

Week 1: August 14-18

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, 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

Additional Resources

Assessments

PM 1 Fast, STAR

Week 2: August 21-28

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 **comparison** in a text

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

Spiral Benchmarks:

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.

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)

Day 1: Short Read 1: Vocabulary in Context and Summarizing

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

Day 3: Short Read 2: Text Structure (Comparison) with Vocabulary in Context

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

Day 5: Short Read 1 and 2: Compare and Contrast How Two Authors Present Information

Unit 1 Week 1 Questions

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 of 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

Graded Assignment

Whole Group Ideas/ Additional Resources

Caterpillar Self-Defense Word Study

Unit Poem

Spelling: Short Vowels

3rd Grade Comprehension Intervention Lessons

Grade 2 Comprehension Intervention

Assessments

Unit 1 Week 1 Assessment (put into Benchmark Digital Platform) on August 28

Week 3: August 29-September 6 **LABOR DAY September 4**

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

Spiral Benchmarks:

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

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.

Vocabulary

Unit 1 Vocabulary Word List

Consumable Text With Skills Progression:

Extended Read 1: Animal Coverings. Pgs. 12-16

Day 1: Extended Read 1: Vocabulary in Context

Day 2: Extended Read 1: Summarize with Text Features Review

Day 3: Extended Read 1: Central Idea w/ Relevant Details

Day 4: Extended Read 1: Compare and Contrast

Day 5: Extended Read 1: Compare and Contrast

Unit 1 Week 2 Questions

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)

Whole Group Ideas/ Additional Resources

Assessments

Unit 1 Week 2 Assessment (put into Benchmark Digital Platform) on September 6

Week 4: September 7-14

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

Spiral Benchmarks:

ELA.3.R.2.1 - Explain how text features contribute to meaning and identify the text structures of **comparison** in a text

ELA.3.R.3.3 - Compare and Contrast how 2 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 1 Vocabulary Word List

Consumable Text With Skills Progression:

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

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

Day 2: Extended Read 2: Text Features & Structure (comparison)

Day 3: Extended Read 2: Central Idea w/ what relevant details support it

Day 4: Extended Read 2: Compare and Contrast how authors present information

Day 5: Extended Read 2: Summarizing

Unit 1 Week 3 Questions

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

Whole Group Ideas/ Additional Resources

Assessments

Unit 1 Assessment on September 14

Week 5 September 15-22 HALF DAY OF SCHOOL SEPTEMBER 20

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.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.R.1.2: Explain a theme and how it develops, using details, in a literary text.

Vocabulary

Unit 2 - Google Docs

Consumable Text With Skills Progression:

Short Read 1: Two Fables from Aesop. pgs. 4-5 and Short Read 2: Two Famous Poems. pgs. 6-8

Day 1: Short Read 1: Vocabulary Then Character's Perspective (Feelings)

Day 2: Short Read 1: Character Development (With character traits)

Day 3: Short Read 2: Vocabulary, Figurative Language

Day 4: Short Read 2: Character Development (Feelings)

Day 5: Short Read 2: Theme

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

Whole Group Ideas/ Additional Resources

Assessments

Unit 2 Week 1 Assessment on September 22

Week 6 September 25-October 2

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.

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

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.2.R.3.1: Identify and explain **similes**, idioms, and alliteration in text(s) (2nd Grade Standard Review)

ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.

ELA.1.R.2.1: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or **illustrations** to demonstrate understanding of texts.

Vocabulary

Unit 2 - Google Docs

Consumable Text With Skills Progression:

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

Day 1: Extended Read 1: Read To Understand/ Vocabulary (Review Similes)

Day 2: Extended Read 1: Character Development- Traits & Motivation

Day 3: Extended Read 1: Illustrations/ Theme

Day 4: Extended Read 1: Summarizing

Day 5: Extended Read 1: Compare & Contrast Plot Details (Theseus & Minotaur)

Unit 2 Week 2 Questions

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 3, Week 3

Grammar

Difference between using apostrophes for possessives & contractions

Whole Group Ideas/ Additional Resources

Summarizing Kings & Queens

Assessments

Unit 2 Week 2 Assessment on October 2

Week 7 October 3-10

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.2.R.3.1: Identify and explain **similes**, idioms, and alliteration in text(s). (2nd Grade Benchmark Review)

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

ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text

[FLA.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](#)

Consumable Text With Skills Progression:

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

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

Day 2: Extended Read 2: Similes

Day 3: Extended Read 2: Character Development with Motivation and Traits

Day 4: Extended Read 2: Character Perspective

Day 5: Extended Read 2: Plot Development & 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 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)

Whole Group Ideas/ Additional Resources

Assessments

Unit 2 Assessment on October 10

Week 8 October 11-19 **END OF NINE WEEKS OCTOBER 13** PLANNING DAY October 16

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.

Spiral Benchmark:

ELA.2.R.2.1 Explain how text features—including titles, headings, captions, graphs, **maps**, glossaries, and/or illustrations—contribute to the meaning of texts. (2nd Grade Benchmark Review)

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

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:

Short Read 1: Working Together. pgs. 4-5 and Short Read 2: Election Day. pgs. Pgs. 6-8

Day 1: Short Read 1: Vocabulary & Text Features

Day 2: Short Read 1: Text Structure

Day 3: Short Read 2: Vocabulary & Text Features

Day 4: Short Read 2: Central Idea

Day 5: Short Read 2: Summarizing

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.

Whole Group Ideas/ Additional Resources

Assessments

Unit 3 Week 1 Assessment on October 19

Week 9: October 20-27

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.2.R.2.1 Explain how text features—including titles, headings, captions, **graphs**, maps, glossaries, and/or illustrations—contribute to the meaning of texts. (2nd Grade Benchmark Review) (Timelines!)

Spiral Benchmark:

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

ELA.3.R.3.2: 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

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

Day 2: Extended Read 1: Text Structure with Text Features- Timeline=Chronological

Day 3: Extended Read 1: Text Structure- Cause & Effect

Day 4: Extended Read 1: Central Idea & Relevant Details

Day 5: Extended Read 1: Compare and Contrast

Extended Read 1 Questions

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 facts & details on topic. (2-3 sentences)

Grammar

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

Whole Group Ideas/ Additional Resources

Assessments

Unit 3 Week 2 Assessment on October 27

Week 10: October 30-November 6

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:

Extended Read 2: African Americans & Women Get the Right to Vote pg. 20-24

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

Day 2: Extended Read 2: Central Idea/ Relevant Detail (Paragraphs Contributing to the Text)

Day 3: Extended Read 2: Text Features (Timeline, Captions)

Day 4: Extended Read 2: Text Structure (Focus on Keywords)

Day 5: Extended Read 2: Compare and Contrast

Extended Read 2 Questions

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

Whole Group Ideas/ Additional Resources

Assessments

Unit 3 Assessment: Test on November 6

Week 11: November 7-15 VETERAN'S DAY NOVEMBER 10

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: Vocabulary, Figurative Language- Idiom, Hyperbole

Day 2: Short Read 1: Plot, Characters Perspective

Day 3: Short Read 2: Vocabulary, Figurative Language- Idiom, Hyperbole

Day 4: Short Read 2: Plot, Characters Perspective

Day 5: Short Read 2: Characters Motivation, 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:

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

Grammar

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

Whole Group Ideas/ Additional Resources

Assessments

Unit 4 Week 1 Test on November 15

Week 12: November 16-21 (4 days of instruction)

Poetry and Review Essential Question

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.

Poetry ELA.3.R.1.4: Identify types of poems: free verse, rhymed verse, haiku, and limerick.

Vocabulary

Academic Spotlight Vocab:

Free Verse

Rhymed Verse

Haiku

Limerick

Review Vocab:

Metaphor, Personification,

Hyperbole, Idiom, Simile,

Alliteration

Poetry Resources and Skill Progression:

Day 1: Introduce metaphors, personification, hyperboles and review similes, alliteration, and idioms.

Day 2:

Day 3:

Day 4:

Leveled Readers:

Writing/Response Literature:

Grammar

Whole Group Ideas/ Additional Resources

Text to use 3rd Grade

Assessments

n/a

Week 13: November 27-December 4

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.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.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:

[FLA.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

Consumable Text With Skills Progression:

Extended Read 1: "Rabbit and Coyote" pg. 12-16 Extended Read 1 Questions, Extended Read 1 Questions

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

Day 2: Extended Read 1: Character Development (& Response, Illustrations)

Day 3: Extended Read 1: Character Motivation

Day 4: Extended Read 1: Character Perspective

Day 5: Extended Read 1: Compare & Contrast (Setting)

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

Whole Group Ideas/ Additional Resources

Assessments

Unit 4 Week 2 Assessment on December 4

Week 14: December 5-12

Unit 4 Week 3 (DRAMA)

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

Day 1: Extended Read 2: Introduce Genre- Drama, Vocabulary, Read to Understand

Day 2: Extended Read 2: Character Perspective (Comparing Perspectives and Character vs. Narrator)

Day 3: Extended Read 2: Character Development

Day 4: Extended Read 2: Figurative Language- Hyperbole, Idioms

Day 5: Extended Read 2: Summarizing

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

Whole Group Ideas/ Additional Resources

Assessments

Unit 4 Unit Assessment on December 12

Week 15: December 13-21 **END OF NINE WEEKS DECEMBER 21**

Benchmarks Covered:

Review of Benchmarks/ Time to catch up due to testing.

Poetry ELA.3.R.1.4: Identify types of poems: free verse, rhymed verse, haiku, and limerick.

Vocabulary

Review of Benchmarks/ Time to Catch Up Week Suggestions:

Leveled Readers:

Writing/Response Literature:

Grammar

Whole Group Ideas/ Additional Resources

Assessments

n/a

Week 16: January 9-17 JANUARY 8 PLANNING DAY, JANUARY 15 NO SCHOOL (6 days)

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.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.

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 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: Vocabulary, Author's Purpose

Day 2: Short Read 1: Author's Claim

Day 3: Short Read 2: Vocabulary, Text Features (Photograph), Text Structure (Cause & Effect)

Day 4: Short Read 2: Author's Purpose

Day 5: Short Read 2: Author's Claim

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

Whole Group Ideas/ Additional Resources

Assessments

Unit 5 Week 1 Assessment on January 17

Week 17: January 18-25

Unit 5 Week 2 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.2.4: 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.R.3.3: Compare and contrast how two authors present information on the same topic or theme.

ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.

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 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: Author's Purpose- Text Features- Photograph

Day 3: Extended Read 1: Author's Claim

Day 4: Extended Read 1: Text Structure- Cause & Effect, Chronology

Day 5: 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

Whole Group Ideas/ Additional Resources

Assessments

Unit 5 Week 2 Assessment on January 25

Week 18: January 26-February 1

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

ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.

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 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: Author's Purpose- Text Feature- Photograph

Day 3: Extended Read 2: Author's Claim

Day 4: Extended Read 2: Text Structure- Cause & Effect, Chronology

Day 5: Extended Read 2: 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

Whole Group Ideas/ Additional Resources

Assessments

Unit 5 Assessment on February 1

Week 19: February 5-12

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

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.3.2: 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:

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

Day 1: Short Read 1: Vocabulary, Theme

Day 2: Short Read 1: Character Development

Day 3: Short Read 2: Vocabulary, Theme

Day 4: Short Read 2: Character Development

Day 5: Short Read 2: Compare and Contrast (Focus on Theme)

Leveled Readers:

Benchmark Leveled Readers:

AID 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.**

Whole Group Ideas/ Additional Resources

Assessments

Unit 6 Week 1 Assessment on February 12

Week 20: February 13-21 FEBRUARY 19 NO SCHOOL

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

Day 1: Extended Read 1: Read to Understand, Multiple Meaning Words

Day 2: Extended Read 1: Theme & Development

Day 3: Extended Read 1: Character Development

Day 4: Extended Read 1: Summarizing

Day 5: Extended Read 1: Compare & Contrast- 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 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**

Whole Group Ideas/ Additional Resources

Assessments

Unit 6 Week 2 Assessment on February 21

Week 21: February 22-29

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.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. (**Multiple Meaning Words!**)

Vocabulary

Consumable Text With Skills Progression:

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

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

Day 2: Extended Read 2: Character Development- Feelings, Motivations

Day 3: Extended Read 2: Character Traits

Day 4: Extended Read 2: Theme

Day 5: Extended Read 2: Summarizing

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

Whole Group Ideas/ Additional Resources

Assessments

Unit 6 Assessment on February 29

Week 22: March 1-8

Unit 7 Week 1 (Reading Across Genres Begins) 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.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.

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.

Vocabulary

Consumable Text With Skills Progression:

Short Read 1: My St. Augustine Journal pgs. 2-3 and Short Read 2: New Life in Vermont pgs.6-8

Day 1: Short Read 1: Vocabulary

Day 2: Short Read 1: Character's Perspective

Day 3: Short Read 2: Vocabulary

Day 4: Short Read 2: Character Development- Motivation, Response

Day 5: Short Read 2: Summarizing

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)

Whole Group Ideas/ Additional Resources

Assessments

Unit 7 Week 1 Assessment on March 8

Week 23: March 11-13 END OF NINE WEEKS MARCH 13, PLANNING DAY MARCH 14 NO SCHOOL MARCH 15

Review of Standards

Benchmarks Covered:

Vocabulary

review week to catch up/ review of standards suggestions:

Leveled Readers:

Writing/Response Literature:

Grammar

**Whole Group Ideas/
Additional Resources**

Assessments

No Assessment

Week 24: March 25-April 1

Unit 7 Week 2 Theme: Communities Then and Now Essential Question: What is a community?

Benchmarks Covered:

Spotlight Benchmarks:

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

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

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

Vocabulary

Consumable Text With Skills Progression:

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

Day 1: Extended 1: Read to Understand, Vocabulary

Day 2: Extended 1: Text Features (Side Bar & Photographs) What new information is gained?

Day 3: Extended 1: Character Development/ Perspectives/ Feelings

Day 4: Extended 1: Author's Claim

Day 5: Extended 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)

Whole Group Ideas/ Additional Resources

Assessments

Unit 7 Week 2 Assessment on April 1

Week 25: April 2-9

Unit 7 Week 3
Theme: Communities Then and Now
Essential Question: What is a community?

Benchmarks Covered:

Spotlight Benchmarks:

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.

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

Vocabulary

Consumable Text With Skills Progression:

Extended Read 2: Sarah and the Chickens (pg. 20-24)

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

Day 2: Extended Read 2: Author's Claim

Day 3: Extended Read 2: Text Features- How does it contribute to the meaning? Most help the reader understand?

Day 4: Extended Read 2: Text Structure- Chronology

Day 5: Extended Read 2 :Compare & Contrast Texts

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)

Whole Group Ideas/ Additional Resources

Assessments

Unit 7 Assessment on April 9

Week 26: April 10-17

Unit 8 Week 1 (Information & Poem)
Theme: Weather and Climate
Essential Question: How do we understand change?

Benchmarks Covered:

Spotlight 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)

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.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).

ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.

Vocabulary

Consumable Text With Skills Progression:

Short Read 1: Fairweather Clouds pg. 4-5 (F- Poem) and Short Read 2: Earth's Weather and Climate pg. 6-8 (NF)

Day 1: Short Read 1: Vocabulary, Figurative Language- Metaphors

Day 2: Short Read 1: Theme, Poetry

Day 3: Short Read 2: Vocabulary, Text Features- Use Diagrams

Day 4: Short Read 2: Central Idea & Relevant Details

Day 5: Short Read 2: Compare & Contrast (Across Genres)

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

**Whole Group Ideas/
Additional Resources**

Assessments

Unit 8 Week 1 on April 17 (Information & Poem)

Week 27: April 18-26 HALF DAY OF SCHOOL APRIL 24

Unit 8 Week 2
Theme: Weather and Climate
Essential Question: How do we understand change?

Benchmarks Covered:

Spotlight 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.

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

ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.

Vocabulary

Consumable Text With Skills Progression:

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

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

Day 2: Extended Read 1: Characters Perspective and Characters Changing/ Development

Day 3: Extended Read 1: Figurative Language- Personification (Review Metaphors)

Day 4: Extended Read 1: Summarizing

Day 5: Extended Read 1: Compare and Contrast focused on Relevant Details

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

**Whole Group Ideas/
Additional Resources**

Assessments

Unit 8 Week 2 Assessment on April 26

Week 28: April 29-May 6

Unit 8 Week 3 Theme: Weather and Climate Essential Question: How do we understand change?

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. (changing/development)

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

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.1.2: Explain a theme and how it develops, using details, in a literary text.

Vocabulary

Consumable Text With Skills Progression:

Extended Read 2: The Tropical Rain Belt (pg. 20-24) (Nonfiction)

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

Day 2: Extended Read 2: Text Features- Map- adding meaning

Day 3: Extended Read 2:Text Structure- Cause & Effect

Day 4: Extended Read 2:Central Idea & Details, Summarizing

Day 5: Extended Read 2; Compare and Contrast focused on relevant details

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 dialogue with an interjection.

Grammar

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

Whole Group Ideas/ Additional Resources

Assessments

Unit 8 Assessment on May 6

Week 29: May 7-10

Review

Benchmarks Covered:

Cumulative Review of Standards

Vocabulary

Reading

Novel Studies

Leveled Readers:

Writing/Response Literature:

ELA.3.C.1.4- Expository Writing

Grammar

REVIEW- Maintain consistent verb tense across paragraphs. Recognize and correct inappropriate fragments & run-ons- Unit 4, Week 2

Whole Group Ideas/ Additional Resources

Assessments

PM3 FAST

Week 30: May 13-17

Review

Benchmarks Covered:

Cumulative Review of Standards

Vocabulary

Reading

Novel Studies
Research Reports

Leveled Readers:

Writing/Response Literature:

ELA.3.C.1.4- Expository Writing

Grammar

Use conjunctions. (I)

Use principal modals to indicate the mood of a verb. (I)

Use appositives, main clauses, and subordinate clauses. (I)

Whole Group Ideas/ Additional Resources

Assessments

PM3 FAST

Week 31: May 20-24 May 24 LAST DAY OF SCHOOL

Review

Benchmarks Covered:

Cumulative Review of Standards

Vocabulary

Reading

Novel Studies
Research Reports

Leveled Readers:

Writing/Response Literature:

ELA.3.C.1.4- Expository Writing

Grammar

Use conjunctions. (I)

Use principal modals to indicate the mood of a verb. (I)

Use appositives, main clauses, and subordinate clauses. (I)

Whole Group Ideas/ Additional Resources

Assessments

PM3 FAST