implement tests on the computer going forward beginning with this assessment. **Nothing printed-** provide a note page

Unit 4 Week 3

Theme: Comparing Points of View
Essential Question: What makes people view the same experience differently?

Benchmarks Covered:

Spotlight Benchmarks:

ELA.3.R.1.3: Explain different characters' perspectives in a literary text. Benchmark Clarifications: Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation. (Comparing Perspectives and Character vs. Narrator)

Spiral Benchmarks:

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text. Benchmark Clarifications: Clarification 1: When explaining character development, students will include character traits, feelings, motivations, and responses to situations

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to **determine the meaning** of multiple-meaning and unknown words and phrases, appropriate to grade level.

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme

ELA.3.R.3.1: Identify and explain metaphors, personification, and **hyperbole** in text(s). Benchmark Clarifications: Clarification 1: In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and **idiom**. Other examples can be used in instruction. Clarification 2: See Elementary Figurative Language.

Vocabulary

Consumable Text With Skills Progression:

Extended Read 2: "The Trial of Rabbit" pgs. 20-24 and Supplemental Text: Rumpelstiltskin

Day 1: Extended Read 2: Vocabulary, Read to Understand

Day 2: Extended Read 2: Figurative Language- Hyperbole, Idioms

Day 3: Extended Read 2: WG- Character Perspective SG-Character Development

Day 4: Supplemental Text: WG- Figurative Language SG-Summarizing

Day 5: Supplemental Text: WG-Character Development SG- Character Perspective Extended Read 2 Questions, Extended Read 2 Questions

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions

Below Level: Camp Awesome (K)

On Level: A-Camping We Will Go (M)

Above Level: Bex Falcon and the Mystery on the Broken Window (O)

Writing/Response Literature:

ELA.3.C.1.2- Narrative Writing- Build on narrative writing to add an ending.

Grammar

Form and use regular and frequently occurring irregular plural nouns. Form and use irregular plural nouns (M)- Unit 6, Week 1

Resiliency Standards

HE.3.R.1.3 Discuss ways to be loyal to friends and family. Use With Extended Read 2: "The Trial of Rabbit" pgs. 20-24

Assessments

Unit 4 Unit Assessment

Complete on the computer. Give students scratch paper.

Unit 5 Week 1

Theme: Advancements in Technology
Essential Question: What is the value of innovation?

Benchmarks Covered:

Spotlight Benchmark:

ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.

ELA.3.R.2.4: Identify an author's claim and explain how an author uses evidence to support the claim.

Spiral Benchmarks:

ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Vocabulary

Unit 5 - Google Docs

Consumable Text With Skills Progression:

Short Read 1: Shirley Jackson's Scientific Mind. pgs. 4-5 and Short Read 2: From Phone Calls to Video Chat. pgs. 6-8

Day 1: Short Read 1: WG:Vocabulary SG:Author's Purpose

Day 2: Short Read 1: Author's Claim

Day 3: Short Read 2: WG-Vocabulary SG-Text Features

Day 4: Short Read 2: WG- Text Structure SG- Author's Purpose

Day 5: Short Read 2: Author's Claim

Short Read 1 and 2 Questions, Short Read 1 Questions, Short Read 2 Questions

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions

Below Level- Beautiful Buildings (K)

On Level- Deep Sea Technology (M)

Above Level- Breakthrough Ideas (N)

Writing/Response Literature:

ELA.3.C.1.3- Argumentative Writing- Write opinions about a topic. (Review what is an opinion and how to put that into your own words in writing a complete sentence)

Grammar

Use prepositions and prepositional phrases (M)-
Unit 1, Week 3

Resiliency Standards

HE.3.R.2.1 Categorize resources used to achieve a personal goal. Use with Short Read 1: Shirley Jackson's Scientific Mind. pgs. 4-5

Assessments

No assessment this week

Unit 5 Week 2

Theme: Advancements in Technology
Essential Question: What is the value of innovation?

Benchmarks Covered:

Spotlight Benchmark:

ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.

ELA.3.R.2.4: Identify an author's claim and explain how an author uses evidence to support the claim.

Spiral Benchmarks:

ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.

Vocabulary

Unit 5 - Google Docs

Consumable Text With Skills Progression:

Extended Read 1: Thomas Edison: A Curious Mind. pgs. 12-16

Day 1: Extended Read 1: Read to Understand/ Vocabulary

Day 2: Extended Read 1: WG- Text Structure SG-Author's Purpose

Day 3: Extended Read 1: WG: Text Features SG- Author's Claim

Day 4: Extended Read 1: Compare and Contrast

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions

Below Level- Beautiful Buildings (K)

On Level- Deep Sea Technology (M)

Above Level- Breakthrough Ideas (N)

Writing/Response Literature:

ELA.3.C.1.3- Argumentative Writing- Build on opinion writing to include opinion with supporting details.

Grammar

REVIEW- Regular and Irregular Past-Tense Verbs
(M)- Unit 6, Week 3

Resiliency Standards

HE.3.R.2.4 Discuss how skills can be improved through hard work and perseverance.
Unit 5 Week 2
Use with Extended Read 1: Thomas Edison: A Curious Mind. pgs. 12-16

Assessments

Unit 5 Week 1 AND Unit 5 Week 2
Complete on the computer. Give students scratch paper.

Unit 5 Week 3

Theme: Advancements in Technology
Essential Question: What is the value of innovation?

Benchmarks Covered:

Spotlight Benchmarks:

ELA.3.R.2.3: Explain the development of an author's purpose in an informational text. **

ELA.3.R.2.1: Explain how text features contribute to meaning and **identify the text structures of chronology, comparison, and cause/effect in texts.**

Spiral Benchmarks:

ELA.3.R.2.1: **Explain how text features contribute to meaning** and identify the text structures of chronology, comparison, and cause/effect in texts.

ELA.3.R.2.4: Identify an author's claim and explain how an author uses evidence to support the claim.**

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Vocabulary

Unit 5 - Google Docs

Consumable Text With Skills Progression:

Extended Read 2: Hear All About It (pg. 20-24)

Day 1: Extended Read 2: Read to Understand/ Vocabulary

Day 2: Extended Read 2: Text Structure

Day 3: Extended Read 2: Author's Purpose

Day 4: Extended Read 2: Author's Claim

Day 5: Extended Read 2: WG: Text Feature SG: Compare & Contrast

Leveled Readers:

Writing/Response Literature:

ELA.3.C.1.3- Argumentative Writing- Build on opinion writing to include opinion with supporting details and a conclusion.

Grammar

REVIEW- Progressive and Perfect Verb Tenses (M)-
Unit 10, Week 3

Resiliency Standards

HE.3.R.2.3 Describe positive ways to deal with failure and learn from challenges.
Unit 5 Week 3 Use with
Extended Read 2: Hear All About It (pg. 20-24)

Assessments

Unit 5 Assessment

Complete on the computer. Give students scratch paper.

Unit 6 Week 1

Theme: Making Decisions
Essential Question: What helps us solve problems?

Benchmarks Covered:

Spotlight Benchmarks:

ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.* (Theme Development)

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.

Spiral Benchmarks:

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme (Focus on Theme)

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to **determine the meaning** of multiple-meaning and unknown words and phrases, appropriate to grade level.

Vocabulary

Consumable Text With Skills Progression:

Short Read 1: Addison and Rocky pgs. 4-5 and Short Read 2: A President for Everyone pgs. 6-8 Lesson Plan Folder

Day 1: Short Read 1: Vocabulary, Character Development/Plot

Day 2: Short Read 1: Theme

Day 3: Short Read 2: Vocabulary, Character Development/Plot

Day 4: Short Read 2: Theme

Day 5: Short Read 2: Compare and Contrast Themes

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions

Below Level- Two Lumps of Sugar (K)

On Level- The Meal and the Deal (N)

Above Level- Bex Falcon and the
Mystery of the Missing Gecko (O)

Writing/Response Literature:

ELA.3.C.1.2- Narrative Writing- Write personal or fictional narrative using a logical sequence of events with appropriate descriptions, a variety of transitional words or phrases.

Grammar

Use quotation marks with dialogue and direct quotations. (M)- Unit 3, Week 1

****Showing students how authors use quotations within their writing to show dialogue.**

Resiliency Standards

HE.3.R.4.1 Explain the importance of always taking ownership for personal actions.
Unit 6 Week 1 Use with Short Read 2: A President for Everyone pgs. 6-8

Assessments

No assessment this week.

Unit 6 Week 2

Theme: Making Decisions
Essential Question: What helps us solve problems?

Benchmarks Covered:

Spotlight Benchmarks:

ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.* (Theme Development)

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to **determine the meaning** of **multiple-meaning** and unknown words and phrases, appropriate to grade level. **(Multiple Meaning Words!)**

Spiral Benchmarks:

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme (Focus on Theme)

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text. Benchmark Clarifications: Clarification 1: When explaining character development, students will include character traits, feelings, motivations, and responses to situations

ELA.3.R.3.2: Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text

Vocabulary

Consumable Text With Skills Progression:

Extended Read 1: "Rapping Magicians" pgs. 12-16 Lesson Plan Folder

Day 1: Extended Read 1: Read to Understand, Vocabulary- Multiple Meaning Words Focus

Day 2: Extended Read 1: Character Development and Plot

Day 3: Extended Read 1: Theme

Day 4: Extended Read 1: Comparing Theme

Day 5: Extended Read 1: Review/Flex Day/Test

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions

Below Level- Two Lumps of Sugar (K)

On Level- The Meal and the Deal (N)

Above Level- Bex Falcon and the Mystery of the Missing Gecko (O)

Writing/Response Literature:

ELA.3.C.1.2- Narrative Writing- Build on narrative writing to add an ending.

Grammar

Use quotation marks with dialogue and direct quotations. (M)

****Model for students how to use dialogue within writing.- Unit 4, Week 3**

Resiliency Standards

HE.3.R.4.2 Identify different solutions and potential outcomes when problems arise.

Unit 6 Week 2 Use with Extended Read 1: "Rapping Magicians" pgs. 12-16

Assessments

Unit 6 Week 1 AND Unit 6 Week 2
 Complete on the computer. Give students scratch paper.

Unit 6 Week 3

Theme: Making Decisions
Essential Question: What helps us solve problems?

Benchmarks Covered:

Spotlight Benchmarks:

ELA.3.R.1.1: Explain how one or more **characters develop** throughout the plot in a literary text. Benchmark Clarifications:
 Clarification 1: When explaining character development, students will include **character traits, feelings, motivations,** and responses to situations

Spiral Benchmarks:

ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.
 ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to **determine the meaning** of multiple-meaning and unknown words and phrases, appropriate to grade level. **(Multiple Meaning Words!)**

Vocabulary

In Test-

Bashful
 Pattern- sewing

Consumable Text With Skills Progression:

Extended Read 2: The BIG Game pg. 20-24 Lesson Plan Folder

Day 1: Extended Read 2: Vocabulary/ Read to Understand
 Day 2: Extended Read 2: Character Development- Feelings, Motivations/Character Traits
 Day 3: Extended Read 2: Theme
 Day 4: Little Women Excerpt with Character Development and Theme

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions

Below Level- Two Lumps of Sugar (K)
On Level- The Meal and the Deal (N)
Above Level- Bex Falcon and the Mystery of the Missing Gecko (O)

Writing/Response Literature:

ELA.3.C.1.2- Narrative Writing- Build on narrative writing to add dialogue.

Grammar

Use quotation marks with dialogue and direct quotations. (M)
 **Model for students how to use dialogue within writing. - Unit 3, Week 2

Resiliency Standards

HE.3.R.4.1 Explain the importance of always taking ownership for personal actions.
 Unit 6 Week 3 Use With Extended Read 2: The BIG Game pg. 20-24

Assessments

Unit 6 Assessment
 Complete on the computer. Give students scratch paper.

Unit 7 Week 1

Theme: Communities Then and Now
Essential Question: What is a community?

Benchmarks Covered:

Spotlight Benchmarks:

ELA.3.R.1.1: Explain how one or more **characters develop** throughout the plot in a literary text. Benchmark Clarifications: Clarification 1: When explaining character development, students will include character traits, feelings, **motivations**, and **responses** to situations

Spiral Benchmarks:

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

ELA.3.RL.1.3: Explain different characters' perspectives in a literary text. Benchmark Clarifications: Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

ELA.3.RL.2.4: Identify an author's claim and explain how an author uses evidence to support the claim.

ELA.3.R.2.1: Explain how **text features** contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme. (Across Genres)

Vocabulary

Short Read 1 & Short Read 2

Residents (paragraph 1)
 Adjust (introduction paragraph)
 Repair (paragraph 1)
 Gazing (paragraph 3)
 Tourists (paragraph 1)
 Beams/ Know-it-all (paragraph 3)
 Wetland (paragraph 2)
 Jerks (paragraph 7)
 Founded (paragraph 3)
 Rented/Realtor (Paragraph 8)
 Counselor (Paragraph 8)
 Board (paragraph 9)
 Glimpse (paragraph 12)
 Grateful (paragraph 13)

Consumable Text With Skills Progression:

Short Read 1: My St. Augustine Journal pgs. 2-3 & Short Read 2: New Life in Vermont pgs.6-8 Lesson Plan Folder

Day 1:Short Read 1: Vocab/Text Features

Day 2: Short Read 1:Author's Claim

Day 3: Short Read 2: WG: Vocab- SG:Character Development

Day 4: Short Read 2: WG:Character Perspective -SG:Motivation

Begin Week 2 Day 1 Extended Read 1: Vocabulary

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions
Below Level - Road Trip (L)
On Level-Two Communities Over Time (N)
Above Level-The History of Two Cities:
 Houston and Miami (O)

Writing/Response Literature:

ELA.3.C.1.3- Argumentative Writing- Build on opinion writing to include opinion with supporting details.

Grammar

Comma in a series (M)

Resiliency Standards

HE.3.R.1.1 Identify skills needed when working with others.
 Unit 7 Week 1 Use with Short Read 2: New Life in Vermont pgs. 6-8

Assessments

No assessment this week.

Unit 7 Week 2

Theme: Communities Then and Now
Essential Question: What is a community?

Benchmarks Covered:

Benchmarks:

ELA.3.R.2.1 Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

ELA.3.R.2.4 Identify an author's claim and explain how an author uses evidence to support the claim.

ELA.3.R.3.3 Compare and contrast how two authors present information on the same topic or theme.

ELA.3.V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

Vocabulary

Extended Read Vocabulary:

Originally (paragraph 1)
 Metropolitan (paragraph 2)
 Suburb (text feature on pg 12)
 Thielke Arboretum (paragraph 3)
 historic/modern (paragraph 4)
 Pianist (paragraph 4)
 Composer (paragraph 4)
 Established (paragraph 5)
 Attracts (paragraph 5)
 Architectural (paragraph 6)
 Renovation (paragraph 6)
 Transform (paragraph 6)
 Firsthand (paragraph 6)
 Witness (paragraph 6)
 Generations (paragraph 7)
 Vividly (paragraph 8)
 Excursions (paragraph 9)

Consumable Text With Skills Progression:

Extended Read 1: All Kinds of Communities (pg. 12-16) Lesson Plan Folder

Day 1: Extended Read 1: Vocabulary
 Day 2: Extended Read 1: Text Features
 Day 3: Extended Read 1: Author's Claim
 Day 4: Extended Read 1 and Short Read 1: Compare and Contrast

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions
Below Level - Road Trip (L)
On Level-Two Communities Over Time (N)
Above Level-The History of Two Cities:
 Houston and Miami (O)

Writing/Response Literature:

ELA.3.C.1.3- Argumentative Writing- Build on opinion writing to include opinion with supporting details and a conclusion.

Grammar

Comma in a series (M)

Resiliency Standards

HE.3.R.3.2 Identify opportunities to volunteer or serve others in the school or community.
 Unit 7 Week 2 Use with Extended Read 1:
 All Kinds of Communities pg. 12-16.

Assessments

Unit 7 Week 1 **AND** Unit 7 Week 2
 Complete on the computer. Give students scratch paper.

Unit 7 Week 3

Theme: Communities Then and Now
Essential Question: What is a community?

Benchmarks Covered:

No Spotlight Benchmarks- All Spiral:

ELA.3.R.2.4: Identify an author's claim and explain how an author uses evidence to support the claim.
 ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.
 ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
 ELA.3.R.2.1: Explain **how text features contribute to meaning** and identify the text structures of **chronology**, comparison, and cause/effect in texts.
 ELA.3.R.3.3 Compare and contrast **how two authors present information** on the same topic or theme.

Vocabulary Continued-

Soviet Union
 Missions
 Satellite
 Astronaut
 Orbit
 Colonists
 Rename

Vocabulary

Sprang
 Transportation
 Landmark
 Ruins
 Acted
 Center (multiple meaning word)
 Festival
 Explorers
 Historians
 Discouraged
 Tourists
 Test sites
 Loans
 Assisted
 Former

Consumable Text With Skills Progression:

Leveled Reader: Two Communities Over Time (Level N) Lesson Plan Folder

Day 1: WG- Introduction Two American Cities (pages 2-3) SG- Text Structure (Chronology) Austin Texas pages (4-6)
 Day 2: WG- Text Features pages 7-8 SG-Author's Claim -pages 9-10, 12-13 (skip the Case study on page 11)
 Day 3: WG- Text Structure pages 14-15 SG- Author's Purpose - pages 16-17
 Day 4: WG- Author's Purpose pages 18-19 SG-Author's Claim - pages 20-21
 Day 5: Comparing Text WG City Poem mini lesson pg. 28-29 of benchmark reader SG Comparison page 23

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions
Below Level - Road Trip (L)
On Level-Two Communities Over Time (N)
Above Level-The History of Two Cities: Houston and Miami (O)

Writing/Response Literature:

ELA.3.C.1.3- Argumentative Writing- Build on opinion writing to include a sentence using a comma in a series.

Grammar

Comma in a series (M)

Resiliency Standards

HE.3.R.4.2 Identify different solutions and potential outcomes when problems arise.
 Unit 7 Week 3 Use with Leveled Reader: Two Communities Over Time.

Assessments

Unit 7 Assessment Complete on the computer. Give students scratch paper.

Unit 8 Week 1

Theme: Weather and Climate
Essential Question: How do we understand change?

Benchmarks Covered:

Benchmarks:

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme. (Across Genres)
ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts (Using Diagrams with multiple text features)
ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and **cause/effect** in texts
ELA.3.R.3.1: Identify and explain **metaphors**, personification, and hyperbole in text(s).

Vocabulary

Short Read 1:

Thaw (stanza 1)
Encircle (stanza 1)
Heaping (stanza 3)
Ripe
Prairie
Pressing

Short Read 2:

Atmosphere
Region
Features
Factors
Typically
Moisture

Consumable Text With Skills Progression:

Short Read 1: Fairweather Clouds pg. 4-5 and Short Read 2: Earth's Weather and Climate pg. 6-8 Lesson Plan Folder

Day 1: Short Read 1: WG- Read to understand and Vocabulary SG- Vocabulary
Day 2: Short Read 1: WG-Theme SG-Figurative Language
Day 3: Short Read 2: WG- Reading to Understand and Text Features SG- Text Structure
Day 4: Short Read 2: Comparing Texts

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions
Below Level- The Legend of the Morning Star (K) (theme)
On Level- Changing Coastlines (M)
Above Level -Wildfires (O)

Writing/Response Literature:

ELA.3.C.1.2- Narrative Writing- Write personal or fictional narrative using a logical sequence of events with appropriate descriptions, a variety of transitional words or phrases.

Grammar

Use interjections (M)- Unit 5, Week 3

Resiliency Standards

HE.3.R.2.1 Categorize resources used to achieve a personal goal.
Unit 8 Week 1 Use with Short Read 2 Earth's Weather and Climate pg. 6-8.

Assessments

No assessment this week.

Unit 8 Week 2

Theme: Weather and Climate
Essential Question: How do we understand change?

Benchmarks Covered:

Benchmarks:

ELA.3.R.3.1: Identify and explain metaphors, **personification**, and hyperbole in text(s).

ELA.3.R.1.3: Explain different characters' perspectives in a literary text. Benchmark Clarifications: Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

ELA.3.V.1.3: Use **context clues**, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

ELA.3.R.3.2: Summarize a text to enhance comprehension. a. Include plot and theme for a literary text. b. Use the central idea and relevant details for an informational text.

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.

Vocabulary

Extended Read 1:

Astonishment

Flailed

Eerily

Reassuring

Adore

Partially

Atmosphere

Condenses

Embrace

Consumable Text With Skills Progression:

Extended Read 1: After the Storm (pg. 12-16) Fiction Lesson Plan Folder

Day 1: Extended Read 1: Read to Understand/ Vocabulary and Figurative Language

Day 2: Extended Read 1: Characters Perspective

Day 3: Hurricanes in Florida & Extended Read 1: Summarizing

Day 4: Hurricanes in Florida & Extended Read 1: Compare and Contrast

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions

Below Level- The Legend of the Morning Star (K) (theme)

On Level- Changing Coastlines (M)

Above Level -Wildfires (O)

Writing/Response Literature:

ELA.3.C.1.2- Narrative Writing- Build on narrative writing to add an ending.

Grammar

Use commas to indicate direct address. (M)- Unit 4, Week 1

Resiliency Standards

HE.3.R.1.1 Identify skills needed when working with others.
 Unit 8 Week 2 Use with Extended Read 1: After the Storm pg. 12-16

Assessments

Unit 8 Week 1 AND Unit 8 Week 2
 Complete on the computer. Give students scratch paper.

Unit 8 Week 3

Theme: Weather and Climate
Essential Question: How do we understand change?

Benchmarks Covered:

Benchmarks:

ELA.3.R.1.2 Explain a theme and how it develops, using details, in a literary text.
ELA.3.R.1.3 Explain different characters' perspectives in a literary text.
ELA.3.R.2.1 Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.
ELA.3.R.2.2 Identify the central idea and explain how relevant details support that idea in a text.
ELA.3.R.3.1 Identify and explain metaphors, personification, and hyperbole in text(s).
ELA.3.V.1.3 Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.
ELA.3.R.3.3 Compare and contrast how two authors present information on the same topic or theme.

Vocabulary

Extended Read 2:

Equator, Imbalance, Circulates, Abundant, Exceed, vary, Distinguished, Encircle, Frequent, Occasional, Extends, Trade winds, Converge, Duration, Intense, Cyclone, Circulation, Relatively, Classified, Prone

Consumable Text With Skills Progression:

Extended Read 2: The Tropical Rain Belt (pg. 20-24) (Nonfiction)
Vocabulary Practice Text- All About Hurricanes pg. 25
Lesson Plan Folder

Day 1: Extended Read 2- WG and SG: Vocabulary and Text Features
Day 2: Extended Read 2- WG- Central Idea and Details SG-Text Structure
Day 3: Vocabulary Practice Text- WG- All About Hurricanes Perspective and SG- Theme
Day 4: WG- Figurative Language SG- Comparing Texts
Day 5: Take Unit Assessment

Leveled Readers:

Benchmark Leveled Readers:

ALD Questions

Below Level- The Legend of the Morning Star (K) (theme)
On Level- Changing Coastlines (M)
Above Level -Wildfires (O)

Writing/Response Literature:

Grammar

Resiliency Standards

ELA.3.C.1.2- Narrative Writing- Build on narrative writing to add dialogue with an interjection.

Use commas to indicate direct address. (M)- Unit 7, Week 3

HE.3.R.4.2 Identify different solutions and potential outcomes when problems arise.
Unit 8 Week 3 Use with Extended Read 2: The Tropical Rain Belt pg. 20-24.

Assessments

Unit 8 Assessment Complete on the computer. Give students scratch paper.