

Grade 3 Reading/Writing

Unit One: Observing the World Around Us - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.3.3.** - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.3.A.** - Identify and know the meaning of the most common prefixes and derivational suffixes.
- **L.RF.3.3.C.** - Decode multisyllable words.
- **L.RF.3.3.D.** - Read grade-appropriate irregularly spelled words.
- **L.RF.3.3.E.** - Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.3.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.3.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.3.4.B** - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading

- **RL.CR.3.1.** - Ask and answer questions, and make relevant connections to demonstrate understanding of a literary text., referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.** - Recount in oral and written form key details from a text and explain how they support the theme in literary texts (e.g. fables, folktales and myths from diverse cultures).
- **RL.IT.3.3.** - Describe the development of individual characters' traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- **RL.TS.3.4.** - Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RL.PP.3.5.** - Distinguish their own point of view from that of the narrator or those of the characters.
- **RL.MF.3.6.** - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RL.3C.T.3.8.** - Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).
- **L.VL.3.2.** - Determine or clarify the meaning of unknown and multiple-meaning academic **and domain-specific** word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A-** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.B-** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.VL.3.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.VL.3.2.D-** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

NJSLS Foundational Skills: Writing Language

- **L.KL.3.1** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.3.1.A-** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.KL.3.1.B-** Choose words and phrases for effect.
- **L.KL.3.1.C-** Recognize and observe differences between the conventions of spoken and written English.
- **L.WF.3.2-** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.2.A** - Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- **L.WF.3.2.B** - Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- **L.WF.3.2.C-** Identify language of word origin, as noted in dictionaries.

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- **L.WF.3.2.D-** Spell singular and plural possessives (teacher's; teachers').
- **L.WF.3.2.F-** Change y to i (cried) in words with suffixes, when required.
- **L.WF.3.2.G-** Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- **L.WF.3.2.H-** Spell common words in English, including regular and irregular forms.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.WF.3.3.A-** Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- **L.WF.3.3.B-** Capitalize appropriate words in titles.
- **L.WF.3.3.C-** Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- **L.WF.3.3.D-** Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- **L.WF.3.3.E-** Use appropriate pronouns with clear referents.
- **L.WF.3.3.F-** Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- **L.WF.3.3.G-** Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- **L.WF.3.3.H-** Paraphrase a main idea or event in order to vary sentence structure and word use.
- **L.WF.3.3.I-** Organize ideas into paragraphs with main ideas and supporting details.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A-** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.B-** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.VL.3.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.VL.3.2.D-** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **L.VI.3.3.-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.3.3.A-** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- **L.VI.3.3.B-** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- **L.VI.3.3.C-** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

NJSLS Writing

- **W.NW.3.3.** - Write narratives to develop real or imagined experiences or events with basic story elements.
- **W.NW.3.3.A.** - Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
- **W.NW.3.3.B.** - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.NW.3.3.C.** - Use transitional words and phrases to manage the sequence of events.
- **W.NW.3.3.D.** - Use concrete words and phrases and sensory details to convey experiences and events.
- **W.NW.3.3.E.** - Provide a conclusion or sense of closure that follows the narrated experiences or events
- **W.WP.3.4.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.4.A.-** Identify audience, purpose and intended length of composition before writing.
- **W.WP.3.4.B-** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.3.4.C-** With an adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.WR.3.5.** - Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

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- **W.SE.3.6.** - Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.** - Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS ELA Speaking and Listening

- **SL.PE.3.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.3.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.3.1.B-** Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.3.1.C-** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.PE.3.1.D-** Explain their own ideas and understanding in light of the discussion.
- **SL.ES.3.3.-** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.-** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.UM.3.5.-** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.-** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS Social Studies

- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPR.1:** Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- **6.1.5Civics PR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- **6.1.5.CivicsPR.4:** Explain how policies are developed to address public problems.
- **6.1.5.CivicsHR.4:** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

NJSLS Science

- **3-LS1-1.** - Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- **3-LS2-1.** - Construct an argument that some animals form groups that help members survive.
- **3-LS3-1.** - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- **3-LS3-2.** - Use evidence to support the explanation that traits can be influenced by the environment.
- **3-LS4-1.** - Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- **3-LS4-2.** - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- **3-LS4-3.** - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- **3-LS4-4.** - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

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NJSLS Health and Physical Education

- **2.1.4.D.1.** - Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- **2.2.4.C.2.** - Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.5.FI.1-** Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
- **9.1.5.FP.4** - Explain the role of spending money and how it affects well-being and happiness (e.g., happy money, experiences over things, donating to causes, anticipation, etc.)
- **9.2.5.CAP.1** - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2** - Identify how you might like to earn an income.
- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.3** - Describe how digital tools and technology may be used to solve problems.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.DC.7** - Explain how posting and commenting in social spaces can have positive or negative consequences.

Central Idea / Enduring Understanding:

- Readers understand the actions and motivations of characters in stories.
- Writers understand that characters' actions affect the sequence of events in a story.
- Learners understand that close observation helps identify problems and find solutions.

Essential/Guiding Question:

How do readers understand the characters' motivations and the effects of their actions?

How do writers write about characters and show the sequence of events in a story?

Content: (Module Goals)

- Readers will be able to show how a character's motivations and actions affect the events in a story.
- Writers will compose a narrative that includes developed characters, a clear sequence of events, and a conclusion.
- Learners will demonstrate understanding that close observations can help identify problems and solutions.

Text Complexity Measures - TR48 - TR54

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

Skills(Objectives):

Reading:

- Character
- Temporal Words and Phrases
- Questions and Answers
- Parts of Stories
- Sequence of Events
- Word Relationships
- Point of View
- Compare and Contrast
- Words that Create Effect
- Compare Narratives

Writing:

- Write a Narrative
- Describe Character and Setting
- Write a Character Sketch
- Write About an Event
- Write a Series of Events in Order
- Organize an Event Sequence Using Temporal Words and Phrases
- Write a Dialogue
- Write a Dialogue to Reveal Characters' Response
- Describe Characters' Experiences
- Write a Character's Response
- Write to Provide Closure in a Narrative
- Plan and Pre-Write a Narrative
- Draft a Narrative

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	<ul style="list-style-type: none"> • Revise to include Details and Dialogue • Edit a Narrative • Publish and Present a Narrative
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> • Narrative Task: Observe to Write a Narrative - Present the following scenario. Suppose your school librarian announces that there is a problem: Library books are being found in all the wrong places, and no one knows why. Students will then write a story in which one or more characters use observation to solve the librarian's problem. • Scholars will: <ul style="list-style-type: none"> ○ introduce the narrator and characters and explain the problem. ○ include a clear sequence of events. ○ use temporal words and phrases to signal the order of events. ○ provide a conclusion that solves the problem. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary • Writing Keystones: <ul style="list-style-type: none"> ○ Checklists • Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion • Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Selection Test - Anchor Text • Performance-Based Assessment - Module A & B • End-of-Unit Assessment
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Describe Characters' Actions</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Short Vowels and Syllables - VC/CV <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Share the Enduring Understanding: <i>Readers understand the actions and motivations of characters in stories.</i> • Engage Scholars - Introduce the <i>Location, Location, Location</i>. Share the Essential Questions: <i>How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?</i> • Read - Follow Shared Reading Routine to read pgs. 25-31, focusing on who the characters are and what is happening. 	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Describe Characters' Actions</p> <ul style="list-style-type: none"> • TE pg. 12 • TE pg. 12 • TE pg. 12 • <i>Location, Location, Location</i>, Text Collection, pgs. 25-31 • TE pg. 12 • <i>Location, Location, Location</i>, TC, pgs. 25-31 • Shared Reading Routine TR10-11 • TE pg. 12

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- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: Who is participating in the Lemonade War? What are they trying to do?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and complete the Four-Column Chart with class to record the character's actions and motivations.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Identify and Use Nouns** - Display sentences and guide scholars in identifying nouns.

Set the Purpose:

- **Describe Story Elements** - Discuss the main characters and the situation in *Location, Location, Location*.

Teach and Model:

- **Describe Story Elements**- Using models from *Location, Location, Location*, discuss with scholars how the author introduces characters and establishes a situation.

Prepare to Write:

- **Write A Narrative** - Model the beginning steps of brainstorming and organizing ideas about a character for a narrative.

Independent Writing Practice:

- **Write A Narrative** - Scholars write a paragraph describing elements for a story they would like to tell.

Share Writing:

- Volunteers share their writing with the class. The class identifies the character, problem, and events in each paragraph.

- *Location, Location, Location*, TC, pgs. 25-31
- Think-Pair-Share Routine TR2-3

- TE pg. 13
- *Location, Location, Location*, TC, pgs. 25-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 13-14
- By-the-Way Words - equation
- Benchmark Vocabulary - location, earned, overtime
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 14
- Four Column Chart TR34
- *Location, Location, Location*, TC, pgs. 26-27

Resources:

Lesson 1 - WRITING: Narrative Writing

- TE pg. 21
- TE pg. 18
- *Location, Location, Location*, Text Collection, pgs. 25-31
- TE pg. 18
- *Location, Location, Location*, Text Collection, pgs. 25-31
- TE pg. 19
- Teacher Modeled Writing
- TE pg. 20
- Digital Options
- TE pg. 20
- Student Writing

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 2 - READING: Describe Characters' Actions

Foundational Skills Mini-Lesson:

- **Short Vowels and Syllables - VC/CV**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand the actions and motivations of characters in stories.*
- **Explore Poetry** - Read poem/discuss questions.
- **Engage Scholars** - Review *Location, Location, Location*. Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 32-39, focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why Officer Ken shut down Evan's lemonade stand, but not Jessie's.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Temporal Words and Phrases** - Display excerpts on pg. 5 to identify and discuss temporal words.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Nouns as Subjects of Sentences** - Display sentences and guide scholars in identifying the subjects and nouns.

Set the Purpose:

Resources:

Lesson 2 - READING: Describe Characters' Actions

- TE pg. 22
- TE pg. 22
- *Location, Location, Location*, Text Collection, pgs. 32-39
- *Brother, Magnifying Glass, Rhyme*, Text Collection pgs. 60-61
- TE pg. 22
- *Location, Location, Location*, Text Collection, pgs. 32-39
- TE pg. 22
- *Location, Location, Location*, TC, pgs. 32-39
- Shared Reading Routine TR10-11
- TE pg. 22
- *Location, Location, Location*, TC, pgs. 32-39
- Think-Pair-Share Routine TR2-3
- TE pg. 23
- *Location, Location, Location*, TC, pgs. 32-39
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 23-24
- By-the-Way Words - permit, haul
- Benchmark Vocabulary - competition
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 24
- *Location, Location, Location*, TC, pg. 32

Resources:

Lesson 2 - WRITING: Narrative Writing

- TE pg. 31

Grade 3 Reading/Writing

- **Understand Realistic Fiction** - Discuss the genre realistic fiction with scholars.

Teach and Model:

- **Understand Realistic Fiction** - Discuss the models of realistic fiction with scholars.

Prepare to Write:

- **Write A Narrative** - Model the beginning steps of writing a realistic fiction story.

Independent Writing Practice:

- **Write A Narrative** - Scholars refer to the character and problem they wrote about in Lesson 1 and determine whether or not they are realistic.

Share Writing:

- Volunteers share their writing with the class. The class determines whether students' stories are examples of realistic fiction or not.

Learning Opportunities/Strategies:

Lesson 3 - READING: Understand How Characters Affect Events

Foundational Skills Mini-Lesson:

- **Short Vowels and Syllables - VC/CV**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand the actions and motivations of characters in stories.*
- **Engage Scholars** - Revisit *Location, Location, Location*. Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 26-39, focusing on how the character changes over time.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why Evan doesn't buy ice cream at the Big Dipper.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 28
- *Location, Location, Location*, Text Collection, pgs. 32-39

- TE pg. 28
- *Location, Location, Location*, Text Collection, pgs. 32-39

- TE pg. 29
- Teacher Modeled Writing

- TE pg. 30
- Digital Options

- TE pg. 30
- Student Writing

Resources:

Lesson 3 - READING: Understand How Characters Affect Events

- TE pg. 32

- TE pg. 32
- *Location, Location, Location*, Text Collection, pgs. 26-39

- TE pg. 32
- *Location, Location, Location*, Text Collection, pgs. 26-39

- TE pg. 32
- *Location, Location, Location*, TC, pgs. 26-39
- Shared Reading Routine TR10-11

- TE pg. 32
- *Location, Location, Location*, TC, pgs. 26-39
- Think-Pair-Share Routine TR2-3

- TE pg. 33
- *Location, Location, Location*, TC, pgs. 26-39
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

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- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Questions and Answers** - Display and complete the Three-Column Chart with class to show that when answering questions about a text, scholars need to refer to the text to support their responses.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Form and Use Regular Plural Nouns** - Display sentences and guide scholars in forming and using regular plural nouns.

Set the Purpose:

- **Provide Closure** - Discuss and clarify the meaning of the word 'closure'.

Teach and Model:

- **Provide Closure** - Review the problem in *Location, Location, Location*, and discuss how the author provides closure.

Prepare to Write:

- **Write a Narrative** - Refer to the previously written narrative and model your thinking to provide closure.

Independent Writing Practice:

- **Write a Narrative** - Scholars write a one-paragraph narrative based on their work in Lessons one and two, and add a satisfying ending.

Share Writing:

- Volunteers share their writing with the class. The class identifies the solution to the problem and discusses how the solution provides closure.

Learning Opportunities/Strategies:

Lesson 4 - READING: Understand Characters' Traits and Actions

Foundational Skills Mini-Lesson:

- **Short Vowels and Syllables** - VC/CV

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that characters' actions affect the sequence of events in a story.*

- TE pg. 34
- Benchmark Vocabulary - location, competition
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 34
- *Location, Location, Location*, Text Collection, pgs. 26-39
- Three-Column Chart TR40

Resources

Lesson 3 - WRITING: Narrative Writing

- TE pg. 41

- TE pg. 38
- *Location, Location, Location*, Text Collection, pgs. 26-39

- TE pg. 38
- *Location, Location, Location*, Text Collection, pgs. 26-39

- TE pg. 39
- Story Sequence Graphic Organizer TR37
- Teacher Modeled Writing

- TE pg. 40
- Digital Options

- TE pg. 40
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 4 - READING: Understand Characters' Traits and Actions

- TE pg. 42

- TE pg. 42
- *The Case of the Gasping Garbage*, Chapter 1

Grade 3 Reading/Writing

- **Engage Scholars** - Introduce *The Case of the Gasping Garbage*. Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to read chapter 1, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why Abby calls Drake, not Frisco, for help.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and complete the Four-Column Chart to describe Drake.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Identify Verbs** - Display sentences and guide scholars in identifying verbs.

Set the Purpose:

- **Introduce a Character, Setting, and Events** - With scholars, discuss the characters, setting, and problem in *The Case of the Gasping Garbage*.

Teach and Model:

- **Introduce a Character, Setting, and Events** - Using models from the text, discuss how the characters and setting help tell the story.

Prepare to Write:

- **Describe Character and Setting** - With scholars, discuss details to describe a character and the setting.

Independent Writing Practice:

- TE pg. 42
- *The Case of the Gasping Garbage*, Chapter 1
- TE pg. 42
- *The Case of the Gasping Garbage*, Chapter 1
- Shared Reading Routine TR10-11
- TE pg. 42
- *The Case of the Gasping Garbage*, Chapter 1
- Think-Pair-Share Routine TR2-3
- TE pg. 43
- *The Case of the Gasping Garbage*, Chapter 1
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 43-44
- By-the-Way Words - gasping, laboratory
- Benchmark Vocabulary - solution, overwhelm, efficient
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 44
- *The Case of the Gasping Garbage*, Chapter 1
- Four-Column Chart TR34

Resources

Lesson 4 - WRITING: Narrative Writing

- TE pg. 51
- TE pg.48
- *The Case of the Gasping Garbage*, Chapter 1
- TE pg. 48
- *The Case of the Gasping Garbage*, Chapter 1
- TE pg. 49
- *The Case of the Gasping Garbage*, Chapter 1

Grade 3 Reading/Writing

- **Describe Character and Setting** - Scholars begin narratives by introducing a character and a setting for their stories.

Share Writing:

- Volunteers share their writing with the class. The class identifies and discusses the character, setting, and events in each narrative.

Learning Opportunities/Strategies:

Lesson 5 - READING: Understand Characters' Motivations and Actions

Foundational Skills Mini-Lesson:

- **Short Vowels/Words w/Syllable Pattern-VC/CV**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand the actions and motivations of characters in stories.*
- **Engage Students** - Continue to read *The Case of the Gasping Garbage*. Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to read chapter 2, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Drake and Nell conduct their investigation.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Parts of Stories** - Display and complete the T-Chart to list the characters and main events in chapters 1 and 2.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Narrative Writing

- TE pg. 50
- *The Case of the Gasping Garbage*, Chapter 1
- Digital Options

- TE pg. 50
- Student Writing

Resources:

Lesson 5 - READING: Understand Characters' Motivations and Actions

- TE pg. 52
- TE pg. 52
- *The Case of the Gasping Garbage*, Chapter 2
- TE pg. 52
- *The Case of the Gasping Garbage*, Chapter 2
- TE pg. 52
- *The Case of the Gasping Garbage*, Chapter 2
- Shared Reading Routine TR10-11
- TE pg.52
- *The Case of the Gasping Garbage*, Chapter 2
- Think-Pair-Share Routine TR2-3

- TE pg. 53
- *The Case of the Gasping Garbage*, Chapter 2
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 53-54
- By-the-Way Words - microscopes, Bunsen burners
- Benchmark Vocabulary - affirmative, observations, hypothesis, mediums, culprit
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 54
- T-Chart TR39
- *The Case of the Gasping Garbage*, Chapter 2

Resources

Lesson 5 - WRITING: Narrative Writing

Grade 3 Reading/Writing

Conventions Mini-Lesson:

- **Form Regular Past Tense Verbs** - Display sentences and guide scholars to find and compare the past and present tense verbs.

Set the Purpose:

- **Write About Characters** - With scholars, discuss how character traits affect the events in a story.

Teach and Model:

- **Write About Characters** - Model how authors show characters' feelings, traits, and motivations through actions and events.

Prepare to Write:

- **Write a Character Sketch** - With scholars, write a narrative with a character from *The Case of the Gasping Garbage* in a different setting or situation.

Independent Writing Practice:

- **Write a Character Sketch** - Scholars write a character sketch of a character from *The Case of the Gasping Garbage*.

Share Writing:

- Volunteers share their writing with the class.

Learning Opportunities/Strategies:

Lesson 6 - READING: Explain How Characters' Actions Contribute to the Sequence of Events

Foundational Skills Mini-Lesson:

- **Plurals -s, -es, -ies**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Scholars understand that close observation helps identify problems and find solutions.*
- **Engage Scholars**: Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to read chapter 3, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss Nell and Drake making signs to post on the road.

- TE pg. 61

- TE pg.58
- *The Case of the Gasping Garbage*

- TE pg. 58
- *The Case of the Gasping Garbage*

- TE pg. 59
- Teacher Modeled Writing
- *The Case of the Gasping Garbage*

- TE pg. 60
- *The Case of the Gasping Garbage*
- Digital Options

- TE pg. 60
- Student Writing

Resources:

Lesson 6 - READING: Explain How Characters' Actions Contribute to the Sequence of Events

- TE pg. 62

- TE pg. 62
- *The Case of the Gasping Garbage*, Chapter 3

- TE pg. 62
- *The Case of the Gasping Garbage*, Chapter 3

- TE pg. 62
- *The Case of the Gasping Garbage*, Chapter 3
- Shared Reading Routine TR10-11

- TE pg.62
- *The Case of the Gasping Garbage*, Chapter 3
- Think-Pair-Share Routine TR2-3

Grade 3 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Temporal Words and Phrases - Display and** complete the T-Chart with class to show that stories use words and phrases to signal the sequence of events.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Form and Use Simple Verb Tenses**- Display sentences and guide scholars in writing the past, present, and future tenses of verbs.

Set the Purpose:

- **Establish a Situation** - Explain that writers may establish a new situation and setting with each chapter.

Teach and Model:

- **Establish a Situation** - Guide scholars in discussing how the author established the situation and problem.

Prepare to Write:

- **Write About an Event** - With scholars, brainstorm to find a good situation for a story. Model choosing a good situation.

Independent Writing Practice:

- **Write About and Event** - Scholars write about an event that continues the narrative they began in Lesson 4.

Share Writing:

- Volunteers share their writing with the class. The class identifies the problem that is to be resolved.

Learning Opportunities/Strategies:

Lesson 7 - READING: Understand How Characters' Actions Affect the Sequence of Events

- TE pg. 63
- *The Case of the Gasping Garbage*, Chapter 3
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 63-64
- By-the-Way Words - papier-mâché, aquarium, terrarium
- Benchmark Vocabulary - confirmed, naturalist
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 64
- *The Case of the Gasping Garbage*, Chapter 3
- T- Chart TR39

Resources

Lesson 6 - WRITING: Narrative Writing

- TE pg. 71
- TE pg.68
- *The Case of the Gasping Garbage*, Chapter 3
- TE pg. 68
- *The Case of the Gasping Garbage*
- TE pg. 69
- Teacher Modeled Writing
- *The Case of the Gasping Garbage*

- TE pg. 70
- *The Case of the Gasping Garbage*
- Digital Options

- TE pg. 70
- Student Writing

Resources:

Lesson 7 - READING: Understand How Characters' Actions Affect the Sequence of Events

Grade 3 Reading/Writing

Foundational Skills Mini-Lesson:

- **Plurals -s, -es, -ies**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that characters' actions affect the sequence of events in a story.*
- **Engage Scholars** - Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to read chapter 4, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Nell encourages the community to save the frogs.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Parts of Stories - Display and** complete the T-Chart with class to show how the author uses chapter breaks to build suspense.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Form Simple Sentences Using Regular Verbs** - Display sentences and review verbs. Explain to scholars that sentences always have a subject and a verb.

Set the Purpose:

- **Organize Sequence of Events** - Remind scholars that authors organize events in a logical sequence so that the events unfold naturally.

Teach and Model:

- TE pg. 72

- TE pg. 72
- *The Case of the Gasping Garbage*, Chapter 4
- TE pg. 72
- *The Case of the Gasping Garbage*, Chapter 4

- TE pg. 72
- *The Case of the Gasping Garbage*, Chapter 4
- Shared Reading Routine TR10-11

- TE pg.72
- *The Case of the Gasping Garbage*, Chapter 4
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- *The Case of the Gasping Garbage*, Chapter 4
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 73-74
- By-the-Way Words - culvert, backhoe
- Benchmark Vocabulary - pollution, habitat
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 74
- *The Case of the Gasping Garbage*, Chapter 4
- T-Chart TR39

Resources

Lesson 7 - WRITING: Narrative Writing

- TE pg. 81

- TE pg.78
- *The Case of the Gasping Garbage*

Grade 3 Reading/Writing

- **Organize Sequence of Events** - Guide scholars in discussing how a final event can be the result of the earlier sequence of events.

Prepare to Write:

- **Write a Series of Events in Order** - Model chronological order and cause and effect.

Independent Writing Practice:

- **Write a Series of Events in Order** - Scholars write a series of events that unfold naturally.

Share Writing:

- Volunteers share their writing with the class. The class identifies the sequence of events.

Learning Opportunities/Strategies:

Lesson 8 - READING: Understand How Characters' Actions Contribute to the Sequence of Events

Foundational Skills Mini-Lesson:

- **Plurals** - -s, -es, -ies

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Scholars understand that close observation helps identify problems and find solutions.*
- **Engage Scholars** - Continue to read *The Case of the Gasping Garbage*. Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to read chapter 5, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Nell and Drake feel about James Frisco.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 78
- *The Case of the Gasping Garbage*

- TE pg. 79
- Teacher Modeled Writing

- TE pg. 80
- Digital Options

- TE pg. 80
- Student Writing

Resources:

Lesson 8 - READING: Understand How Characters' Actions Contribute to the Sequence of Events

- TE pg. 82
- TE pg. 82
- *The Case of the Gasping Garbage*, Chapter 5
- TE pg. 82
- *The Case of the Gasping Garbage*, Chapter 5
- TE pg. 82
- *The Case of the Gasping Garbage*, Chapter 5
- Shared Reading Routine TR10-11
- TE pg. 82
- *The Case of the Gasping Garbage*, Chapter 5
- Think-Pair-Share Routine TR2-3
- TE pg. 83
- *The Case of the Gasping Garbage*, Chapter 5
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 84
- Benchmark Vocabulary - desperate, situation, stumped, archival, analysis
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

Grade 3 Reading/Writing

- **Sequence of Events** - Display and complete the Story Sequence organizer with class to chart the sequence of events.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Form Simple Sentences with Nouns, Verbs, and Temporal Words** - Display sentences and guide scholars to form two simple sentences, using a temporal word, nouns and verbs.

Set the Purpose:

- **Use Temporal Words and Phrases** - Remind scholars that temporal words and phrases signal event order and help organize the sequence of events.

Teach and Model:

- **User Temporal Words and Phrases** - Guide scholars in recognizing temporal words and phrases and their purpose in writing.

Prepare to Write:

- **Organizing an Event Sequence Using Temporal Words and Phrases** - Model how temporal words tie the sequence together and signal event order.

Independent Writing Practice:

- **Organizing an Event Sequence Using Temporal Words and Phrases** - Scholars write a one-paragraph narrative using the events they listed in Lesson 7.

Share Writing:

- Volunteers share their writing with the class. The class chooses a temporal word or phrase and explains how it signals the order of events and helps organize the event sequence.

Learning Opportunities/Strategies:

Lesson 9 - READING: Understand Characters' Motivations and Actions

Foundational Skills Mini-Lesson:

- **Plurals - -s, -es, -ies**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand the actions and motivations of characters in stories.*

- TE pg. 84
- *The Case of the Gasping Garbage*, Chapter 5
- Story Sequence B Graphic Organizer TR38

Resources

Lesson 8 - WRITING: Narrative Writing

- TE pg. 91
- TE pg.88
- *The Case of the Gasping Garbage*
- TE pg. 88
- *The Case of the Gasping Garbage*
- TE pg. 89
- Teacher Modeled Writing
- TE pg. 90
- *The Case of the Gasping Garbage*
- Digital Options
- TE pg. 90
- Student Writing

Resources:

Lesson 9 - READING: Understand Characters' Motivations and Actions

- TE pg. 92
- TE pg. 92
- *The Case of the Gasping Garbage*, Chapter 6

Grade 3 Reading/Writing

- **Engage Scholars** - Continue to read *The Case of the Gasping Garbage*. Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to read chapter 6, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Professor Fossey and Nell are alike.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Relationships** - Display and complete the Three-Column Chart with class to show how the word heart can have a literal and nonliteral meaning,

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Quotation Marks in Dialogue** - Display sentences and guide scholars in using quotation marks.

Set the Purpose:

- **Use Dialogue to Develop Events** - Explain to scholars that dialogue is what one character says to another.

Teach and Model:

- **Use Dialogue to Develop Events** - Guide scholars in discussing dialogue and how it can be used to develop characters' experiences.

Prepare to Write:

- **Write a Dialogue** - Model listening to dialogue, and using it to develop experiences.

Independent Writing Practice:

- TE pg. 92
- *The Case of the Gasping Garbage*, Chapter 6
- TE pg. 92
- *The Case of the Gasping Garbage*, Chapter 6
- Shared Reading Routine TR10-11
- TE pg.92
- *The Case of the Gasping Garbage*, Chapter 6
- Think-Pair-Share Routine TR2-3
- TE pg. 93
- *The Case of the Gasping Garbage*, Chapter 6
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 93-94
- By-the-Way Words - air pressure, valve
- Benchmark Vocabulary - surveyed, deflate
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 94
- *The Case of the Gasping Garbage*, Chapter 6
- Three Column Chart TR40

Resources

Lesson 9 - WRITING: Narrative Writing

- TE pg. 101
- TE pg. 98
- *The Case of the Gasping Garbage*
- TE pg. 98
- *The Case of the Gasping Garbage*
- TE pg. 99
- Teacher Modeled Writing
- *The Case of the Gasping Garbage*

Grade 3 Reading/Writing

- **Write a Dialogue** - Scholars write dialogue between two characters that develops the characters' experiences.

Share Writing:

- Volunteers share their writing with the class.

Learning Opportunities/Strategies:

Lesson 10 - READING: Distinguish Own Point of View

Foundational Skills Mini-Lesson:

- **Plurals** - -s, -es, -ies

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Scholars understand that close observation helps identify problems and find solutions.*
- **Engage Scholars** - Continue to read *The Case of the Gasping Garbage*. Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to read chapter 7, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the scientific breakthrough Drake is about to discover.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Point of View - Display and** complete the Three-Column Chart with class to show that characters have different points of view.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Narrative Writing

- TE pg. 100
- *The Case of the Gasping Garbage*
- Digital Options

- TE pg. 100
- Student Writing

Resources:

Lesson 10 - READING: Distinguish Own Point of View

- TE pg. 102
- TE pg. 102
- *The Case of the Gasping Garbage*, Chapter 7
- TE pg. 102
- *The Case of the Gasping Garbage*, Chapter 7
- TE pg. 102
- *The Case of the Gasping Garbage*, Chapter 7
- Shared Reading Routine TR10-11
- TE pg.102
- *The Case of the Gasping Garbage*, Chapter 7
- Think-Pair-Share Routine TR2-3
- TE pg. 103
- *The Case of the Gasping Garbage*, Chapter 7
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 103-104
- By-the-Way Word - evidence
- Benchmark Vocabulary - anonymous, suspended
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 104
- *The Case of the Gasping Garbage*, Chapter 7
- Three Column Chart TR40

Resources

Lesson 10 - WRITING: Narrative Writing

Grade 3 Reading/Writing

Conventions Mini-Lesson:

- **Use Commas in Dialogue** - Display sentences and guide scholars in using commas in dialogue.

Set the Purpose:

- **Use Dialogue to Show Response** - Explain to scholars that dialogue can be used to show how a character responds to a situation.

Teach and Model:

- **Use Dialogue to Show Response** - Model how writers use dialogue to show the characters' responses in many ways.

Prepare to Write:

- **Write a Dialogue to Reveal Characters' Response** - Model thinking about a character's response and using dialogue to advance a story.

Independent Writing Practice:

- **Write a Dialogue to Reveal Characters' Response** - Scholars write a dialogue that reveals a character's response to a situation.

Share Writing:

- Volunteers share their writing with the class. The class identifies how a character responds in the dialogue, and any character's traits the dialogue reveals.

Learning Opportunities/Strategies:

Lesson 11 - READING: Understand that Characters' Actions Affect the Sequence of Events

Foundational Skills Mini-Lesson:

- **Base Words and Endings**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that characters' actions affect the sequence of events in a story.*
- **Engage Scholars** - Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to read chapter 8, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss Lilly's reaction to the results of Nell's and Drake's experiment.

- TE pg. 111

- TE pg. 108
- *The Case of the Gasping Garbage*

- TE pg. 108
- *The Case of the Gasping Garbage*

- TE pg. 109
- Teacher Modeled Writing
- *The Case of the Gasping Garbage*

- TE pg. 110
- *The Case of the Gasping Garbage*
- Digital Options

- TE pg. 110
- Student Writing

Resources:

Lesson 11 - READING: Understand that Characters' Actions Affect the Sequence of Events

- TE pg. 112

- TE pg. 112
- *The Case of the Gasping Garbage*, Chapter 8

- TE pg. 112
- *The Case of the Gasping Garbage*, Chapter 8

- TE pg. 112
- *The Case of the Gasping Garbage*, Chapter 8
- Shared Reading Routine TR10-11

- TE pg. 112
- *The Case of the Gasping Garbage*, Chapter 8
- Think-Pair-Share Routine TR2-3

Grade 3 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the Three Sorting Circles to show that the characters remain the same, but the theme, setting, and plot changes across chapters in a story.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **How Nouns Function in a Sentence** - Display sentences and explain to scholars that a noun may function as the object in a sentence.

Set the Purpose:

- **Use Description to Develop Experiences** - Explain to scholars that writers use descriptions of actions, thoughts, and feelings to develop characters' experiences and events.

Teach and Model:

- **Use Description to Develop Experiences** - Model how writers use descriptions of actions, thoughts, and feelings to develop characters' experiences and events.

Prepare to Write:

- **Describe Characters' Experiences** - Model using a Three-Column Chart graphic organizer, and using comparisons and adjectives to write a description.

Independent Writing Practice:

- **Describe Characters' Experiences** - Scholars write a narrative that uses descriptions to develop a character's experiences.

Share Writing:

- Volunteers share their writing with the class. The class identifies the character and the action, thought, or feeling being described.

- TE pg. 112
- *The Case of the Gasping Garbage*, Chapter 8
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 113-114
- By-the-Way Words - shock, forgery
- Benchmark Vocabulary - elementary
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 114
- *The Case of the Gasping Garbage*, Chapter 8
- Three Sorting Circles Graphic Organizer TR40

Resources

Lesson 11 - WRITING: Narrative Writing

- TE pg. 121
- TE pg. 118
- *The Case of the Gasping Garbage*
- TE pg. 118
- *The Case of the Gasping Garbage*
- TE pg. 119
- Teacher Modeled Writing
- *The Case of the Gasping Garbage*
- TE pg. 120
- *The Case of the Gasping Garbage*
- Digital Options
- TE pg. 120
- Student Writing

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 12 - READING: Understand Characters' Motivations and Actions

Foundational Skills Mini-Lesson:

- **Base Words and Endings**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand the actions and motivations of characters in stories.*
- **Engage Scholars** - Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to reread both texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Drake's and Nell's motivations are similar and different to Evan's.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Sequence of Events** - Display and complete the Story Sequence organizer to show that characters' actions contribute to the sequence of events.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Form and Use Irregular Plural Nouns** - Display sentences and guide scholars to use irregular plural forms of nouns in sentences.

Set the Purpose:

Resources:

Lesson 12 - READING: Understand Characters' Motivations and Actions

- TE pg. 122
- TE pg. 122
- *The Case of the Gasping Garbage*, Chapter 1
- *Location, Location, Location*
- TE pg. 122
- *The Case of the Gasping Garbage*, Chapter 1
- *Location, Location, Location*
- TE pg. 122
- *The Case of the Gasping Garbage*, Chapter 1
- *Location, Location, Location*
- Shared Reading Routine TR10-11
- TE pg.122
- *The Case of the Gasping Garbage*, Chapter 1
- *Location, Location, Location*
- Think-Pair-Share Routine TR2-3
- TE pg. 123 *The Case of the Gasping Garbage*, *Location, Location, Location*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 124
- Benchmark Vocabulary - solution, observations, hypothesis
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 124
- *Location, Location, Location*
- Story Sequence B Graphic Organizer TR38

Resources

Lesson 12 - WRITING: Narrative Writing

- TE pg. 131

Grade 3 Reading/Writing

- **Use Description to Show Responses** - Remind scholars that writers use description to develop characters' experiences.

Teach and Model:

- **Use Description to Show Responses** - Model how writers use descriptions of characters' actions, thought, and feelings to show their responses to events in stories.

Prepare to Write:

- **Write a Character's Response** - Model using description to show responses.

Independent Writing Practice:

- **Write a Character's Response** - Scholars write a paragraph that describes a character's response to a situation.

Share Writing:

- Volunteers share their writing with the class.

Learning Opportunities/Strategies:

Lesson 13 - READING: Understand How Characters Change

Foundational Skills Mini-Lesson:

- **Base Words and Endings**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Scholars understand that close observation helps identify problems and find solutions.*
- **Engage Scholars** - Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to read *Thunder Cake*, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how much time Grandma and her granddaughter have to bake a *real Thunder Cake*?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 128
- *The Case of the Gasping Garbage*

- TE pg. 128
- *The Case of the Gasping Garbage*
- *Location, Location, Location*

- TE pg. 129
- Teacher Modeled Writing
- *The Case of the Gasping Garbage*

- TE pg. 130
- Digital Options

- TE pg. 130
- Student Writing

Resources:

Lesson 13 - READING: Understand How Characters Change

- TE pg. 132

- TE pg. 132
- *Thunder Cake*, Text Collection, pgs. 5-23

- TE pg. 132
- *Thunder Cake*, Text Collection, pgs. 5-23

- TE pg. 132
- *Thunder Cake*, Text Collection, pgs. 5-23
- Shared Reading Routine TR10-11

- TE pg. 132
- *Thunder Cake*, Text Collection, pgs. 5-23
- Think-Pair-Share Routine TR2-3

- TE pg. 133
- *Thunder Cake*, Text Collection, pgs. 5-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 3 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and complete the Story Sequence Chart with class to show that characters sometimes change over time in a story.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Identify the Functions of Verbs** - Guide scholars in distinguishing between action and state-of-being verbs.

Set the Purpose:

- **Provide a Sense of Closure** - Remind scholars that writers end narratives by providing a sense of closure.

Teach and Model:

- **Provide a Sense of Closure** - Model how writers provide a sense of closure by solving problems.

Prepare to Write:

- **Write to Provide Closure in a Narrative** - Model preparing to write a narrative that provides a sense of closure.

Independent Writing Practice:

- **Write to Provide Closure in a Narrative** - Scholars write a brief narrative that provides a sense of closure.

Share Writing:

- Volunteers share their writing with the class. The class identifies the character, problem, and the solution that provides a sense of closure.

Learning Opportunities/Strategies:

Lesson 14 - READING: Understand How Characters Affect Sequence of Events

Foundational Skills Mini-Lesson:

- **Base Words and Endings**

Build Understanding:

- TE pgs. 133-134
- By-the-Way Words - ingredients, dry shed, trellis
- Benchmark Vocabulary - overcome, horizon, squinted, luscious
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 134
- Story Sequence A Chart TR37
- *Thunder Cake*, Text Collection, pgs. 5-23

Resources

Lesson 13 - WRITING: Narrative Writing

- TE pg. 141

- TE pg. 138
- *Thunder Cake*, Text Collection, pgs. 5-23

- TE pg. 138
- *Thunder Cake*, Text Collection, pgs. 5-23

- TE pg. 139
- Teacher Modeled Writing
- *The Case of the Gasping Garbage*
- *Thunder Cake*, Text Collection, pgs. 5-23

- TE pg. 140
- Digital Options

- TE pg. 140
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 14 - READING: Understand How Characters Affect Sequence of Events

- TE pg. 142

Grade 3 Reading/Writing

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that characters' actions affect the sequence of events in a story.*
- **Engage Scholars** - Review *Thunder Cake*. Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to review *Thunder Cake*, focusing on how characters affect the story's sequence of events.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what the girl does while Grandma mixes the cake batter.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Words That Create Effect** - Display and complete the T-Chart with class to show how authors use words and phrases in their stories to create an effect.

Learning Opportunities/Strategies:

Lesson 14 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Identify Forms of Irregular Verbs** - Guide scholars in distinguishing between the spelling and use of irregular verbs.

Set the Purpose:

- **Plan and Pre-Write** - Remind scholars that writers plan and pre-write before they begin drafting their writing.

Teach and Model:

- **Plan and Pre-Write** - Model how writers gather details as part of the planning process.

Prepare to Write:

- **Plan and Pre-Write a Narrative** - Model note taking, brainstorming, and evaluating ideas during the planning and prewriting stage of the writing process.

- TE pg. 142
- *Thunder Cake*, Text Collection, pgs. 5-23
- TE pg. 142
- *Thunder Cake*, Text Collection, pgs. 5-23

- TE pg. 142
- *Thunder Cake*, Text Collection, pgs. 5-23
- Shared Reading Routine TR10-11

- TE pg. 142
- *Thunder Cake*, Text Collection, pgs. 5-23
- Think-Pair-Share Routine TR2-3

- TE pg. 143
- *Thunder Cake*, Text Collection, pgs. 5-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 144
- Benchmark Vocabulary - horizon, overcome
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 144
- *Thunder Cake*, Text Collection, pgs. 5-23
- T-Chart TR39

Resources

Lesson 14 - WRITING: Narrative Writing

- TE pg. 151

- TE pg. 148
- *Thunder Cake*, Text Collection, pgs. 5-23

- TE pg. 148
- *Thunder Cake*, Text Collection, pgs. 5-23

- TE pg. 149
- Teacher Modeled Writing
- *Thunder Cake*, Text Collection, pgs. 5-23

Grade 3 Reading/Writing

Independent Writing Practice:

- **Plan and Pre-Write a Narrative** - Scholars think of ideas for a story similar to *Thunder Cake*.

Share Writing:

- Volunteers share their writing with the class. The class identifies the situation and explain how it fits with the theme of overcoming fear.

Learning Opportunities/Strategies:

Lesson 15 - READING: Understand How Parts of a Story Build on Each Other

Foundational Skills Mini-Lesson:

- **Base Words and Endings**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *scholars understand that close observation helps identify problems and find solutions.*
- **Engage Scholars** - Review *Thunder Cake*. Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to review *Thunder Cake*, focusing on the characters' actions.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how you know that Grandma has made *Thunder Cake* before.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Parts of Stories - Display and** complete the Story Sequence Chart with class to show that a character's response to a situation moves the story forward.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Narrative Writing

- TE pg. 150
- Digital Options

- TE pg. 150
- Student Writing

Resources:

Lesson 15 - READING: Understand How Parts of a Story Build on Each Other

- TE pg. 152

- TE pg. 152
- *Thunder Cake*, Text Collection, pgs. 5-23

- TE pg. 152
- *Thunder Cake*, Text Collection, pgs. 5-23

- TE pg. 152
- *Thunder Cake*, Text Collection, pgs. 5-23
- Shared Reading Routine TR10-11

- TE pg. 152
- *Thunder Cake*, Text Collection, pgs. 5-23
- Think-Pair-Share Routine TR2-3

- TE pg. 153
- *Thunder Cake*, Text Collection, pgs. 5-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 154
- Benchmark Vocabulary - luscious, squinted
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 154
- *Thunder Cake*, Text Collection, pgs. 5-23
- Story Sequence A Chart TR37

Resources

Lesson 15 - WRITING: Narrative Writing

Grade 3 Reading/Writing

Conventions Mini-Lesson:

- **Verbs That End in -y** - Guide scholars in understanding how the letter y changes in past tense verbs.

Set the Purpose:

- **Draft** - Tell scholars that the second step in the writing process is drafting.

Teach and Model:

- **Draft** - Share models of completed narratives and brainstorm how the draft may have read.

Prepare to Write:

- **Draft a Narrative** - Model organizing notes before drafting.

Independent Writing Practice:

- **Draft a Narrative** - Scholars begin drafting the story they planned in Lesson 14.

Share Writing:

- Volunteers read their stories aloud to the class. Scholars identify the main character and his/her fear. Scholars comment on changes that would make the story more interesting.

Learning Opportunities/Strategies:

Lesson 16 - READING: Understand How Characters Identify and Solve Problems

Foundational Skills Mini-Lesson:

- **Vowel Digraphs** - *ee, ea, ai, ay, oa, ow*

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *scholars understand that close observation helps identify problems and find solutions.*
- **Engage Scholars** - Review both texts. Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to review both texts, focusing on how characters find solutions to problems and effect the sequence of events.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the different ways the characters in each text solve problems.

- TE pg. 161

- TE pg. 158
- *Thunder Cake*, Text Collection, pgs. 5-23

- TE pg. 158
- *Thunder Cake*, Text Collection, pgs. 5-23

- TE pg. 159
- Teacher Modeled Writing
- *Thunder Cake*, Text Collection, pgs. 5-23

- TE pg. 160
- Digital Options

- TE pg. 160
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 16 - READING: Understand How Characters Identify and Solve Problems

- TE pg. 162

- TE pg. 162
- *The Case of the Gasping Garbage*
- *Thunder Cake*, Text Collection

- TE pg. 162
- *The Case of the Gasping Garbage*,
- *Thunder Cake*, Text Collection

- TE pg. 162
- *The Case of the Gasping Garbage*
- *Thunder Cake*, Text Collection
- Shared Reading Routine TR10-11

- TE pg. 162 Think-Pair-Share Routine TR2-3
- *The Case of the Gasping Garbage*
- *Thunder Cake*, Text Collection

Grade 3 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare Narratives** - Display and complete the Compare-Contrast Chart to discuss and chart characters' actions and motivations.

Learning Opportunities/Strategies:

Lesson 16 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Irregular Verbs in Sentences** - Guide scholars in using irregular verbs.

Set the Purpose:

- **Revise** - Tell scholars that writers often revise their narratives many times.

Teach and Model:

- **Revise** - With scholars, review *The Case of the Gasping Garbage* and *Thunder Cake*, looking for evidence of revision.

Prepare to Write:

- **Revise to Include Details and Dialogue** - Model how to add descriptive language and dialogue to a draft.

Independent Writing Practice:

- **Revise to Include Details and Dialogue** - Scholars begin revising the drafts they wrote in Lesson 15.

Share Writing:

- Volunteers share their revised stories with the class. The class discusses how the revisions strengthened and developed the stories.

Learning Opportunities/Strategies:

Lesson 17 - READING: Understand Characters' Motivations and Actions

Foundational Skills Mini-Lesson:

- **Vowel Digraphs** - ee, ea, ai, ay, oa, ow

- TE pg. 163
- *The Case of the Gasping Garbage, Thunder Cake*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 164
- Benchmark Vocabulary - observations, situation
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 164
- *The Case of the Gasping Garbage, Thunder Cake*
- Compare and Contrast Chart TR33

Resources

Lesson 16 - WRITING: Narrative Writing

- TE pg. 171

- TE pg. 168
- *The Case of the Gasping Garbage, Thunder Cake*

- TE pg. 168
- *The Case of the Gasping Garbage, Thunder Cake*

- TE pg. 169
- Teacher Modeled Writing
- *The Case of the Gasping Garbage, Thunder Cake*

- TE pg. 170
- Digital Options

- TE pg. 170
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 17 - READING: Understand Characters' Motivations and Actions

- TE pg. 172

Grade 3 Reading/Writing

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand the actions and motivations of characters in stories.*
- **Engage Scholars** - Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to review both texts, focusing on comparing and contrasting characters' motivations and actions in each text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the actions that tell something important about the main characters in each text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare Narratives** - Display and complete with class Two Sorting Boxes to compare and contrast both characters' actions and motivations.

Learning Opportunities/Strategies:

Lesson 17 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Identify Pronouns** - Guide scholars in identifying pronouns.

Set the Purpose:

- **Edit** - Tell scholars that writers edit their writing to strengthen and develop their narratives.

Teach and Model:

- **Edit** - Model editing, using passages from *Thunder Cake* and *Location, Location, Location*.

Prepare to Write:

- TE pg. 172
- *Location, Location, Location*, Text Collection
- *Thunder Cake*, Text Collection

- TE pg. 172
- *Location, Location, Location*, Text Collection
- *Thunder Cake*, Text Collection

- TE pg. 172
- *Location, Location, Location*, Text Collection
- *Thunder Cake*, Text Collection
- Shared Reading Routine TR10-11

- TE pg. 172
- *Location, Location, Location*, Text Collection
- *Thunder Cake*, Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 173
- *Location, Location, Location, Thunder Cake*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 174
- Benchmark Vocabulary - location, earned, competition
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 174
- *Location, Location, Location*, Text Collection
- *Thunder Cake*, Text Collection
- Two Sorting Boxes TR42

Resources

Lesson 17 - WRITING: Narrative Writing

- TE pg. 181

- TE pg. 178
- *Location, Location, Location, Thunder Cake*

- TE pg. 179
- *Location, Location, Location, Thunder Cake*

Grade 3 Reading/Writing

- **Edit a Narrative** - Model editing a previously written paragraph.

Independent Writing Practice:

- **Edit a Narrative** - Scholars edit the story they began in Lesson 14.

Share Writing:

- Volunteers share their revised stories with the class, pointing out places where they edited their stories, and why.

Learning Opportunities/Strategies:

Lesson 18 - READING: Understand that Characters' Actions Impact a Story

Foundational Skills Mini-Lesson:

- **Vowel Digraphs** - *ee, ea, ai, ay, oa, ow*

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that characters' actions affect the sequence of events in a story.*
- **Engage Scholars** - Review the texts. Share the Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Read** - Follow Shared Reading Routine to review the texts, focusing on comparing and contrasting how characters change over time.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the similar themes among the three texts.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare Narratives** - Display and complete the Three-Column Chart to compare the sequence of events in the three stories

- TE pg. 179
- Teacher Modeled Writing

- TE pg. 180
- Digital Options

- TE pg. 180
- Student Writing

Resources:

Lesson 18 - READING: Understand that Characters' Actions Impact a Story

- TE pg. 182
- TE pg. 182
- *Location, Location, Location, The Case of the Gasping Garbage, Thunder Cake*
- TE pg. 182
- *Location, Location, Location, The Case of the Gasping Garbage, Thunder Cake*
- TE pg. 182 Shared Reading Routine TR10-11
- *Location, Location, Location, The Case of the Gasping Garbage, Thunder Cake*
- TE pg. 182 Think-Pair-Share Routine TR2-3
- *Location, Location, Location, The Case of the Gasping Garbage, Thunder Cake*
- TE pg. 183 *Location, Location, Location, The Case of the Gasping Garbage, Thunder Cake*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 184
- Benchmark Vocabulary - anonymous, elementary
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 184 Three-Column Chart TR40
- *Location, Location, Location, The Case of the Gasping Garbage, Thunder Cake*

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Using Pronouns in Sentences** - Guide scholars in using pronouns in sentences.

Set the Purpose:

- **Publish and Present** - Remind scholars that publishing occurs after the writer has revised and edited to create a polished narrative that is ready for readers to read.

Teach and Model:

- **Publish and Present** - Model polished and finished writing, using passages from *Thunder Cake*, *Location, Location, Location*, and *The Case of the Gasping Garbage*.

Prepare to Write:

- **Publish and Present a Narrative** - Model publishing and presenting a narrative.

Independent Writing Practice:

- **Publish and Present a Narrative** - Scholars publish and present their narratives.

Share Writing:

- Volunteers present their finished stories. The class offers supportive comments or ask questions.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Narrative Task: Observe to Write a Story** - Scholars will think about the characters in the selections they read and how some used observation to solve problems. Present scholars with the following scenario. Suppose your school librarian announces that there is a problem: Library books are being found in all the wrong places, and no one knows why. Scholars will then write a story in which one or more characters use observation to solve the librarian's problem.
- **Scholars will:**
 - introduce the narrator and characters and explain the problem.
 - include a clear sequence of events.
 - use temporal words and phrases to signal the order of events.
 - provide a conclusion that solves the problem.

Resources

Lesson 18 - WRITING: Narrative Writing

- TE pg. 191

- TE pg. 188

- TE pg. 188
- *Location, Location, Location, The Case of the Gasping Garbage, Thunder Cake*

- TE pg. 189
- Teacher Modeled Writing

- TE pg. 190
- Digital Options

- TE pg. 190
- Student Writing
- Writing Keystone Checklist

Resources:

Performance-Based Assessment:

- TE pg. 192
- Reproducible pg. 196

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Performance-Based Assessment:

Prepare:

- **Review** - Discuss Essential Questions: *How do readers understand the characters' motivations and the effects of their actions? How do writers write about characters and show the sequence of events in a story?*
- **Revisit the Text** - Remind scholars that in *The Case of the Gasping Garbage*, Drake Doyle and Nell Fossey are science detectives who observe situations and events in order to solve problems. As they investigate an area or make their observations, they take notes that they can later refer to. Display and read aloud excerpts from:
 - *The Case of the Gasping Garbage*, pg. 2

Tell scholars that when they do the planning necessary for the Performance-Based Assessment, they will be taking notes just as Doyle and Fossey did. Stress the importance of only writing key words, not complete sentences, as they take notes. Remind scholars to think carefully about the characters they would find in their area and then have them jot down important information that they can use later in their narratives.

- **Create:** Have scholars observe the busy area in smaller groups. By breaking up the large group, you can monitor the note-taking process more closely. Have scholars use a Story Sequence B Chart to organize their notes and ideas and to plan out a sequence of events for their story. Move into the classroom for students to work on their narrative writing.
- **Score Writing:** Use Narrative Writing Rubric
- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.
- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.

Resources:

Performance-Based Assessment:

- TE pg. 193
- Performance-Based Assessment
- TE pg. 193
- *The Case of the Gasping Garbage*, pg. 2

- TE pg. 194
- notebooks or paper for note taking
- pencils
- *The Case of the Gasping Garbage*
- paper and Sequence B graphic organizers for planning and organization
- Digital Options
- TE pg. 197 Narrative Writing Rubric
- TE pg. 198
- Digital Options
- TE pg. 199

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> ● Prompts - Write in Response to Reading ● Benchmark Vocabulary Practice

Grade 3 Reading/Writing

<p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Unlock Language Learning • Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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Unit One: Observing the World Around Us - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills Reading Language

- **L.RF.3.3.** - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.3.C.** - Decode multisyllable words.
- **L.RF.3.3.D.** - Read grade-appropriate irregularly spelled words.
- **L.RF.3.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.3.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.3.4.B.** - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS Reading

- **RL.CR.3.1.** - Ask and answer questions, and make relevant connections to demonstrate understanding of a text., referring explicitly to the text as the basis for the answers.
- **RL.CI.3.2.** - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
- **RL.IT.3.3.** - Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

Grade 3 Reading/Writing

- **RL.PP.3.5-** Distinguish their own point of view from that of the narrator or those of the characters.
- **RL.MF.3.6-** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RL.3.10.** - By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RI.3.2.** - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3.** - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RI.3.4.** - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- **RI.3.5.** - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **RI.3.6.** - Distinguish their own point of view from that of the author of a text.
- **RI.3.7.** - Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.3.8.** - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RI.3.9.** - Compare, contrast, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.
- **RI.3.10.** - By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJSLA Foundational Skills: Writing Language

- **L.KL.3.1** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.3.1.A-** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.KL.3.1.B-** Choose words and phrases for effect.
- **L.KL.3.1.C-** Recognize and observe differences between the conventions of spoken and written English.
- **L.WF.3.2-** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.2.A** - Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- **L.WF.3.2.B** - Use a digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- **L.WF.3.2.C-** Identify language of word origin, as noted in dictionaries.
- **L.WF.3.2.D-** Spell singular and plural possessives (teacher's; teachers').
- **L.WF.3.2.F-** Change y to i (cried) in words with suffixes, when required.
- **L.WF.3.2.G-** Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-, -able, -ness, -ful) and suffix -tion.
- **L.WF.3.2.H-** Spell common words in English, including regular and irregular forms.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.WF.3.3.A-** Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- **L.WF.3.3.B-** Capitalize appropriate words in titles.
- **L.WF.3.3.C-** Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- **L.WF.3.3.D-** Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- **L.WF.3.3.E-** Use appropriate pronouns with clear referents.
- **L.WF.3.3.F-** Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- **L.WF.3.3.G-** Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.

Grade 3 Reading/Writing

- **L.WF.3.3.H-** Paraphrase a main idea or event in order to vary sentence structure and word use.
- **L.WF.3.3.I-** Organize ideas into paragraphs with main ideas and supporting details.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A-** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.B-** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.VL.3.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.VL.3.2.D-** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **L.VI.3.3.-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.3.3.A-** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- **L.VI.3.3.B-** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- **L.VI.3.3.C-** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

NJSLS ELA Writing

- **W.AW.3.1.A-** Introduce an opinion clearly.
- **W.AW.3.1.B-** Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
- **W.IW.3.2.** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.3.2.A.** - Introduce a topic clearly
- **W.IW.3.2.B.** - Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.3.2.C.** - Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- **W.IW.3.2.D.** - Link ideas within sections of information using transition words and phrases (e.g. then, because, also, another therefore).
- **W.IW.3.2.E.** - Provide a conclusion related to the information or explanation presented.
- **W.WP.3.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.4.A-** Identify audience, purpose, and intended length of composition before writing.
- **W.WP.3.4.B-** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.3.4.C-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.WR.3.5.-** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.-** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.-** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS ELA Speaking and Listening

- **SL.PE.3.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.3.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.3.1.B-** Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.3.1.C-** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.PE.3.1.D-** Explain their own ideas and understanding in light of the discussion.

Grade 3 Reading/Writing

- **SL.II.3.2.-** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.-** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.-** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.UM.3.5.-** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.-** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies

- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5Civics PR.3:** Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- **6.1.5.CivicsPR.4:** Explain how policies are developed to address public problems.
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.EconET.1:** Identify positive and negative incentives that influence the decisions people make.

NJSLS Science

- **3.PS2.1. -** Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- **3.PS2.2 -** Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- **3.PS2.3 -** Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- **3.PS2.4 -** Define a simple design problem that can be solved by applying scientific ideas about magnets.

NJSLS Health and Physical Education

- **2.2.4.A.2. -** Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- **2.2.4.D.1. -** Explain the impact of participation in different kinds of service projects on community wellness.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.5.FI.1-** Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
- **9.1.5.FP.4 -** Explain the role of spending money and how it affects well-being and happiness (e.g., happy money, experiences over things, donating to causes, anticipation, etc.)
- **9.2.5.CAP.1 -** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2 -** Identify how you might like to earn an income.
- **9.4.5.CI.3 -** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.3 -** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.DC.4 -** Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.DC.7 -** Explain how posting and commenting in social spaces can have positive or negative consequences.

Central Idea / Enduring Understanding:

- Readers understand central messages or main ideas by looking closely at the details used to support them.
- Writers understand how to convey information about main ideas and details through text features and illustrations.

Essential/Guiding Question:

How do readers identify central messages in literary texts and main ideas in informational texts?

How do writers use details, text features, and illustrations to convey main ideas?

Grade 3 Reading/Writing

<ul style="list-style-type: none"> • Learners understand that observation can give us clues about things in the world that change over time. 	
<p><u>Content: (Module Goals)</u></p> <ul style="list-style-type: none"> • Readers will demonstrate understanding of central messages and main ideas by identifying details in texts. • Writers will write a magazine article about something in the natural world that includes details, text features, and illustrations. • Learners will use observational skills to understand how things change over time. <p>Text Complexity Measures - TR48 - TR54 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> • Quantitative Measures <ul style="list-style-type: none"> ◦ Lexile • Qualitative Measures <ul style="list-style-type: none"> ◦ Literary/Informational Text ◦ Text Structure ◦ Language and Vocabulary ◦ Theme and Knowledge Demands • Reader and Task Consideration <ul style="list-style-type: none"> ◦ Motivation, Knowledge, Experiences of Students ◦ Difficulty of the Task or Questions Posed 	<p><u>Skills(Objectives):</u></p> <p>Reading:</p> <ul style="list-style-type: none"> • Main Idea • Text Features • Information from Illustrations • Point of View • Sentence Structure • Character • Use Illustrations • Key Events • Determine Central Message • Main Idea and Key Details • Locate Key Information • Explain Scientific Ideas/Concepts • Determine Word Meaning • Search Tools • Use of Details <p>Writing:</p> <ul style="list-style-type: none"> • Write an Explanatory Paragraph • Write a Paragraph About Genre • Produce an Illustration or Graphic • Introduce a Topic • Gather and Group Related Information • Use Linking Words to Connect Ideas • Use Linking Words to Compare & Contrast Ideas • Develop a Topic with Details • Use Illustrations to Communicate Ideas • Write a Concluding Statement or Section • Write and Give an Informative/Explanatory Pres. • Write an Informational Article • Write a Draft of an Article • Revise an Article • Edit to Improve an Article • Publish and Present an Article • Research and Sort Evidence • Record Observations
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> • Informative Task: Write a Magazine Article - Scholars will write a magazine article about something in the natural world in which they are interested • Scholars will: <ul style="list-style-type: none"> ◦ conduct short research to build knowledge of their chosen topic. ◦ introduce the topic. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ◦ Benchmark Vocabulary Practice ◦ Text Analysis Practice/Application ◦ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ◦ Reading/Language Analysis

Grade 3 Reading/Writing

- develop the topic with facts, definitions, and details.
- provide a conclusion.
- include illustrations and text features to aid in understanding to topic.

- Write in Response to Reading
- Benchmark Vocabulary
- Writing keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Use Details to Understand the Main Idea

Foundational Skills Mini-Lesson:

- **Vowel Digraphs** - *ee, ea, ai, ay, oa, ow*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand central messages or main ideas by looking closely at the details used to support them.*
- **Engage Scholars** - Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 40-59, focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss: What different shapes can the moon be, and what are they called?

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Resources:

Lesson 1 - READING: Use Details to Understand the Main Idea

- TE pg. 212
- TE pg.212
- TE pg. 212
- *The Moon Seems to Change*, Text Collection, pgs. 40-59
- TE pg. 212
- *The Moon Seems to Change*, TC, pgs. 40-59
- Shared Reading Routine TR10-11
- TE pg. 212
- *The Moon Seems to Change*, TC, pgs. 40-59
- Think-Pair-Share Routine TR2-3
- TE pg. 213
- *The Moon Seems to Change*, TC, pgs. 40-59
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 213-214
- By-the-Way Words - full, silver, new
- Benchmark Vocabulary - quarter, crescent, waxing, waning, phases
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

Grade 3 Reading/Writing

Reading Analysis:

- **Main Idea** - Display and complete the Web A organizer with class to chart key ideas that support the main idea.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Nouns as Subjects** - Display sentence and guide scholars in using nouns as subjects.

Set the Purpose:

- **Conveying Ideas and Information** - Discuss the topic the author introduces in *The Moon Seems to Change*.

Teach and Model:

- **Conveying Ideas and Information**- Using models from *The Moon Seems to Change*, discuss with scholars the topic the author introduces and develops.

Prepare to Write:

- **Write an Explanatory Paragraph** - Model the beginning steps of choosing a topic and using facts to develop the topic in explanatory writing.

Independent Writing Practice:

- **Write an Explanatory Paragraph** - Scholars write a paragraph introducing a topic and use facts to explain it.

Share Writing:

- Volunteers share their writing with the class. The class identifies the main idea and the facts and details that support it in each presented paragraph.

Learning Opportunities/Strategies:

Lesson 2 - READING: Text Features

Foundational Skills Mini-Lesson:

- **Vowel Digraphs** - *ee, ea, ai, ay, oa, ow*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand how to convey information about main ideas and details through text features and illustrations.*
- **Explore Poetry** - Read and discuss poems.

- TE pg. 214
- Web A Graphic Organizer TR44
- *The Moon Seems to Change*, TC, pgs. 40-59

Resources:

Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 221
- TE pg. 218
- *The Moon Seems to Change*, Text Collection, pgs. 40-59

- TE pg. 218
- *The Moon Seems to Change*, Text Collection, pgs. 40-59

- TE pg. 219
- Teacher Modeled Writing

- TE pg. 220
- Digital Options

- TE pg. 220
- Student Writing

Resources:

Lesson 2 - READING: Text Features

- TE pg. 222
- TE pg. 222
- *The Moon Seems to Change*, Text Collection, pgs. 40-59
- *Roots, Under the Microscope, Summer Full Moon, The Moon is a White Cat*, TC, p. 62-64

Grade 3 Reading/Writing

- **Engage Scholars** - Review *The Moon Seems to Change*. Share the Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to reread the text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the text features that show if there are times when the moon is not visible at night.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Text Features** - Display and complete the Main Idea organizer to show how text features provide facts and details.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use a Noun as a Subject** - Display sentences and guide scholars in writing sentences with nouns as a subject.

Set the Purpose:

- **Identify Types of Genre** - Discuss the genre informative/explanatory with scholars.

Teach and Model:

- **Identify Types of Genre** - Discuss how the text might look if it were written in a different genre.

Prepare to Write:

- **Write A Paragraph About Genre** - Model identifying the *The Moon Seems to Change* as an explanatory text.

Independent Writing Practice:

- **Write A Paragraph About Genre** - Scholars write a paragraph identifying the genre of the

- TE pg. 222
- *The Moon Seems to Change*, Text Collection, pgs. 40-59

- TE pg. 222 Shared Reading Routine TR10-11
- *The Moon Seems to Change*, TC, pgs. 40-59

- TE pg. 222
- *The Moon Seems to Change*, TC, pgs. 40-59
- Think-Pair-Share Routine TR2-3

- TE pg. 223
- *The Moon Seems to Change*, TC, pgs. 40-59
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 223-224
- Benchmark Vocabulary - waxing, waning
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 224
- Main Idea Graphic Organizer TR36
- *The Moon Seems to Change*, TC, pgs. 40-59

Resources:

Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg. 231

- TE pg. 228
- *The Moon Seems to Change*, Text Collection, pgs. 40-59

- TE pg. 228
- *The Moon Seems to Change*, Text Collection, pgs. 40-59

- TE pg. 229
- Teacher Modeled Writing

- TE pg. 230
- Student Writing Lesson 1

Grade 3 Reading/Writing

informational/explanatory paragraph they wrote in Lesson 1.

Share Writing:

- Volunteers share their writing with the class. The class determines if the writer identified the correct genre, including what type of genre, in the paragraph.

Learning Opportunities/Strategies:

Lesson 3 - READING: Use Illustrations to Convey Information

Foundational Skills Mini-Lesson:

- **Vowel Digraphs** - *ee, ea, ai, ay, oa, ow*

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that observation can give us clues about things in the world that change over time.*
- **Engage Scholars** - Revisit *The Moon Seems to Change*. Share the Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to reread the text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how long a day on the moon compares to a day on Earth.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Illustrations** - Display and complete the Web B organizer with class to show that both words and illustrations provide information.

- Digital Options

- TE pg. 230
- Student Writing

Resources:

Lesson 3 - READING: Use Illustrations to Convey Information

- TE pg. 232
- TE pg. 232
- *The Moon Seems to Change*, Text Collection, pgs. 40-59
- TE pg. 232
- *The Moon Seems to Change*, Text Collection, pgs. 40-59
- TE pg. 232
- *The Moon Seems to Change*, TC, pgs. 40-59
- Shared Reading Routine TR10-11
- TE pg. 232
- *The Moon Seems to Change*, TC, pgs. 40-59
- Think-Pair-Share Routine TR2-3
- TE pg. 232
- *The Moon Seems to Change*, TC, pgs. 40-59
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 234
- Benchmark Vocabulary - quarter, crescent, phases
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 234
- *The Moon Seems to Change*, TC, pgs. 40-59
- Web B Graphic Organizer TR45

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement: Past Tense** - Display sentences and guide scholars in subject-verb agreement when using past tense verbs.

Set the Purpose:

- **Use Illustrations to Convey Information** - Review the purpose of explanatory text.

Teach and Model:

- **Use Illustrations to Convey Information** - Explain that when writing an explanatory text, writers often use illustrations and other graphics to convey information clearly.

Prepare to Write:

- **Produce an Illustration or Graphic** - Model collaborating, giving feedback, and brainstorming to determine information that can be best understood through graphics.

Independent Writing Practice:

- **Produce an Illustration or Graphic** - Scholars review the paragraph they wrote in Lesson 1 and decide which facts could be better explained in an illustration or diagram.

Share Writing:

- Volunteers share their writing and illustrations with the class. The class reads the text and discusses if the illustrations support or clarify text in the paragraph.

Learning Opportunities/Strategies:

Lesson 4 - READING: Distinguish Own Point of View

Foundational Skills Mini-Lesson:

- **Vowel Digraphs** - *ee, ea, ai, ay, oa, ow*

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand central messages or main ideas by looking closely at the details used to support them.*
- **Engage Scholars** - Introduce *Treasure in the Trees*. Share the Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*

Resources

Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 241
- TE pg. 238
- *The Moon Seems to Change*, Text Collection, pgs. 40-59
- TE pg. 238
- *The Moon Seems to Change*, Text Collection, pgs. 44, 50, 51
- TE pg. 239
- Teacher Modeled Writing
- TE pg. 240
- Student Writing Lesson 1
- Digital Options
- TE pg. 240
- Student Writing

Resources:

Lesson 4 - READING: Distinguish Own Point of View

- TE pg. 242
- TE pg. 242
- *Treasure in the Trees*, Chapter 1
- TE pg. 242
- *Treasure in the Trees*, Chapter 1

Grade 3 Reading/Writing

- **Read** - Follow Shared Reading Routine to read chapter 1, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the kinds of things Nisha is feeling worried about.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Point of View** - Display and complete the Four-Column Chart with class to chart characters' point of view.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement: Past Tense** - Display sentences and guide scholars in subject-verb agreement when using past tense verbs.

Set the Purpose:

- **Introduce a Topic** - With scholars, discuss that good informative writing begins by introducing a topic in many different ways.

Teach and Model:

- **Introduce a Topic** - Using models from the text, discuss how the introduction draws the reader into the text.

Prepare to Write:

- **Introduce a Topic** - Model developing a plan before scholars begin writing.

Independent Writing Practice:

- **Describe Character and Setting** - Scholars decide on a topic and main idea and write three or four sentences to introduce the topic and state the main idea.

- TE pg. 242
- *Treasure in the Trees*, Chapter 1
- Shared Reading Routine TR10-11

- TE pg. 42
- *Treasure in the Trees*, Chapter 1
- Think-Pair-Share Routine TR2-3

- TE pg. 243
- *Treasure in the Trees*, Chapter 1
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 243-244
- By-the-Way Words - scientific, manipulating
- Benchmark Vocabulary - gnarled, scowls
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 202-205

- TE pg. 244
- *Treasure in the Trees*, Chapter 1
- Four-Column Chart TR34

Resources

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 251

- TE pg. 248
- *Treasure in the Trees*, Chapter 1

- TE pg. 248
- *Treasure in the Trees*, pgs. 42-44

- TE pg. 249
- *Treasure in the Trees*, Chapter 1

- TE pg. 250
- *Treasure in the Trees*, Chapter 1
- Digital Options

Grade 3 Reading/Writing

Share Writing:

- Volunteers share their writing with the class. The class identifies the sentence or sentences that state the main idea.

Learning Opportunities/Strategies:

Lesson 5 - READING: Use Details to Talk About Text

Foundational Skills Mini-Lesson:

- **Vowel Digraphs** - *ee, ea, ai, ay, oa, ow*

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand central messages or main ideas by looking closely at the details used to support them.*
- **Engage Scholars** - Continue to read *Treasure in the Trees*. Share the Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to read chapter 2, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what details help you understand Nisha's relationship with the other characters.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Sentence Structure** - Use examples from both texts to analyze sentence structure with class.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- TE pg. 250
- Student Writing

Resources:

Lesson 5 - READING: Use Details to Talk About Text

- TE pg. 252
- TE pg. 252
- *Treasure in the Trees*, Chapter 2
- TE pg. 252
- *Treasure in the Trees*, Chapter 2
- TE pg. 252
- *Treasure in the Trees*, Chapter 2
- Shared Reading Routine TR10-11
- TE pg.252
- *Treasure in the Trees*, Chapter 2
- Think-Pair-Share Routine TR2-3
- TE pg. 253
- *Treasure in the Trees*, Chapter 2
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 253-254
- By-the-Way Words - cocooned
- Benchmark Vocabulary - exasperated, grove, frustrated, underside
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 202-205
- TE pg. 254
- *The Moon Seems to Change*, pg. 43
- *Treasure in the Trees*, Chapter 1

Resources

Lesson 5 - WRITING: Informative/Explanatory Writing

Grade 3 Reading/Writing

- **Produce Simple Sentences** - Display sentences and guide scholars to make simple sentences to state facts about things they can see.

Set the Purpose:

- **Group Related Information** - With scholars, discuss how to choose facts, definitions, and details that best develop a topic and convey their viewpoint.

Teach and Model:

- **Group Related Information** - Using the Student Model, guide scholars in organizing facts, definitions, details, and illustrations.

Prepare to Write:

- **Gather and Group Related Information** - With scholars, use *The Moon Seems to Change* to model gathering relevant information, grouping related pieces of textual information and related illustrations.

Independent Writing Practice:

- **Gather and Group Related Information** - Scholars reread the sentences they wrote in Lesson 4, and gather and group information related to the topic they are writing on that would enhance their writing.

Share Writing:

- Volunteers share their writing with the class. The class suggests additional related information they may know.

Learning Opportunities/Strategies:

Lesson 6 - READING: Analyze Literary Characters

Foundational Skills Mini-Lesson:

- **Vowel Diphthongs** - ou, ow, oi, oy

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand central messages or main ideas by looking closely at the details used to support them.*
- **Engage Scholars** - Introduce Chapter 3 of *Treasure in the Trees*. Share the Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to read chapter 3, focusing on what the text is mainly about.

- TE pg. 261

- TE pg. 258
- *The Moon Seems to Change*, pg. 43
- Student Model

- TE pg. 258
- *The Moon Seems to Change*, pg. 43
- Student Model

- TE pg. 259
- Teacher Modeled Writing
- *The Moon Seems to Change*

- TE pg. 260
- Student Writing Lesson 4
- Digital Options

- TE pg. 260
- Student Writing

Resources:

Lesson 6 - READING: Analyze Literary Characters

- TE pg. 262

- TE pg. 262
- *Treasure in the Trees*, Chapter 3

- TE pg. 262
- *Treasure in the Trees*, Chapter 3

- TE pg. 262
- *Treasure in the Trees*, Chapter 3
- Shared Reading Routine TR10-11

Grade 3 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how you would describe Nisha's parents to people who don't know them.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and complete the Four-Column Chart with class to analyze characters.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement: Present Tense** - Display sentences and guide scholars in subject-verb agreement when writing in the present tense.

Set the Purpose:

- **Connect Ideas** - Scholars refer to the writing they worked on in Lessons 4-5 to organize related pieces of information using linking words.

Teach and Model:

- **Connect Ideas** - Using the Student Model, model how the author used linking words and phrases to show how different ideas are related.

Prepare to Write:

- **Use Linking Words to Connect Ideas** - With scholars, model using the linking words *and*, *also*, *another*, *but*, *or*, *more*, and *less*.

Independent Writing Practice:

- **Use Linking Words to Connect Ideas** - Scholars write several paragraphs to organize and develop related ideas, using linking words and phrases to connect them.

Share Writing:

- TE pg. 262
- *Treasure in the Trees*, Chapter 3
- Think-Pair-Share Routine TR2-3

- TE pg. 263
- *Treasure in the Trees*, Chapter 3
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 263-264
- By-the-Way Words - species
- Benchmark Vocabulary - urged, creature, destroyed
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 202-205

- TE pg. 264
- Four-Column Chart TR34
- *Treasure in the Trees*, Chapter 3

Resources

Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 271

- TE pg. 268
- Student Writing Lessons 4-5

- TE pg. 268
- *The Moon Seems to Change*
- Student Model

- TE pg. 269
- Teacher Modeled Writing

- TE pg. 270
- Digital Options

Grade 3 Reading/Writing

- Volunteers share their writing with the class. The class identifies the linking words and phrases that are used.

Learning Opportunities/Strategies:

Lesson 7 - READING: Use Illustrations to Talk About Text

Foundational Skills Mini-Lesson:

- **Vowel Diphthongs** - *ou, ow, oi, oy*

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand how to convey information about main ideas and details through text features and illustrations.*
- **Engage Scholars** - Continue to read *Treasure in the Trees*. Share the Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to read chapter 4, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Nisha shows her imaginative side and/or scientific side.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Use Illustrations** - Display and complete the T-Chart with class to show that readers can find evidence in a text by looking at the illustrations.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement: Present Tense** - Display sentences and guide scholars to rewrite them, changing the subject into a third-person singular.

- TE pg. 270
- Student Writing

Resources:

Lesson 7 - READING: Use Illustrations to Talk About Text

- TE pg. 272
- TE pg. 272
- *Treasure in the Trees*, Chapter 4
- TE pg. 272
- *Treasure in the Trees*, Chapter 4
- TE pg. 272
- *Treasure in the Trees*, Chapter 4
- Shared Reading Routine TR10-11
- TE pg. 272
- Think-Pair-Share Routine TR2-3
- TE pg. 273
- *Treasure in the Trees*, Chapter 4
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 273-274
- By-the-Way Words - foliage, accurate
- Benchmark Vocabulary - unfurled, hastily, rumbling, desperately
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 202-205
- TE pg. 274
- *Treasure in the Trees*, Chapter 4
- T-Chart TR39

Resources

Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 281

Grade 3 Reading/Writing

Set the Purpose:

- **Connect Ideas** - Scholars will work with their writing from Lesson 4 to continue to learn about using linking words and phrases to connect ideas.

Teach and Model:

- **Connect Ideas** - Using the Student Model, discuss how the author used linking words and phrases to compare ideas.

Prepare to Write:

- **Use Linking Words to Compare and Contrast Ideas** - Model using the linking phrases *both...and*, *just as*, and *however*.

Independent Writing Practice:

- **Use Linking Words to Compare and Contrast Ideas** - Scholars write several paragraphs to organize and develop the related ideas they grouped in Lesson 5.

Share Writing:

- Volunteers share their writing with the class. The class identifies the linking words and phrases that are used, and the ideas they connect.

Learning Opportunities/Strategies:

Lesson 8 - READING: Identify and Explain Key Events

Foundational Skills Mini-Lesson:

- **Vowel Diphthongs** - *ou, ow, oi, oy*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand how to convey information about main ideas and details through text features and illustrations.*
- **Engage Scholars** - Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to read chapter 5, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the actions Nisha takes in this chapter and how they are important to the story.

Close Read:

- TE pg. 278
The Moon Seems to Change

- TE pg. 278
- *The Moon Seems to Change*
- Student Model

- TE pg. 279
- Teacher Modeled Writing

- TE pg. 280
- Digital Options

- TE pg. 280
- Student Writing

Resources:

Lesson 8 - READING: Identify and Explain Key Events

- TE pg. 282

- TE pg. 282
- *Treasure in the Trees*, Chapter 5

- TE pg. 282
- *Treasure in the Trees*, Chapter 5

- TE pg. 282
- *Treasure in the Trees*, Chapter 5
- Shared Reading Routine TR10-11

- TE pg. 282
- *Treasure in the Trees*, Chapter 5
- Think-Pair-Share Routine TR2-3

Grade 3 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Key Elements** - Display and complete the Story Sequence Chart with class to find evidence by charting key events and their relationship to characters actions.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement: Future Tense** - Display sentences and guide scholars to form sentences using the future tense.

Set the Purpose:

- **Develop the Topic** - Remind scholars that when writing an informative/explanatory text, writers introduce a topic, gather information, and group related information together.

Teach and Model:

- **Develop the Topic** - Through discussion, help scholars understand how the author uses facts, details, and definitions to develop the topic.

Prepare to Write:

- **Develop the Topic with Details** - Model identifying questions and gaps that indicate places where more information, organizing facts, details, and definitions to support a main idea.

Independent Writing Practice:

- **Develop the Topic with Details** - Scholars add facts, definitions, and details to the paragraphs they wrote in Lessons 6 and 7.

Share Writing:

- Volunteers share their writing with the class. The class identifies the main ideas, the ideas that need more supporting facts or explanatory details, and which terms need definitions or more clarification.

- TE pg. 283
- *Treasure in the Trees*, Chapter 5
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 283-284
- By-the-Way Word - segments
- Benchmark Vocabulary - inched, exclaimed, creatures, generous, triumphantly
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 202-205

- TE pg. 284
- Story Sequence A Chart TR37
- *Treasure in the Trees*, Chapter 5

Resources

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 291

- TE pg. 288
- *The Moon Seems to Change*

- TE pg. 288
- *The Moon Seems to Change*

- TE pg. 289
- Teacher Modeled Writing

- TE pg. 290
- Student Writing Lessons 6-7
- Digital Options

- TE pg. 290
- Student Writing

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 9 - READING: Determine a Central Message of a Text

Foundational Skills Mini-Lesson:

- **Vowel Diphthongs - ou, ow, oi, oy**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that observation can give us clues about things in the world that change over time.*
- **Engage Scholars** - Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to read chapter 6, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Nisha learns from the events that happen in her life.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Determine Central Message** - Display and complete the Main Idea organizer with class to show how to find evidence for the central message in key details.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Produce Simple Sentences Using Subject-Verb Agreement: Future Tense** - Display sentences and guide scholars in producing simple sentences using future tense.

Set the Purpose:

Resources:

Lesson 9 - READING: Determine a Central Message of a Text

- TE pg. 292
- TE pg. 292
- *Treasure in the Trees*, Chapter 6
- TE pg. 292
- *Treasure in the Trees*, Chapter 6
- TE pg. 292
- *Treasure in the Trees*, Chapter 6
- Shared Reading Routine TR10-11
- TE pg. 292
- *Treasure in the Trees*, Chapter 6
- Think-Pair-Share Routine TR2-3

- TE pg. 293
- *Treasure in the Trees*, Chapter 6
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 293-294
- By-the-Way Words - entomology, compensation
- Benchmark Vocabulary - fascinated, unison, amazing, embraced
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 202-205
- TE pg. 294
- Main Idea Graphic Organizer TR36
- *Treasure in the Trees*, Chapter 6

Resources

Lesson 9 - WRITING: Informative/Explanatory Writing

- TE pg. 301

Grade 3 Reading/Writing

- **Use Illustrations to Aid Comprehension** - Explain to scholars that illustrations and other text features aid reader comprehension and help develop the text and support the main idea.

Teach and Model:

- **Use Illustrations to Aid Comprehension**- Guide scholars in discussing how the author uses illustrations to clarify an idea in the text.

Prepare to Write:

- **Use Illustrations to Communicate Ideas** - Model brainstorming ideas for illustrations for an informative/explanatory project and taking notes about the source of the illustration.

Independent Writing Practice:

- **Use Illustrations to Communicate Ideas** - Scholars refer to the list of illustrations they made and create the illustration to include in their writing project from Lesson 4.

Share Writing:

- Volunteers share their writing with the class. The class identifies what is being illustrated and how it supports a key detail.

Learning Opportunities/Strategies:

Lesson 10 - READING: Use Text Features to Convey Information

Foundational Skills Mini-Lesson:

- **Vowel Diphthongs** - *ou, ow, oi, oy*

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand central messages or main ideas by looking closely at the details used to support them.*
- **Engage Scholars** - Introduce *About Earth*. Share the Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 2-5, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss facts about the Earth.

Close Read:

- TE pg. 298
- *The Moon Seems to Change*

- TE pg. 298
- *The Moon Seems to Change*, pgs. 48, 49

- TE pg. 299
- *The Moon Seems to Change*

- TE pg. 300
- Student Writing Lesson 4
- Digital Options

- TE pg. 300
- Student Writing

Resources:

Lesson 10 - READING: Use Text Features to Convey Information

- TE pg. 302
- TE pg. 302
- *About Earth*, Text Collection, pgs. 2-5
- TE pg. 302
- *About Earth*, Text Collection, pgs. 2-5
- TE pg. 302
- *About Earth*, Text Collection, pgs. 2-5
- Shared Reading Routine TR10-11
- TE pg.302
- *About Earth*, Text Collection, pgs. 2-5
- Think-Pair-Share Routine TR2-3

Grade 3 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Text Features - Display and** complete the Four-Column Chart with class to show how to use text features to locate information in a text.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Adjectives** - Display sentences and guide scholars in identifying adjectives.

Set the Purpose:

- **Provide a Concluding Statement or Section** - Explain to scholars that when ending an informative/explanatory text, a writer provides a concluding statement or section.

Teach and Model:

- **Provide a Concluding Statement or Section** - Using models, discuss with students how the concluding sections wraps up the text.

Prepare to Write:

- **Write a Concluding Statement or Section** - Model reviewing the main idea and key details, and thinking about why they are important.

Independent Writing Practice:

- **Write a Concluding Statement or Section** - Scholars write a conclusion section to add to the writing they began in Lesson 4.

Share Writing:

- Volunteers share their writing with the class. The class identifies the final conclusion drawn about the text.

Learning Opportunities/Strategies:

Lesson 11 - READING: Use Details to Talk About Text

Foundational Skills Mini-Lesson:

- TE pg. 303
- *About Earth*, Text Collection, pgs. 2-5
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 303-304
- By-the-Way Words - solar system, gravity, force
- Benchmark Vocabulary - planet, liquid, surrounds
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 304
- *About Earth*, Text Collection, pgs. 2-5
- Four-Column Chart TR34

Resources

Lesson 10 - WRITING: Informative/Explanatory Writing

- TE pg. 311
- TE pg. 308
- *The Moon Seems to Change*
- TE pg. 308
- *The Moon Seems to Change*
- TE pg. 309
- Teacher Modeled Writing
- *The Moon Seems to Change*

- TE pg. 310
- Digital Options

- TE pg. 310
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 11 - READING: Use Details to Talk About Text

Grade 3 Reading/Writing

<ul style="list-style-type: none"> • Syllable Patterns: V/CV, VC/V <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Share the Enduring Understanding: <i>Writers understand how to convey information about main ideas and details through text features and illustrations.</i> • Engage Students - Continue to read <i>About Earth</i>. Share the Essential Questions: <i>How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?</i> • Read - Follow Shared Reading Routine to read pgs. 6-11, focusing on what the text is mainly about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss the different locations, types, or forms of water that are found on Earth. <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • By-the-Way Words & Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> • Compare and Contrast - Display and complete the Main Idea Chart with class to look at how the author relates concepts. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 11 - WRITING:Informative/Explanatory Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Use Articles as Adjectives - Display sentences and guide scholars in using adjectives. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Write an Informative/Explanatory Presentation - Review the elements of informative/explanatory writing with students. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Write an Informative/Explanatory Presentation - Model how writers use the elements of 	<ul style="list-style-type: none"> • TE pg. 312 • TE pg. 312 • <i>About Earth</i>, Text Collection, pgs. 6-11 • TE pg. 312 • <i>About Earth</i>, Text Collection, pgs. 6-11 • TE pg. 312 • <i>About Earth</i>, Text Collection, pgs. 6-11 • Shared Reading Routine TR10-11 • TE pg.312 • <i>About Earth</i>, Text Collection, pgs. 6-11 • Think-Pair-Share Routine TR2-3 • TE pg. 312 • <i>About Earth</i>, Text Collection, pgs. 6-11 • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 • TE pgs. 313-314 • By-the-Way Words - meters, salt water, fresh water • Benchmark Vocabulary - oceans, contain, streams • Benchmark Vocab. Routine for Info. TR24-27 • Generative Vocabulary Chart TE 202-205 • TE pg. 314 • Main Idea Graphic Organizer TR36 • <i>About Earth</i>, Text Collection, pgs. 6-11 <p><u>Resources</u></p> <p>Lesson 11 - WRITING:Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • TE pg. 321 • TE pg. 318 • <i>The Moon Seems to Change</i> • TE pg. 318 • <i>The Moon Seems to Change</i>
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Grade 3 Reading/Writing

informative/explanatory writing to make their writing more interesting.

Prepare to Write:

- **Write and Give an Informative/Explanatory Presentation** - Scholars use the writing project they've been working on to give a presentation. Model thinking about the audience while introducing a topic, main idea, transitioning between details, and developing a conclusion.

Independent Writing Practice:

- **Write and Give an Informative/Explanatory Presentation** - Scholars review the written version of their informative/explanatory reports, and write a paragraph describing the best way to present this material

Share Writing:

- Volunteers make video recordings of their presentations, including the discussion after the presentation.

Learning Opportunities/Strategies:

Lesson 12 - READING: Use Illustrations to Understand Text

Foundational Skills Mini-Lesson:

- **Syllable Patterns: V/CV, VC/V**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that observation can give us clues about things in the world that change over time.*
- **Engage Scholars** - Read *About Earth* pgs. 12-15. Share the Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine, to read pgs. 12-15, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why the title of the book is *About Earth*.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 319
- Teacher Modeled Writing
- *The Moon Seems to Change*

- TE pg. 320
- Digital Options

- TE pg. 320
- Student Writing

Resources:

Lesson 12 - READING: Use Illustrations to Understand Text

- TE pg. 322
- TE pg. 322
- *About Earth*, Text Collection, pgs. 12-15
- TE pg. 322
- *About Earth*, Text Collection, pgs. 12-15
- TE pg. 322
- *About Earth*, Text Collection, pgs. 12-15
- Shared Reading Routine TR10-11
- TE pg. 322
- *About Earth*, Text Collection, pgs. 12-15
- Think-Pair-Share Routine TR2-3
- TE pg. 323
- *About Earth*, Text Collection, pgs. 12-15
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 3 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Use Illustrations** - Display and complete the K-W-L Chart with class by thinking about the purpose of the illustrations.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Form and Use Adjectives** - Display sentences and guide scholars to form and use adjectives.

Set the Purpose:

- **Prepare to Write an Informational Article** - Remind scholars of the elements of strong informational writing.

Teach and Model:

- **Prepare to Write an Informational Article** - Using the Student Models, guide scholars in gathering details and collecting information.

Prepare to Write:

- **Write an Informational Article** - Model taking notes from the text and connecting ideas to create a first paragraph based on the text.

Independent Writing Practice:

- **Write an Informational Article** - Scholars plan an informational article by deciding on a topic, gathering information, performing research, and taking notes.

Share Writing:

- Volunteers share their writing with the class. The class identifies the main idea and supporting details in the informational article.

Learning Opportunities/Strategies:

Lesson 13 - READING: Locate Key Information in a Text

Foundational Skills Mini-Lesson:

- **Syllable Patterns: V/CV, VC/V**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand central*

- TE pgs. 323-324
- By-the-Way Word - Antarctica
- Benchmark Vocabulary - survive, desert, lizards
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 324
- *About Earth*, Text Collection, pgs. 12-15
- K-W-L Chart Graphic Organizer TR35

Resources

Lesson 12 - WRITING: Informative/Explanatory Writing

- TE pg. 331

- TE pg. 328
- *About Earth*, Text Collection, pgs. 6-15

- TE pg. 328
- *About Earth*, Text Collection, pgs. 6-15
- Student Models

- TE pg. 329
- Teacher Modeled Writing
- *About Earth*, Text Collection, pgs. 12-13

- TE pg. 330
- Digital Options

- TE pg. 330
- Student Writing

Resources:

Lesson 13 - READING: Locate Key Information in a Text

- TE pg. 332

- TE pg. 332
- *About Earth*, Text Collection, pgs. 16-21

Grade 3 Reading/Writing

messages or main ideas by looking closely at the details used to support them.

- **Engage Scholars** - Read *About Earth*, pgs. 16-21. Share the Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 16-21, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how we know that water can slowly break down rock over time.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Locate Key Information** - Display and complete the Three-Column Chart with class to use text features to locate key information.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Produce Sentences Using Adjectives** - Guide scholars in writing sentences using adjectives.

Set the Purpose:

- **Draft an Article** - Remind scholars of the steps in the writing process: Plan, Draft, Revise, Edit, and Publish.

Teach and Model:

- **Draft an Article** - Using the Student Model, guide scholars in the process of writing a draft.

Prepare to Write:

- **Write a Draft of an Article** - Model leaving out facts that do not relate to the main idea, using the *hamburger method*.

- TE pg. 332
- *About Earth*, Text Collection, pgs. 16-21

- TE pg. 332
- *About Earth*, Text Collection, pgs. 16-21
- Shared Reading Routine TR10-11

- TE pg. 332
- *About Earth*, Text Collection, pgs. 16-21
- Think-Pair-Share Routine TR2-3

- TE pg. 333
- *About Earth*, Text Collection, pgs. 16-21
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 333-334
- By-the-Way Words - indigo
- Benchmark Vocabulary - sand grains, dunes, atmosphere, rainbow, scattered
- Benchmark Vocab. Routine: Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE 334
- Three-Column Chart TR40
- *About Earth*, Text Collection, pgs. 16-21

Resources

Lesson 13 - WRITING: Informative/Explanatory Writing

- TE pg. 341

- TE pg. 338

- TE pg. 338
- Student Model

- TE pg. 339
- Teacher Modeled Writing
- *About Earth*, pgs. 16-17

Grade 3 Reading/Writing

Independent Writing Practice:

- **Write a Draft of an Article** - Scholars draft an article using the notes they gathered in Lesson 12.

Share Writing:

- Volunteers share their writing with the class. The class help choose the facts and details that best develop the topic.

Learning Opportunities/Strategies:

Lesson 14 - READING: Explain Scientific Ideas and Concepts

Foundational Skills Mini-Lesson:

- **Syllable Patterns** - V/ CV, VC/V

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand how to convey information about main ideas and details through text features and illustrations.*
- **Engage Students** - Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 22-25, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what has to happen for dark rain clouds to appear.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Explain Scientific Ideas/Concepts** - Display and complete the Cause and Effect Chart with class to describe relationships between scientific concepts.

- TE pg. 340
- Digital Options

- TE pg. 340
- Student Writing

Resources:

Lesson 14 - READING: Explain Scientific Ideas and Concepts

- TE pg. 342

- TE pg. 342
- *About Earth*, pgs. 22-25

- TE pg. 342
- *About Earth*, pgs. 22-25

- TE pg. 342
- *About Earth*, pgs. 22-25
- Shared Reading Routine TR10-11

- TE pg. 342
- *About Earth*, pgs. 22-25
- Think-Pair-Share Routine TR2-3

- TE pg. 343
- *About Earth*, pgs. 22-25
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 344
- Benchmark Vocabulary - thunderstorm, lightning, electricity
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 344
- Cause and Effect Chart TR32
- *About Earth*, pgs. 22-25

Grade 3 Reading/Writing

<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 14 - WRITING: Informative/Explanatory Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Coordinating Conjunctions - Guide scholars in writing sentences with the conjunctions <i>and</i> as well as <i>but</i>. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Revise Drafts - Remind scholars of the five stages in the writing process: Plan, Draft, Revise, Edit, and Publish. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Revise Drafts - Model how writers revise a draft to make the information clearer. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Revise an Article - Model revising an article and working with a partner to aid with revision. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Revise an Article - Scholars revise the drafts of their articles to clarify and develop the topic. <p>Share Writing:</p> <ul style="list-style-type: none"> • Volunteers share their writing with the class. Scholars explain what they revised and why. The class offers suggestions for further clarifying or simplifying. 	<p><u>Resources</u></p> <p>Lesson 14 - WRITING: Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • TE pg. 351 • TE pg. 348 • TE pg. 348 • <i>About Earth</i> • TE pg. 349 • Teacher Modeled Writing • <i>About Earth</i> • TE pg. 350 • Digital Options • TE pg. 350 • Student Writing
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 15 - READING: Find the Main Idea</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Syllable Patterns - V/CV, VC/V <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Share the Enduring Understanding: <i>Writers understand how to convey information about main ideas and details through text features and illustrations.</i> • Engage Students - Introduce the text. Share the Essential Questions: <i>How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?</i> • Read - Follow Shared Reading Routine to read pgs. 26-29, focusing on what the text is mainly about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss the damage done by earthquakes. 	<p><u>Resources:</u></p> <p>Lesson 15 - READING: Find the Main Idea</p> <ul style="list-style-type: none"> • TE pg. 352 • TE pg. 352 • <i>About Earth</i>, pgs. 26-29 • TE pg. 352 • <i>About Earth</i>, pgs. 26-29 • TE pg. 352 • <i>About Earth</i>, pgs. 26-29 • Shared Reading Routine TR10-11 • TE pg. 352 • <i>About Earth</i>, pgs. 26-29

Grade 3 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Determine Word Meaning** - Display and complete the Web A organizer with class to determine the meaning of an unknown word by looking for context clues.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Coordinating Conjunctions** - Guide scholars in writing sentences with the conjunctions *and* as well as *but*.

Set the Purpose:

- **Edit an Article** - Explain to scholars that writers edit to strengthen and develop their writing.

Teach and Model:

- **Edit an Article** - Using the Student Model, discuss the text both before and after editing.

Prepare to Write:

- **Edit to Improve an Article** - Model how editing can improve a story.

Independent Writing Practice:

- **Edit to Improve an Article** - Scholars edit their articles, focusing on spelling, capitalization, punctuation, and grammar.

Share Writing:

- Volunteers read their articles aloud to the class. scholars point out where they edited their articles and explain why.

Learning Opportunities/Strategies:

Lesson 16 - READING: Use Search Tools

Foundational Skills Mini-Lesson:

- **Final Syllable:** consonant + /e

- Think-Pair-Share Routine TR2-3
- TE pg. 353
- *About Earth*, pgs. 26-29
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 154
- Benchmark Vocabulary - earthquake, volcano, oozing, plates, magma
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 354
- *About Earth*, pgs. 26-29
- Web A Graphic Organizer TR44

Resources

Lesson 15 - WRITING: Informative/Explanatory Writing

- TE pg. 361
- TE pg. 358
- *About Earth*
- TE pg. 358
- Student Model
- TE pg. 359
- Teacher Modeled Writing
- *About Earth*
- TE pg. 360
- Digital Options
- TE pg. 360
- Student Writing

Resources:

Lesson 16 - READING: Use Search Tools

- TE pg. 362

Grade 3 Reading/Writing

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand central messages or main ideas by looking closely at the details used to support them.*
- **Engage Scholars** - Introduce the text. Share the Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 30-32, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why the author ended the book with a glossary.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Search Tools** - Display and complete the T-Chart with class to show that reference tools provide key details and further information.

Learning Opportunities/Strategies:

Lesson 16 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Coordinating Conjunctions** - Guide scholars in using the coordinating conjunctions *and*, *but*, *or*.

Set the Purpose:

- **Publish and Present an Informational Article** - Explain to scholars that the final step in the writing process is publishing and presenting.

Teach and Model:

- **Publish and Present an Informational Article** - Review and discuss models of writing that are ready to be published.

- TE pg. 362
- *About Earth*, pgs. 30-32
- TE pg. 362
- *About Earth*, pgs. 30-32
- TE pg. 362
- *About Earth*, pgs. 30-32
- Shared Reading Routine TR10-11
- TE pg. 362
- *About Earth*, pgs. 30-32
- Think-Pair-Share Routine TR2-3

- TE pg. 363
- *About Earth*, pgs. 30-32
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 364
- By-the-Way Words - solar system, gravity
- Benchmark Vocabulary - contain, liquid, oozing, survive
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 364
- *About Earth*
- T-Chart Graphic Organizer TR39

Resources

Lesson 16 - WRITING:Informative/Explanatory Writing

- TE pg. 371
- TE pg. 368
- TE pg. 368
- *About Earth*

Grade 3 Reading/Writing

Prepare to Write:

- **Publish and Present an Article** - Model the thinking process to determine if an article is ready for publication.

Independent Writing Practice:

- **Publish and Present an Article** - Scholars determine how they will present their articles, and practice their presentations.

Share Writing:

- Volunteers share their revised stories with the class. The class offers supportive comments and/or asks questions about the article.

Learning Opportunities/Strategies:

Lesson 17 - READING: Use Details to Compare Texts

Foundational Skills Mini-Lesson:

- **Vowel Pattern Consonant + le**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that observation can give us clues about things in the world that change over time.*
- **Engage Students** - Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to reread both texts, focusing on remembering what the texts are about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss which text presents the most interesting example of how things change over time in the natural world.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 369
- Teacher Modeled Writing
- *About Earth*, pg. 32

- TE pg. 370
- Digital Options

- TE pg. 170
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 17 - READING: Use Details to Compare Texts

- TE pg. 372
- TE pg. 372
- *The Moon Seems to Change*, TC, pgs. 40-59
- *Treasure in the Trees*
- *About Earth*
- TE pg. 372
- *The Moon Seems to Change*, TC, pgs. 40-59
- *Treasure in the Trees*
- *About Earth*
- TE pg. 372 Shared Reading Routine TR10-11
- *Moon Seems to Change*, *Treasure in the Trees*, *About Earth*
- TE pg. 372 Think-Pair-Share Routine TR2-3
- *Moon Seems to Change*, *Treasure in the Trees*, *About Earth*
- TE pg. 373 *Moon Seems to Change*, *Treasure in the Trees*, *About Earth*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 374
- Benchmark Vocabulary - phases, fascinated, planet
- Benchmark Vocab. Routine for Info/Lit TR24-31
- Generative Vocabulary Chart TE 202-205

Grade 3 Reading/Writing

Reading Analysis:

- **Text Features** - Display and complete the Sorting Circles Chart with class to chart how all three books use text features.

Learning Opportunities/Strategies:

Lesson 17 -WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Coordinating Conjunctions** - Guide scholars in using the conjunctions *and, but, or, yet, for, nor,* and *so*.

Set the Purpose:

- **Take Notes and Sort Evidence** - Explain to scholars that writers take notes and sort evidence to help make the information easier to use when they start writing.

Teach and Model:

- **Take Notes and Sort Evidence** - Using the Student Model, discuss with scholars how to sort facts and details into categories.

Prepare to Write:

- **Research and Sort Evidence** - Model choosing which information is important enough to write notes about, and categorizing the notes.

Independent Writing Practice:

- **Research and Sort Evidence** - Scholars choose a topic to research and sort their evidence into categories, then explain how the categories will help them write an informative/explanatory article.

Share Writing:

- Volunteers share their sorted evidence with the class. The class offers suggestions for improvement.

Learning Opportunities/Strategies:

Lesson 18 - READING: Use Details to Compare Texts

Foundational Skills Mini-Lesson:

- **Vowel Pattern Consonant + le**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that observation can give us clues about things in the world that change over time.*

- TE pg. 374
- Three Sorting Circles TR41
- *Moon Seems to Change, Treasure in the Trees, About Earth*

Resources

Lesson 17 - WRITING:Informative/Explanatory Writing

- TE pg. 381

- TE pg. 378

- TE pg. 378
- *About Earth*, pgs. 6-11
- Student Model

- TE pg. 379
- *The Moon Seems to Change*
- Teacher Modeled Writing

- TE pg. 380
- Digital Options

- TE pg. 380
- Student Writing

Resources:

Lesson 18 - READING: Use Details to Compare Texts

- TE pg. 382

- TE pg. 382
- *The Moon Seems to Change*, TC, pgs. 40-59
- *Treasure in the Trees*
- *About Earth*

Grade 3 Reading/Writing

- **Engage Scholars** - Review the texts. Share the Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Read** - Follow Shared Reading Routine to read to compare the texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how each of the texts show the importance of observing the world closely.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Use of Details** - Display and complete the Three-Column Chart with class to show how writers use details in different ways to support the main idea.

Learning Opportunities/Strategies:

Lesson 18 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Coordinating Conjunctions** - Guide scholars in using the conjunctions *and, but, or, yet, for, nor,* and *so*.

Set the Purpose:

- **Gather Information to Build Knowledge** - Explain to scholars that writers look for information in a variety of sources.

Teach and Model:

- **Gather Information to Build Knowledge** - Remind scholars that they should check their sources to make sure they are relevant and reliable.

Prepare to Write:

- **Record Observations** - Remind scholars that careful observation can also be used as a source for information.

- TE pg. 382
- *The Moon Seems to Change*, TC, pgs. 40-59
- *Treasure in the Trees*
- *About Earth*
- TE pg. 382 Shared Reading Routine TR10-11
- *Moon Seems to Change, Treasure in the Trees, About Earth*
- TE pg. 382 Think-Pair-Share Routine TR2-3
- *Moon Seems to Change, Treasure in the Trees, About Earth*

- TE pg. 383 *Moon Seems to Change, Treasure in the Trees, About Earth*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 384
- Benchmark Vocabulary-observation
- Benchmark Vocab. Routine for Info/Lit TR24-31
- Generative Vocabulary Chart TE 202-205

- TE pg. 384
- Three Column Chart TR40
- *Moon Seems to Change, Treasure in the Trees, About Earth*

Resources

Lesson 18 - WRITING:Informative/Explanatory Writing

- TE pg. 391

- TE pg. 388

- TE pg. 388

- TE pg. 389
- Teacher Modeled Writing

Grade 3 Reading/Writing

Independent Writing Practice:

- **Record Observations** - Scholars closely observe something in nature and record their observations by making a sketch, and by answering two or three questions to make their observations more accurate and detailed.

Share Writing:

- Volunteers share their observations, sketches, and information. The class identifies the thing in nature that was observed.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Informative/Explanatory Task: Write a Magazine Article** - Scholars will write a magazine article about something in the natural world in which they are interested.
- **Scholars will:**
 - conduct short research to build knowledge of their chosen topic.
 - introduce the topic.
 - develop the topic with facts, definitions, and details.
 - provide a conclusion.
 - include illustrations and text features to aid in understanding the topic.

Prepare:

- **Review** - Discuss the Essential Questions: *How do readers identify central messages in literary texts and main ideas in informational texts? How do writers use details, text features, and illustrations to convey main ideas?*
- **Revisit the Text** - Remind scholars that each section in *About Earth* groups related information together and addresses one specific main idea about our planet. Each main idea is developed with facts, definitions, and details, and illustrations and text features help readers better understand the text by presenting information in a visual way. Display and read aloud excerpts from:
 - *About Earth*, pg. 4

Explain to scholars that just as the author of *About Earth* did in each section, when they write a magazine article, they will also focus on one specific main idea and develop it with facts, details, and definitions as well as include illustrations and text features to clarify or further explain their topic. Emphasize the importance of narrowing the topic, gathering and grouping information, and including a conclusion. After choosing a topic, scholars may

- TE pg. 390
- Digital Options

- TE pg. 390
- Student Writing
- Writing Keystone Checklist

Resources:

Performance-Based Assessment:

- TE pg. 392
- Reproducible pg. 396

- TE pg. 393
- Performance-Based Assessment

- TE pg. 393
- *About Earth*, pg. 4

Grade 3 Reading/Writing

<p>want to organize writing and gather notes using a Main Idea graphic organizer.</p> <ul style="list-style-type: none">● Create: After scholars have chosen a topic, organize them into groups by topic chosen (3-4 scholars per group). Provide scholars access to online and/or print resources as available. Consider using the library or media center during the prewriting stage of the writing process. Have scholars use a Main Idea graphic organizer to take notes and group related information about their chosen topic.● Score Writing: Use Informative/Explanatory Writing Rubric● Present: Follow suggestions for scholars to share their writing with the class or in small groups.● Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.	<ul style="list-style-type: none">● TE pg. 394● paper or copies of graphic organizers for note taking● pencils● <i>About Earth and Treasure in the Trees</i>● document camera or scanner (optional)● Digital Options <ul style="list-style-type: none">● TE pg. 397 Informative/Explanatory Writing Rubric <ul style="list-style-type: none">● TE pg. 398● Digital Options <ul style="list-style-type: none">● TE pg. 399		
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Extension● Sleuth Realize Online Platform <ul style="list-style-type: none">● Games/Videos● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Extension● Sleuth Realize Online Platform <ul style="list-style-type: none">● Games/Videos● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Support● Sleuth● Foundational Skills● Guided Writing Realize Online Platform <ul style="list-style-type: none">● Games/Videos● Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">● Unlock the Text● Unlock the Writing● Performance-Based Assessment Lesson	Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Support● Sleuth● Foundational Skills● Guided Writing Realize Online Platform <ul style="list-style-type: none">● Games/Videos● Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">● Unlock the Text● Unlock the Writing● Unlock Language Learning● Performance-Based Assessment

Grade 3 Reading/Writing

		Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention
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Unit Two: Connecting Character, Culture, and Community - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.3.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.3.C.-**Decode multisyllable words.
- **L.RF.3.3.D.-**Read grade-appropriate irregularly spelled words.
- **L.RF.3.3.E.-**Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.3.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.3.4.A-**grade-level text with purpose and understanding.
- **L.RF.3.4.B-**Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading

- **RL.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.-** Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RI.CI.3.2.-** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- **RL.IT.3.3.-** Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text..
- **RL.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RL.MF.3.6.-**Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RI.MF.3.6.-**Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

NJSLS Foundational Skills: Writing Language

- **L.KL.3.1** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.3.1.A-** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.KL.3.1.B-** Choose words and phrases for effect.
- **L.KL.3.1.C-** Recognize and observe differences between the conventions of spoken and written English.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.WF.3.3.A-** Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.

Grade 3 Reading/Writing

- **L.WF.3.3.B-** Capitalize appropriate words in titles.
- **L.WF.3.3.C-** Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- **L.WF.3.3.D-** Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- **L.WF.3.3.E-** Use appropriate pronouns with clear referents.
- **L.WF.3.3.F-** Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- **L.WF.3.3.G-** Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- **L.WF.3.3.H-** Paraphrase a main idea or event in order to vary sentence structure and word use.
- **L.WF.3.3.I-** Organize ideas into paragraphs with main ideas and supporting details.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A-** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VI.3.3.-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.3.3.A-** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- **L.VI.3.3.B-** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

NJSLS Writing

- **W.NW.3.3.-** Write narratives to develop real or imagined experiences or events with basic story elements.
- **W.NW.3.3.A-** Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
- **W.NW.3.3.B-** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.NW.3.3.C-** Use transitional words and phrases to manage the sequence of events.
- **W.NW.3.3.D-** Use concrete words and phrases and sensory details to convey experiences and events.
- **W.NW.3.3.E-** Provide a conclusion or sense of closure that follows the narrated experiences or events
- **W.WP.3.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.4.A-** Identify audience, purpose, and intended length of composition before writing.
- **W.WP.3.4.B-** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.3.4.C-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.WR.3.5.-** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.-** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.-** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS ELA Speaking and Listening

- **SL.3.1.** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1.a.** - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.3.1.b.** - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1.c.** - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1.d.** - Explain their own ideas and understanding in light of the discussion.
- **SL.3.2.** - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 3 Reading/Writing

- **SL.3.3.** - Ask and answer questions about information from a speaker, offering appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.4.** - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
- **SL.3.5.** - Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.3.6.** - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies

- **6.1.5.CivicsPD.3-** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.1-** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.3-** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.CivicsPI.1-** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.GeoPP.2-** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.5.GeoPP.4-** Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- **6.1.5.GeoSV.4-** Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- **6.1.5.GeoGI.1-** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.EconEM.2-** Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- **6.1.5.HistoryCC.4-** Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

NJSLS Science

- **3-LS2-1.** - Construct an argument that some animals form groups that help members survive.
- **3-LS4-1.** - Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- **3-LS4-3.** - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- **3-LS4-4.** - Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.3** - Analyze how spending choices and decision-making can result in positive or negative consequences.
- **9.1.5.PB.2** - Describe choices consumers have with money (e.g., save, spend, donate)
- **9.2.5.CAP.1** - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2** - Explain how you might like to earn an income.
- **9.4.5.CI.1** - Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CT.1** - Identify and gather relevant data that will aid in the problem-solving process.
- **9.4.5.CT.3** - Describe how digital tools and technology may be used to solve problems.

Grade 3 Reading/Writing

<ul style="list-style-type: none"> ● 9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view. ● 9.4.5.IML.3 - Represent the same data in multiple visual formats in order to tell a story about the data. 	
<p>Central Idea / Enduring Understanding:</p> <ul style="list-style-type: none"> ● Readers understand that asking and answering questions using text-based evidence can help them better comprehend text. ● Writers understand that dialogue and characters' actions help develop the events in a story. ● Learners understand that relationships within a community are affected by culture and traditions. 	<p>Essential/Guiding Question:</p> <p>How do readers use evidence from texts to understand what they read?</p> <p>How do writers include character dialogue and actions to affect the events in a story?</p>
<p>Content: (Module Goals)</p> <ul style="list-style-type: none"> ● Readers will use text-based evidence to ask and answer questions about texts. ● Writers will craft a narrative with dialogue and actions that drive the course of events. ● Learners will understand that people have a rich culture heritage and a variety of traditions. <p>Text Complexity Measures - TR48 - TR54 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> ● Quantitative Measures <ul style="list-style-type: none"> ○ Lexile ● Qualitative Measures <ul style="list-style-type: none"> ○ Literary/Informational Text ○ Text Structure ○ Language and Vocabulary ○ Theme and Knowledge Demands ● Reader and Task Consideration <ul style="list-style-type: none"> ○ Motivation, Knowledge, Experiences of Students ○ Difficulty of the Task or Questions Posed 	<p>Skills(Objectives):</p> <p>Reading:</p> <ul style="list-style-type: none"> ● Main Idea ● Words Used for Effect ● Character ● Literal and Nonliteral Meanings ● Central Message ● Illustrations that Create Mood ● Determine Central Message ● Nonstandard and Standard English ● Compare and Contrast ● Contribution of Illustrations to a Text <p>Writing:</p> <ul style="list-style-type: none"> ● Write Details for a Story ● Take Notes for a Story ● Write a Story Idea ● Write a Paragraph that Establishes a Situation ● Write a Character Sketch ● Write a Sequence of Events ● Write Events Using Temporal Words and Phrases ● Write Dialogue to Develop Experiences ● Write Dialogue to Show Character Response ● Write Descriptions to Develop Experiences ● Write Descriptions to Show Responses ● Write an Ending that Provides Closure ● Write a Narrative Paragraph ● Plan and Pre Write a Narrative ● Draft a Narrative ● Revise a Narrative ● Edit a Narrative ● Publish and Present a Narrative
<p style="text-align: center;">Stage 2: Assessment Evidence</p>	
<p>Performance Task(s):</p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> ● Narrative Task: Create a Narrative - Scholars will use what they know about narrative writing to write what might occur after the end of <i>The Year of Miss Agnes</i>. ● Scholars will: 	<p>Other Evidence:</p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> ● Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application

Grade 3 Reading/Writing

- introduce the narrator and characteristics.
- include a clear sequence of events.
- use temporal words and phrases to signal the order of events.
- use dialogue and character actions that impact the events.
- provide a conclusion.

- Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Determine Main Ideas and Supporting Details

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding:
Learners understand that relationships within a community are affected by culture and traditions.
- **Engage Scholars** - Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to read pgs. 65-76, focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the old ways the ancient Athabascans follow in order to survive.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Resources:

Lesson 1 - READING: Determine Main Ideas and Supporting Details

- TE pg. 12
- TE pg. 12
- TE pg. 12
- *The Athabascans: Old Ways and New Ways*, Text Collection, pgs. 65-76
- TE pg. 12 *The Athabascans: Old Ways and New Ways*, Text Collection, pgs. 65-76
- Shared Reading Routine TR10-11
- TE pg. 12
- *The Athabascans: Old Ways and New Ways*
- Think-Pair-Share Routine TR2-3
- TE pg. 13
- *The Athabascans: Old Ways and New Ways*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 13-14
- By-the-Way Words - ptarmigan, moss, sod
- Benchmark Vocabulary - pioneers, migrated, preserve, plentiful, scarce
- Benchmark Vocab. Routine for Info. TR24-27

Grade 3 Reading/Writing

Reading Analysis:

- **Main Idea** - Display and complete the Web B organizer with class to record the main idea and key details.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Start Sentences with Capital Letters** - Display sentence and guide learners in starting sentences with capital letters.

Set the Purpose:

- **Research and Gather Information** - Explain that *The Athabascans* is an informative/explanatory text, but the information in it could enrich a piece of narrative writing.

Teach and Model:

- **Research and Gather Information**- Explain that when writers write narratives based on a text, they first read the text closely for main ideas and details, as well as for inspiration. Model using the text examples.

Prepare to Write:

- **Write Details for a Story** - Model comparing facts and details in the text through comparing, brainstorming, and using details from the text to enrich the narrative and make it flow naturally.

Independent Writing Practice:

- **Write Details for a Story** - Scholars record details from the text then write a few sentences to explain how these details could be used in a story.

Share Writing:

- Volunteers share their prewriting research with the class. The class suggests and discusses how the details might be used to write a narrative.

Learning Opportunities/Strategies:

Lesson 2 - READING: Identify Supporting Details and Main Ideas

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- Generative Vocabulary Chart TE 2-5
- TE pg. 14
- Web B Graphic Organizer TR45
- *The Athabascans: Old Ways and New Ways*

Resources:

Lesson 1 - WRITING: Narrative Writing

- TE pg. 21
- TE pg. 18
- *The Athabascans: Old Ways and New Ways*, Text Collection, pgs. 65-76
- TE pg. 18
- *The Athabascans: Old Ways and New Ways*, Text Collection, pgs. 65, 66, 75
- TE pg. 19
- *The Athabascans: Old Ways and New Ways*, Text Collection, pgs. 65-76
- Teacher Modeled Writing
- T-Chart Graphic Organizer TR39
- TE pg. 20
- T-Chart Graphic Organizer TR39
- Digital Options
- TE pg. 20
- Student Writing

Resources:

Lesson 2 - READING: Identifying Supporting Details and Main Ideas

- TE pg. 22

Grade 3 Reading/Writing

- **Set the Purpose** - Enduring Understanding: *Learners understand that relationships within a community are affected by culture and traditions.*
- **Explore Poetry** - Read poems and discuss.
- **Engage Scholars** - Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to review text, focusing on paying attention to the author's word choices.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the Athabascans survive winter.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Words Used for Effect** - Display and complete the T-Chart with class to study word choice.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Capitalize Appropriate Words in Titles** - Display sentences and guide learners in capitalizing the appropriate words in titles.

Set the Purpose:

- **Write Notes for a Story** - Model for scholars how you would take notes when preparing to write a story.

Teach and Model:

- **Write Notes for a Story** - Using the Student Model, guide scholars in taking notes from the text.

Prepare to Write:

- **Take Notes for a Story** - Model taking notes from a story and using them as a starting point for a story idea.

Independent Writing Practice:

- TE pg. 22
- *Ptarmigan, Caribou*, Text Collection, pgs. 119-121
- TE pg. 22
- *The Athabascans: Old Ways and New Ways*, Text Collection
- TE pg. 22 Shared Reading Routine TR10-11
- *The Athabascans: Old Ways and New Ways*, TC
- TE pg. 22 Think-Pair-Share Routine TR2-3
- *The Athabascans: Old Ways and New Ways*, TC

- TE pg. 23
- *The Athabascans: Old Ways and New Ways*, TC
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 24
- Benchmark Vocabulary - pioneers, migrated, scarce
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 2-5

- TE pg. 24 T-Chart TR39
- *The Athabascans: Old Ways and New Ways*, TC

Resources:

Lesson 2 - WRITING: Narrative Writing

- TE pg. 31
- TE pg. 28
- *The Athabascans: Old Ways and New Ways*, Text Collection
- TE pg. 28
- *The Athabascans: Old Ways and New Ways*, Text Collection
- Student Model
- TE pg. 29
- Teacher Modeled Writing
- T-Chart Graphic Organizer TR39

Grade 3 Reading/Writing

- **Take Notes for a Story** - Scholars take notes from the text, then write a few sentences explaining how these details could be used in a story.

Share Writing:

- Volunteers share their pre-writing research with the class. The class suggests and discusses how the details may be used to write a narrative.

Learning Opportunities/Strategies:

Lesson 3 - READING: Analyze How Characters Affect Sequence

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that asking and answering questions using text-based evidence can help them better comprehend text.*
- **Explore Poetry** - Read poem and discuss.
- **Engage Scholars** - Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to read chapters 1-2, focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss where Miss Agnes had been teaching before she came to Fred's village.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and complete the Web B organizer with class to describe a character.

- TE pg. 30
- *The Athabascans: Old Ways and New Ways*, Text Collection
- Digital Options

- TE pg. 30
- Student Writing

Resources:

Lesson 3 - READING: Analyze How Characters Affect Sequence

- TE pg. 32
- TE pg. 32
- *The Year of Miss Agnes*, Chapters 1-2
- *Arctic Sun*, Text Collection, pg. 118
- TE pg. 32
- *The Year of Miss Agnes*, Chapters 1-2
- TE pg. 32
- *The Year of Miss Agnes*, Chapters 1-2
- Shared Reading Routine TR10-11
- TE pg. 32
- *The Year of Miss Agnes*, Chapters 1-2
- Think-Pair-Share Routine TR2-3
- TE pg. 33
- *The Year of Miss Agnes*, Chapters 1-2
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 33-34
- By-the-Way Words - basin, bale
- Benchmark Vocabulary - mileage
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 34
- Web B Graphic Organizer TR45
- *The Year of Miss Agnes*, Chapters 1-2

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Capitalize Proper Nouns** - Display sentences and guide learners in identifying and capitalizing proper nouns.

Set the Purpose:

- **Genre** - Remind scholars that narrative writing includes poems, plays, stories, realistic fiction, historical fiction, fables, folktales, legends, and myths.

Teach and Model:

- **Genre** - Using passages from the text, explain to scholars that the text is realistic, historical fiction.

Prepare to Write:

- **Write a Story Idea** - Model analyzing the setting and plot of the text and brainstorming ideas for stories.

Independent Writing Practice:

- **Write a Story Idea** - Scholars think of ideas for a story, then write a few sentences describing their story idea.

Share Writing:

- Volunteers share their writing with the class. The class discusses whether or not they agree with the choice of genre.

Learning Opportunities/Strategies:

Lesson 4 - READING: Analyze the Central Message of a Story

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that dialogue and characters' actions help develop the events in a story.*
- **Engage Scholars** - Share the Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to read chapters 3-4, focusing on what the text is mainly about.

Resources

Lesson 3 - WRITING: Narrative Writing

- TE pg. 41
- TE pg. 38
- *The Year of Miss Agnes*, Chapters 1-2
- TE pg. 38
- *The Year of Miss Agnes*, pgs. 1, 3, 4
- TE pg. 39
- *The Year of Miss Agnes*, Chapters 1-2
- Teacher Modeled Writing
- TE pg. 40
- Digital Options
- TE pg. 40
- Student Writing

Resources:

Lesson 4 - READING: Analyze the Central Message of a Story

- TE pg. 42
- TE pg. 42
- *The Year of Miss Agnes*, Chapters 3-4
- TE pg. 42
- *The Year of Miss Agnes*, Chapters 3-4
- TE pg. 42
- *The Year of Miss Agnes*, Chapters 3-4
- Shared Reading Routine TR10-11

Grade 3 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why people moved away from their first town.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and Complete the Web A organizer with class to show how authors develop characters through their actions and words.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Adverbs** - Display sentences and guide scholars in using adverbs.

Set the Purpose:

- **Establish a Situation** - Explain to scholars that when writing a narrative, writers begin the story by establishing a situation.

Teach and Model:

- **Establish a Situation** - Using models from the text, discuss how writers create new situations that give rise to new events.

Prepare to Write:

- **Write a Paragraph that Establishes a Situation** - Model thinking about characters in order to create new situations to advance the story.

Independent Writing Practice:

- **Write a Paragraph that Establishes a Situation** - Scholars write an opening paragraph establishing the situation for their story.

Share Writing:

- Volunteers share their writing with the class. The class discusses how the situation draws the reader in and sets up a problem to be solved.

- TE pg. 42
- *The Year of Miss Agnes*, Chapters 3-4
- Think-Pair-Share Routine TR2-3

- TE pg. 43
- *The Year of Miss Agnes*, Chapters 3-4
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 43-44
- By-the-Way Words - darning, sinew
- Benchmark Vocabulary - nuisance
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 44
- *The Year of Miss Agnes*, Chapters 3-4
- Web A Graphic Organizer TR44

Resources

Lesson 4 - WRITING: Narrative Writing

- TE pg. 51

- TE pg.48
- *The Year of Miss Agnes*, Chapters 3-4

- TE pg. 48
- *The Year of Miss Agnes*, Chapters 3-4

- TE pg. 49
- *The Year of Miss Agnes*, Chapters 3-4
- Teacher Modeled Writing

- TE pg. 50
- Digital Options TE pg. 50
- *The Year of Miss Agnes*, Chapters 3-4

- TE pg. 50
- Student Writing

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 5 - READING: Analyze a Character's Actions

Foundational Skills Mini-Lesson:

- **Compound Words**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that dialogue and characters' actions help develop the events in a story.*
- **Engage Scholars** - Share the Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to read chapters 5-6, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the first thing that Miss Agnes asks the children to do.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Literal and Nonliteral Meanings** - Using examples from *The Year of Miss Agnes*, model the difference between literal and nonliteral meanings.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Function of Adverbs in a Sentence** - Display sentences and guide scholars in the function and use of adverbs.

Set the Purpose:

- **Introduce a Narrator and Characters** - Explain to scholars that, as part of a situation, writers introduce

Resources:

Lesson 5 - READING: Analyze a Character's Actions

- TE pg. 52
- TE pg. 52
- *The Year of Miss Agnes*, Chapters 5-6
- TE pg. 52
- *The Year of Miss Agnes*, Chapters 5-6
- TE pg. 52
- *The Year of Miss Agnes*, Chapters 5-6
- Shared Reading Routine TR10-11
- TE pg.52
- *The Year of Miss Agnes*, Chapters 5-6
- Think-Pair-Share Routine TR2-3

- TE pg. 53
- *The Year of Miss Agnes*, Chapters 5-6
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 53-54
- By-the-Way Words - stern-wheeler, hunker down
- Benchmark Vocabulary - cache, margin, freight
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 54
- *The Year of Miss Agnes*, pg. 28

Resources

Lesson 5 - WRITING: Narrative Writing

- TE pg. 61

- TE pg. 58
- *The Year of Miss Agnes*, Chapters 5-6

Grade 3 Reading/Writing

a setting, a beginning event, and a narrator and one or more characters.

Teach and Model:

- **Introduce a Narrator and Characters** - Model how authors introduce new characters throughout a narrative text.

Prepare to Write:

- **Write a Character Sketch** - Model the process of thinking about characters, details, and situations in order to write a character sketch.

Independent Writing Practice:

- **Write a Character Sketch** - Scholars write a character sketch for a character who could appear in their narrative.

Share Writing:

- Volunteers share their character sketches with the class. The class identifies character traits and tell how they may be used in a narrative.

Learning Opportunities/Strategies:

Lesson 6 - READING: Convey Central Message Through Key Details

Foundational Skills Mini-Lesson:

- **Consonant Blends**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that relationships within a community are affected by culture and traditions.*
- **Engage Scholars** - Share the Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to read chapter 7, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what the students learn in Miss Agnes's class.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 58
- *The Year of Miss Agnes*, pg. 26

- TE pg. 59
- Teacher Modeled Writing
- *The Year of Miss Agnes*, Chapters 5-6

- TE pg. 60
- Digital Options
- *The Year of Miss Agnes*, Chapters 5-6

- TE pg. 60
- Student Writing

Resources:

Lesson 6 - READING: Convey Central Message Through Key Details

- TE pg. 62

- TE pg. 62
- *The Year of Miss Agnes*, Chapter 7

- TE pg. 62
- *The Year of Miss Agnes*, Chapter 7

- TE pg. 62
- *The Year of Miss Agnes*, Chapter 7
- Shared Reading Routine TR10-11

- TE pg.62
- *The Year of Miss Agnes*, Chapter 7
- Think-Pair-Share Routine TR2-3

- TE pg. 63
- *The Year of Miss Agnes*, Chapter 7
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 3 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Central Message** - Display and complete the Main Idea Chart with the class to show that the central message is conveyed through key details.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Form Superlative Adverbs** - Display sentences and guide learners in forming superlative adverbs.

Set the Purpose:

- **Organize an Event Sequence** - Explain to scholars that in an event sequence, one event leads to the next event, which leads to another, until the last event and the end of the story.

Teach and Model:

- **Organize an Event Sequence** - Model and discuss an event sequence with scholars.

Prepare to Write:

- **Write a Sequence of Events** - Model writing an event sequence, considering chronological order and cause and effect.

Independent Writing Practice:

- **Write a Sequence of Events** - Scholars write and organize an event sequence so that it seems to unfold naturally.

Share Writing:

- Volunteers share their event sequence with the class. The class identifies how the sequence of events is organized.

Learning Opportunities/Strategies:

Lesson 7 - READING: Analyze How Characters Affect Sequence

Foundational Skills Mini-Lesson:

- **Consonant Blends**

Build Understanding:

- TE pgs. 63-64
- By-the-Way Words - sloughs, mining camps
- Benchmark Vocabulary - continents, trader
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 64
- *The Year of Miss Agnes*, Chapter 7
- Main Idea Chart TR36

Resources

Lesson 6 - WRITING: Narrative Writing

- TE pg. 68

- TE pg.68
- *The Year of Miss Agnes*, Chapter 7

- TE pg. 68
- *The Year of Miss Agnes*, pgs. 42, 45, 46

- TE pg. 69
- Teacher Modeled Writing
- *The Year of Miss Agnes*, Chapter 7

- TE pg. 70
- Digital Options
- *The Year of Miss Agnes*, Chapter 7

- TE pg. 70
- Student Writing

Resources:

Lesson 7 - READING: Analyze How Characters Affect Sequence

- TE pg. 72

Grade 3 Reading/Writing

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that relationships within a community are affected by culture and traditions.*
- **Engage Scholars** - Share the Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to read chapter 8, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what Miss Agnes wants to do to help Bokko.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and complete the Story Sequence organizer with class to show that a characters' actions contribute to the sequence of events and reveals the characters' traits.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use Adverbs in a Sentence** - Display sentences and review using adverbs in a sentence.

Set the Purpose:

- **Use Temporal Words and Phrases to Signal Event Order** - Remind scholars that writers use temporal words and phrases to signal the sequence of the events.

Teach and Model:

- **Use Temporal Words and Phrases to Signal Event Order** - Through discussion, model how temporal words and phrases show the order of events.

- TE pg. 72
- *The Year of Miss Agnes*, Chapter 8

- TE pg. 72
- *The Year of Miss Agnes*, Chapter 8

- TE pg. 72
- *The Year of Miss Agnes*, Chapter 8
- Shared Reading Routine TR10-11

- TE pg.72
- *The Year of Miss Agnes*, Chapter 8
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- *The Year of Miss Agnes*, Chapter 8
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 73-74
- By-the-Way Word - sign language
- Benchmark Vocabulary - deaf
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 74
- *The Year of Miss Agnes*, Chapter 8
- Story Sequence B Graphic Organizer TR38

Resources

Lesson 7 - WRITING: Narrative Writing

- TE pg. 81

- TE pg.78
- *The Year of Miss Agnes*, Chapter 8

- TE pg. 78
- *The Year of Miss Agnes*, pgs. 49, 51, 55

Grade 3 Reading/Writing

Prepare to Write:

- **Write Events Using Temporal Words and Phrases**
- Model using temporal words and phrases to describe a simple event sequence.

Independent Writing Practice:

- **Write Events Using Temporal Words and Phrases**
- Scholars use their event sequence from Lesson 6 to write a paragraph.

Share Writing:

- Volunteers share their event sequences with the class. The class explains how temporal words and phrases helped them know when events happen in the sequence.

Learning Opportunities/Strategies:

Lesson 8 - READING: Explain How Illustrations Convey Mood

Foundational Skills Mini-Lesson:

- **Consonant Blends**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that relationships within a community are affected by culture and traditions.*
- **Engage Scholars** - Share the Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to read chapters 9-10, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why Grandma is proud of Marie.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 79
- Teacher Modeled Writing

- TE pg. 80
- Digital Options

- TE pg. 80
- Student Writing

Resources:

Lesson 8 - READING: Explain How Illustrations Convey Mood

- TE pg. 82
- TE pg. 82
- *The Year of Miss Agnes*, Chapters 9-10
- TE pg. 82
- *The Year of Miss Agnes*, Chapters 9-10
- TE pg. 82
- *The Year of Miss Agnes*, Chapters 9-10
- Shared Reading Routine TR10-11
- TE pg. 82
- *The Year of Miss Agnes*, Chapters 9-10
- Think-Pair-Share Routine TR2-3
- TE pg. 83
- *The Year of Miss Agnes*, Chapters 9-10
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 83 - 84
- By-the-Way Words - concertina, potlatch, old-timers
- Benchmark Vocabulary - catalog
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

Grade 3 Reading/Writing

- **Illustrations That Create Mood** - Display and complete the Venn Diagram with the class to show that the mood of a text is created by the words and illustrations.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Review Commas in Dialogue** - Display sentences and review using commas in dialogue.

Set the Purpose:

- **Use Dialogue to Develop Experiences** - Remind scholars that dialogue is the words that characters say in a story.

Teach and Model:

- **Use Dialogue to Develop Experiences** - Through discussion, model the many uses of dialogue.

Prepare to Write:

- **Write Dialogue to Develop Experiences** - Remind scholars that good dialogue should sound the way that people talk in real life, and readers should feel as though they are listening in on an actual conversation. Model writing dialogue.

Independent Writing Practice:

- **Write Dialogue to Develop Experiences** - Scholars write a skit that uses dialogue to develop character experiences.

Share Writing:

- Volunteers act out their skits with the class. The class discusses how the dialogue develops the characters' experiences.

Learning Opportunities/Strategies:

Lesson 9 - READING: Identify Central Message and Key Details

Foundational Skills Mini-Lesson:

- **Consonant Blends**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that asking and answering questions using text-based evidence can help them better comprehend text.*
- **Engage Scholars** - Share the Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include*

- TE pg. 84
- *The Year of Miss Agnes*, Chapters 9-10
- Venn Diagram TR43

Resources

Lesson 8 - WRITING: Narrative Writing

- TE pg. 91
- TE pg.88
- *The Year of Miss Agnes*, Chapters 9-10

- TE pg. 88
- *The Year of Miss Agnes*, pgs. 58, 64

- TE pg. 89
- Teacher Modeled Writing
- *The Year of Miss Agnes*, Chapters 9-10

- TE pg. 90
- Digital Options TE pg. 90
- *The Year of Miss Agnes*, Chapters 9-10

- TE pg. 90
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 9 - READING: Identify Central Message and Key Details

- TE pg. 92
- TE pg. 92
- *The Year of Miss Agnes*, Chapters 11-12
- TE pg. 92
- *The Year of Miss Agnes*, Chapters 11-12

Grade 3 Reading/Writing

character dialogue and actions to affect the events in a story?

- **Read** - Follow Shared Reading Routine to read chapters 11-12, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why Fred likes the tie line that Miss Agnes put up in class.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Determine Central Message** - Display and complete the Web B organizer with class to show that the central message of the story is conveyed through key details.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Review Quotation Marks in Dialogue** - Display sentences and guide scholars in using quotation marks in dialogue.

Set the Purpose:

- **Use Dialogue to Show Character Responses** - Remind scholars that when writers write stories, they use dialogue to develop their characters' experiences.

Teach and Model:

- **Use Dialogue to Show Character Responses** - Through discussion, model using dialogue to show character responses.

Prepare to Write:

- **Write Dialogue to Show Character Responses** - Model thinking about how dialogue can contribute to the sequence of events.

Independent Writing Practice:

- TE pg. 92
- *The Year of Miss Agnes*, Chapters 11-12
- Shared Reading Routine TR10-11

- TE pg.92
- *The Year of Miss Agnes*, Chapters 11-12
- Think-Pair-Share Routine TR2-3

- TE pg. 93
- *The Year of Miss Agnes*, Chapters 11-12
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 93-94
- By-the-Way Words - history, timelines
- Benchmark Vocabulary - snares, goggled, bluff
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 94
- *The Year of Miss Agnes*, Chapters 11-12
- Web B Graphic Organizer TR45

Resources

Lesson 9 - WRITING: Narrative Writing

- TE pg. 101

- TE pg. 98
- *The Year of Miss Agnes*, Chapters 11-12

- TE pg. 98
- *The Year of Miss Agnes*, pgs. 77-80

- TE pg. 99
- Teacher Modeled Writing
- *The Year of Miss Agnes*, Chapters 11-12

Grade 3 Reading/Writing

- **Write Dialogue to Show Character Responses -** Scholars write dialogue that shows character responses.

Share Writing:

- Volunteers read aloud their dialogues with a partner. The class describes how the dialogue shows character responses.

Learning Opportunities/Strategies:

Lesson 10 - READING: Describe How Characters Affect Sequence of Events

Foundational Skills Mini-Lesson:

- **Consonant Blends**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that dialogue and characters' actions help develop the events in a story.*
- **Engage Scholars** - Share the Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to read chapters 13-14, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the narrator, Fred, feels about seeing the picture of herself.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and complete the Three-Column Chart with class to show how a characters' traits, motivations, and actions contribute to the sequence of events.

- TE pg. 100
- Digital Options
- *The Year of Miss Agnes*, Chapters 11-12

- TE pg. 100
- Student Writing

Resources:

Lesson 10 - READING: Describe How Characters Affect Sequence of Events

- TE pg. 102

- TE pg. 102
- *The Year of Miss Agnes*, Chapters 13-14

- TE pg. 102
- *The Year of Miss Agnes*, Chapters 13-14

- TE pg. 102
- *The Year of Miss Agnes*, Chapters 13-14
- Shared Reading Routine TR10-11

- TE pg.102
- *The Year of Miss Agnes*, Chapters 13-14
- Think-Pair-Share Routine TR2-3

- TE pg. 103
- *The Year of Miss Agnes*, Chapters 13-14
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 103-104
- By-the-Way Words - spruce, lace doily
- Benchmark Vocabulary - brittle, wringer
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 104
- *The Year of Miss Agnes*, Chapters 13-14
- Three-Column Chart TR40

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use an Exclamation Mark in Dialogue** - Display sentences and guide scholars in using exclamation marks in dialogue.

Set the Purpose:

- **Use Descriptions to Develop Experiences** - Explain to scholars that writers use descriptions for the same purposes that they use dialogue.

Teach and Model:

- **Use Descriptions to Develop Experiences** - Explain to scholars that descriptions can reveal details about the characters by telling about their actions, thoughts, and feelings.

Prepare to Write:

- **Write Descriptions to Develop Experiences** - Remind scholars that characters reveal their traits, motivations, and feelings through their actions and their words. Model thinking and writing about first-person narration.

Independent Writing Practice:

- **Write Descriptions to Develop Experiences** - Scholars create a character sketch of Miss Agnes that describes her and the impact she has on the community.

Share Writing:

- Volunteers share their character sketches with the class. Then ask the class to discuss Miss Agnes's impact on the community.

Learning Opportunities/Strategies:

Lesson 11 - READING: Identify Differences Between Spoken and Written Standard English

Foundational Skills Mini-Lesson:

- **Consonant Digraphs**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that relationships within a community are affected by culture and traditions.*
- **Engage Scholars** - Share the Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include*

Resources

Lesson 10 - WRITING: Narrative Writing

- TE pg. 111
- TE pg. 108
- *The Year of Miss Agnes*, Chapters 13-14
- TE pg. 108
- *The Year of Miss Agnes*, pgs. 87, 94
- TE pg. 109
- Teacher Modeled Writing
- *The Year of Miss Agnes*, Chapters 13-14
- TE pg. 110
- Digital Options
- *The Year of Miss Agnes*, Chapters 13-14
- TE pg. 110
- Student Writing

Resources:

Lesson 11 - READING: Identify Differences Between Spoken and Written Standard English

- TE pg. 112
- TE pg. 112
- *The Year of Miss Agnes*, Chapters 15-16
- TE pg. 112
- *The Year of Miss Agnes*, Chapters 15-16

Grade 3 Reading/Writing

character dialogue and actions to affect the events in a story?

- **Read** - Follow Shared Reading Routine to read chapters 15-16, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss some of the things Fred and the other children learn about speaking standard English.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Nonstandard and Standard English - Display and complete the T-Chart with the class to show there are differences between nonstandard and standard ways of speaking and writing.**

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Use a Question Mark in Dialogue** - Display sentences and guide scholars in using question marks correctly in dialogue.

Set the Purpose:

- **Use Description to Show Responses** - Remind scholars that writers use descriptions to develop experiences.

Teach and Model:

- **Use Description to Show Responses** - Through discussion, model how writers use descriptions of characters' actions, thoughts, and feelings to show their responses to each other and to situation in the story.

Prepare to Write:

- **Write Descriptions to Show Responses** - Model visualizing details and using similes and metaphors to reveal character traits, motivations, and feelings.

Independent Writing Practice:

- TE pg. 112
- *The Year of Miss Agnes*, Chapters 15-16
- Shared Reading Routine TR10-11

- TE pg.112
- *The Year of Miss Agnes*, Chapters 15-16
- Think-Pair-Share Routine TR2-3

- TE pg. 112
- *The Year of Miss Agnes*, Chapters 15-16
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 114
- Benchmark Vocabulary - bunks
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 114
- *The Year of Miss Agnes*, Chapters 15-16
- T-Chart Graphic Organizer TR39

Resources

Lesson 11 - WRITING: Narrative Writing

- TE pg. 121

- TE pg. 118
- *The Year of Miss Agnes*, Chapters 15-16

- TE pg. 118
- *The Year of Miss Agnes*, pgs. 97, 99-100, 106

- TE pg. 119
- Teacher Modeled Writing
- *The Year of Miss Agnes*, Chapters 15-16

Grade 3 Reading/Writing

- **Write Descriptions to Show Responses** - Scholars write a description that shows a character response.

Share Writing:

- Volunteers share their descriptions with the class. The class makes suggestions to make the descriptions more detailed.

Learning Opportunities/Strategies:

Lesson 12 - READING: Characters Affect Sequence

Foundational Skills Mini-Lesson:

- **Consonant Digraphs**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that asking and answering questions using text-based evidence can help them better comprehend text.*
- **Engage Scholars** - Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to read chapter 17, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what the children saw when they looked in the school window.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and complete the T-Chart with class to show how a characters' feelings and motivations change over time which affects their actions .

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- TE pg. 120
- Digital Options
- *The Year of Miss Agnes*, Chapters 15-16

- TE pg. 120
- Student Writing

Resources:

Lesson 12 - READING: Characters Affect Sequence

- TE pg. 122

- TE pg. 122
- *The Year of Miss Agnes*, Chapter 17

- TE pg. 122
- *The Year of Miss Agnes*, Chapter 17

- TE pg. 122
- *The Year of Miss Agnes*, Chapter 17
- Shared Reading Routine TR10-11

- TE pg.122
- *The Year of Miss Agnes*, Chapter 17
- Think-Pair-Share Routine TR2-3

- TE pg. 123
- *The Year of Miss Agnes*, Chapter 17
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 123-124
- By-the-Way Word - burlap
- Benchmark Vocabulary - invented
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 124
- *The Year of Miss Agnes*, Chapter 17
- T-Chart TR39

Resources

Lesson 12 - WRITING: Narrative Writing

Grade 3 Reading/Writing

- **Review Subject-Verb Agreement in Sentences** - Display sentences and guide scholars to achieve subject-verb agreement.

Set the Purpose:

- **Provide a Sense of Closure** - Explain to scholars that at the end of their stories, writers provide a sense of closure.

Teach and Model:

- **Provide a Sense of Closure** - Through discussion, model how writers provide a sense of closure and wraps up the major events in the text.

Prepare to Write:

- **Write an Ending that Provides Closure** - Model revisiting the event sequence of a narrative in order to provide a fitting resolution.

Independent Writing Practice:

- **Write an Ending that Provides Closure** - Scholars write an ending for their story providing a sense of closure.

Share Writing:

- Volunteers share their story endings with the class. The class discusses how the ending provides a sense of closure.

Learning Opportunities/Strategies:

Lesson 13 - READING: Compare Main Ideas and Central Messages

Foundational Skills Mini-Lesson:

- **Consonant Digraphs**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that dialogue and characters' actions help develop the events in a story.*
- **Engage Scholars** - Share the Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to review both texts, focusing on how characters' actions affect the events and convey the central message.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the common culture the two texts share.

- TE pg. 131

- TE pg. 128
- *The Year of Miss Agnes*, Chapter 17

- TE pg. 128
- *The Year of Miss Agnes*, pgs. 112-113

- TE pg. 129
- Teacher Modeled Writing
- *The Year of Miss Agnes*, Chapter 17

- TE pg. 130
- Digital Options

- TE pg. 130
- Student Writing

Resources:

Lesson 13 - READING: Compare Main Ideas and Central Messages

- TE pg. 132

- TE pg. 132
- *The Year of Miss Agnes*
- *The Athabascans: Old Ways and New Ways*, TC

- TE pg. 132
- *The Year of Miss Agnes*
- *The Athabascans: Old Ways and New Ways*, TC

- TE pg. 132
- *Miss Agnes, The Athabascans*
- Shared Reading Routine TR10-11

- TE pg. 132
- *Miss Agnes, The Athabascans*
- Think-Pair-Share Routine TR2-3

Grade 3 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the Three-Column Chart with class to chart details that reveal the central message.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement with Regular Verbs** - Display sentences and guide scholars to achieve subject-verb agreement with regular verbs.

Set the Purpose:

- **Review the Elements of Narrative Writing** - Review the elements of narrative writing with scholars.

Teach and Model:

- **Review the Elements of Narrative Writing** - Through discussion, help scholars understand how the author's use of story elements establishes his/her writing style and engages the reader.

Prepare to Write:

- **Write a Narrative Paragraph** - Model preparing to write a narrative paragraph that includes characters/narrator, a situation, sequence of events, and closure.

Independent Writing Practice:

- **Write a Narrative Paragraph** - Scholars write a narrative paragraph, using one or more of the elements of narrative writing.

Share Writing:

- Volunteers share their paragraphs with the class. The class points out which element or elements of narrative writing each writer used.

- TE pg. 133
- *Miss Agnes, The Athabascans*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 134
- Benchmark Vocabulary - migrated, plentiful, cache, margin, brittle
- Benchmark Vocab. Routine for Lit/Info TR24-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 134
- *Miss Agnes, The Athabascans*
- Three Column Chart TR40

Resources

Lesson 13 - WRITING: Narrative Writing

- TE pg. 141
- TE pg. 138
- *The Year of Miss Agnes*
- *The Athabascans: Old Ways and New Ways*

- TE pg. 138
- *The Year of Miss Agnes*, pgs. 5, 33, 24-25

- TE pg. 139
- Teacher Modeled Writing
- *The Year of Miss Agnes*
- *The Athabascans: Old Ways and New Ways*

- TE pg. 140
- Digital Options TE pg. 140

- TE pg. 140
- Student Writing

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 14 - READING: Use Illustrations to Understand

Foundational Skills Mini-Lesson:

- **Consonant Digraphs**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that relationships within a community are affected by culture and traditions.*
- **Engage Scholars** - Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to read the text, focusing on focusing what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss where the young man in green takes the headman's daughter.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Illustrations** - Display and complete with class the Web B organizer with class to show how illustrations add to a story's meaning.

Learning Opportunities/Strategies:

Lesson 14 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement with Irregular Verbs in Sentences** - Display sentences and guide scholars to achieve subject-verb agreement with irregular verbs.

Set the Purpose:

- **Plan and Pre-Write a Narrative** - Remind scholars that writers go through a five stage process when they write a narrative.

Resources:

Lesson 14 - READING: Use Illustrations to Understand

- TE pg. 142
- TE pg. 142
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104
- TE pg. 142
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104
- TE pg. 142 Shared Reading Routine TR10-11
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104
- TE pg. 142 Think-Pair-Share Routine TR2-3
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104
- TE pg. 143
- *The Frog Princess: A Tlingit Legend from Alaska*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 143-144
- By-the-Way Words - combed, marsh
- Benchmark Vocabulary - suitor, threshold, mourned, consent, exchange, morsel, feast, natural, summons
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 144
- Web B Graphic Organizer TR45
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

Resources

Lesson 14 - WRITING: Narrative Writing

- TE pg. 151
- TE pg. 148
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

Grade 3 Reading/Writing

Teach and Model:

- **Plan and Pre-Write a Narrative** - Through discussion, explain to scholars that the author gathered information and used planning to end the story.

Prepare to Write:

- **Plan and Pre-Write a Narrative** - Scholars will write an extension of *The Frog Princess*. Model planning a narrative with the graphic organizer.

Independent Writing Practice:

- **Plan and Pre-Write a Narrative** - Using Story Sequence B graphic organizer, scholars gather information and take notes about characters and events in legends to plan their own extension of *The Frog Princess*.

Share Writing:

- Volunteers share their notes and plans with the class. The class compares notes and offers more details about legends

Learning Opportunities/Strategies:

Lesson 15 - READING: Find a Text's Central Message Through Details

Foundational Skills Mini-Lesson:

- **Consonant Digraphs**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that asking and answering questions using text-based evidence can help them better comprehend text.*
- **Engage Scholars** - Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to review *The Frog Princess*, looking for details that connect to the story's central message.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why the girl wants to live with the Frog People.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 148
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 84, 99, 104

- TE pg. 149
- Teacher Modeled Writing
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104
- Story Sequence B Graphic Organizer TR38

- TE pg. 150
- Story Sequence B Graphic Organizer TR38
- Digital Options

- TE pg. 150
- Student Writing

Resources:

Lesson 15 - READING: Find a Text's Central Message Through Details

- TE pg. 152

- TE pg. 152
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

- TE pg. 152
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

- TE pg. 152 Shared Reading Routine TR10-11
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

- TE pg. 152 Think-Pair-Share Routine TR2-3
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

- TE pg. 153
- *The Frog Princess: A Tlingit Legend from Alaska*
- Whole Class Discussion Routine TR4-5

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- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Determine Central Message** - Display and complete with class the Web A organizer to show how key details determine a story's central message.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Review Simple Sentences** - Guide scholars in writing simple sentences.

Set the Purpose:

- **Draft** - Tell scholars that the second step in the writing process is drafting.

Teach and Model:

- **Draft** - Share models of completed narratives and brainstorm how the draft may have read.

Prepare to Write:

- **Draft a Narrative** - Model organizing notes before drafting.

Independent Writing Practice:

- **Draft a Narrative** - Scholars begin drafting the story they planned in Lesson 14.

Share Writing:

- Volunteers read their stories aloud to the class. Scholars identify the main character and his/her fear. Scholars comment on changes that would make the story more interesting.

Learning Opportunities/Strategies:

Lesson 16 - READING: Describe Characters' Actions, Traits, Motivations, and Feelings

Foundational Skills Mini-Lesson:

- **Contractions**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that dialogue and*

- Small Group Discussion TR6-7
- TE pg. 154
- Benchmark Vocabulary - consent, exchange, summons
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 154
- Web A Graphic Organizer TR44
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

Resources

Lesson 15 - WRITING: Narrative Writing

- TE pg. 161
- TE pg. 158
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104
- TE pg. 158
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 78, 104
- TE pg. 159
- Teacher Modeled Writing
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104
- TE pg. 160
- Student Writing Lesson 14
- Digital Options
- TE pg. 160
- Student Writing

Resources:

Lesson 16 - READING: Describe Characters' Actions, Traits, Motivations, and Feelings

- TE pg. 162
- TE pg. 162

Grade 3 Reading/Writing

characters' actions help develop the events in a story.

- **Engage Scholars** - Share the Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to review text, looking for details about characters' actions, traits, motivations, and feelings.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the headman's daughter's remark that she would rather "marry a frog" change meaning based on her suitor.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Literal and Nonliteral Meanings** - Use examples from *The Frog Prince* to show scholars that words can have both literal and nonliteral meanings.

Learning Opportunities/Strategies:

Lesson 16 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Define Compound Sentences** - Guide scholars in using compound sentences.

Set the Purpose:

- **Revise a Narrative** - Tell scholars that they will be revising their stories that extend *The Frog Princess*.

Teach and Model:

- **Revise a Narrative** - Model to scholars that any problems writers have with content or structure are worked out in the revising stage of the writing process.

Prepare to Write:

- **Revise a Narrative** - Explain to scholars that authors revise to bring out traits in their characters, polish

- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

- TE pg. 162
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

- TE pg. 162 Shared Reading Routine TR10-11
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

- TE pg. 162 Think-Pair-Share Routine TR2-3
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

- TE pg. 163
- *The Frog Princess: A Tlingit Legend from Alaska*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 164
- Benchmark Vocabulary - threshold, morsel, unnatural
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 164
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pg. 100

Resources

Lesson 16 - WRITING: Narrative Writing

- TE pg. 171

- TE pg. 168
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

- TE pg. 168
- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

- TE pg. 169
- Teacher Modeled Writing

Grade 3 Reading/Writing

their event sequences, and resolve their endings in a logical way. Model revising a draft.

Independent Writing Practice:

- **Revise a Narrative** - Scholars begin revising the drafts they wrote in Lesson 15.

Share Writing:

- Volunteers share their revisions with the class. Scholars identify three events in the story and list the order in which they occurred.

Learning Opportunities/Strategies:

Lesson 17 - READING: Compare and Contrast Key Details

Foundational Skills Mini-Lesson:

- **Contractions**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that relationships within a community are affected by culture and traditions.*
- **Engage Scholars** - Review both texts. Share the Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to review both texts, looking for key details that convey the story's central message.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Mamma and the headman's attitudes toward their children are similar.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the Three-Column Chart with class to show that a central message is conveyed through key details.

- *The Frog Princess: A Tlingit Legend from Alaska*, Text Collection, pgs. 77-104

- TE pg. 170
- Digital Options

- TE pg. 170
- Student Writing

Resources:

Lesson 17 - READING: Compare and Contrast Key Details

- TE pg. 172
- TE pg. 172
- *The Year of Miss Agnes* and *The Frog Princess*
- TE pg. 172
- *The Year of Miss Agnes* and *The Frog Princess*
- TE pg. 172
- *The Year of Miss Agnes*, *The Frog Princess*
- Shared Reading Routine TR10-11
- TE pg. 172
- *The Year of Miss Agnes*, *The Frog Princess*
- Think-Pair-Share Routine TR2-3
- TE pg. 173
- *The Year of Miss Agnes*, *The Frog Princess*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 174
- Benchmark Vocabulary - freight, continents, mourned, feast
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 174
- *The Year of Miss Agnes*, *The Frog Princess*
- Three Column Chart Graphic Organizer TR40

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 17 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Produce Compound Sentences** - Guide scholars in writing compound sentences.

Set the Purpose:

- **Edit a Narrative** - Explain to scholars that good editing means there will not be any mistakes.

Teach and Model:

- **Edit a Narrative** - Through discussion, help scholars consider how the authors of the texts may have edited their works.

Prepare to Write:

- **Edit a Narrative** - Model proper editing for scholars, using the copies of the Sample Story.

Independent Writing Practice:

- **Edit a Narrative** - Scholars edit their stories so that they are error free.

Share Writing:

- Volunteers share their stories with the class. The class respectfully note one area of strength and one area that can still be improved.

Learning Opportunities/Strategies:

Lesson 18 - READING: Compare and Contrast Characters

Foundational Skills Mini-Lesson:

- **Contractions**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that relationships within a community are affected by culture and traditions.*
- **Engage Scholars** - Review the texts. Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Read** - Follow Shared Reading Routine to review the texts, focusing on remembering the characters in each selection.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss scholars' favorite character or person in each text.

Resources

Lesson 17 - WRITING: Narrative Writing

- TE pg. 181
- TE pg. 178
- *The Year of Miss Agnes, The Frog Princess*
- TE pg. 179
- *The Year of Miss Agnes*, pg. 43
- *The Frog Princess*, pgs. 92-93
- TE pg. 179
- Teacher Modeled Writing
- Sample Story
- TE pg. 180
- Digital Options
- TE pg. 180
- Student Writing

Resources:

Lesson 18 - READING: Compare and Contrast Characters

- TE pg. 182
- TE pg. 182
- *The Athabascans, Miss Agnes, Frog Princess*
- TE pg. 182
- *The Athabascans, Miss Agnes, Frog Princess*
- TE pg. 182
- *The Athabascans, Miss Agnes, Frog Princess*
- Shared Reading Routine TR10-11
- TE pg. 182
- *The Athabascans, Miss Agnes, Frog Princess*
- Think-Pair-Share Routine TR2-3

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Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the Three-Column Chart with class to compare and contrast characters.

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Narrative Writing

Conventions Mini-Lesson:

- **Produce Compound Sentences** - Guide scholars in writing compound sentences.

Set the Purpose:

- **Publish and Present** - Remind scholars that writers follow a process when they write, then remind them of the five stages in the writing process.

Teach and Model:

- **Publish and Present** - Through discussion, model examples of texts that are ready to be published and presented.

Prepare to Write:

- **Publish and Present a Narrative** - Model publishing and presenting a narrative.

Independent Writing Practice:

- **Publish and Present a Narrative** - Scholars publish and present their narratives.

Share Writing:

- Volunteers share scenes from their stories. The class asks follow-up questions about the scenes.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Narrative Task: Create a Narrative** - Scholars will use what they know about narrative writing to write

- TE pg. 183
- *The Athabascans, Miss Agnes, Frog Princess*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 184
- Benchmark Vocabulary - pioneers, preserve, scarce, nuisance, snares, goggled
- Benchmark Vocab. Routine for Lit/Info TR24-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 184
- Three-Column Chart TR40
- *The Athabascans, Miss Agnes, Frog Princess*

Resources

Lesson 18 - WRITING: Narrative Writing

- TE pg. 191

- TE pg. 188

- TE pg. 188
- *The Year of Miss Agnes*, pg. 1
- *The Frog Princess*, pg. 78

- TE pg. 188
- Teacher Modeled Writing
- *The Athabascans, Miss Agnes, Frog Princess*

- TE pg. 190
- Digital Options

- TE pg. 190
- Student Writing
- Writing Keystone Checklist

Resources:

Performance-Based Assessment:

- TE pg. 192
- Reproducible pg. 196

Grade 3 Reading/Writing

what might occur after the end of *The Year of Miss Agnes*.

- **Learners will:**

- introduce the narrator and characters.
- include a clear sequence of events.
- use temporal word and phrases to signal the order of events.
- use dialogue and character actions that impact the events.
- provide a conclusion.

Prepare:

- **Review** - Discuss Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include character dialogue and actions to affect the events in a story?*
- **Revisit the Text** - Remind scholars that in *The Year of Miss Agnes*, Frederika ("Fred") tells about the year Miss Agnes teaches in their remote Alaskan fishing village. Point out how the author uses character description (actions, thoughts, and feelings) and dialogue to develop the following event. Recall that at the end of the book, everyone is happy because Miss Agnes has returned. Display and read aloud excerpts from:
 - *The Year of Miss Agnes*, pg. 107

Tell scholars that when they write their own narrative for the Performance-Based Assessment, they will create a natural event sequence with a sense of closure beginning the day after Fred discovers Miss Agnes has returned. Remind scholars that temporal words and phrases - such as *first, next, then, after that, finally, soon, in the afternoon*, and *later* - signal event order and can also help them organize the events in a sequence that makes sense to readers. Emphasize the importance of character development using dialogue and description.

- **Create:** Remind scholars to use evidence from the text to develop their narrative. Have scholars use the Story Sequence B Chart on pg. TR38 to plan out a sequence of events for their story. The graphic organizer can also include where character traits and dialogue appear in the narrative. After writing, provide time for scholars to create a complementary visual element, such as an illustration, and to rehearse with a partner. Consider providing opportunities for scholars to include props.
- **Score Writing:** Use Narrative Writing Rubric
- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.

- TE pg. 193
- Performance-Based Assessment
- TE pg. 193
- *The Year of Miss Agnes*, pg. 107

- TE pg. 194
- *The Year of Miss Agnes*
- paper or copies of graphic organizers for note taking
- pencils
- paper for narrative writing
- art supplies for creating props and/or visual elements
- Digital Options

- TE pg. 197 Narrative Writing Rubric
- TE pg. 198
- Digital Options

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<ul style="list-style-type: none">● Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.		<ul style="list-style-type: none">● TE pg. 199	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Extension● Sleuth Realize Online Platform <ul style="list-style-type: none">● Games/Videos● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Extension● Sleuth Realize Online Platform <ul style="list-style-type: none">● Games/Videos● Listen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Support● Sleuth● Foundational Skills● Guided Writing Realize Online Platform <ul style="list-style-type: none">● Games/Videos● Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">● Unlock the Text● Unlock the Writing● Performance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Reader's & Writer's Journal <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">● Guided Reading● Conference on Independent Reading● Reading Analysis Support● Sleuth● Foundational Skills● Guided Writing Realize Online Platform <ul style="list-style-type: none">● Games/Videos● Listen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">● Unlock the Text● Unlock the Writing● Unlock Language Learning● Performance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

Unit Two: Connecting Character, Culture, and Community - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- L.RF.3.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

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- **L.RF.3.3.A.**-Identify and know the meaning of the most common prefixes and derivational suffixes.
- **L.RF.3.3.B.**-Decode words with common Latin suffixes.
- **L.RF.3.3.C.**-Decode multisyllable words.
- **L.RF.3.3.D.**-Read grade-appropriate irregularly spelled words.
- **L.RF.3.3.E.** -Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.3.4.**- Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.3.4.A**-grade-level text with purpose and understanding.
- **L.RF.3.4.B**-Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C**-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading

- **RL.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.** -Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RI.CI.3.2.-** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea
- **RI.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions).
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RL.MF.3.6.-**Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RI.MF.3.6.-**Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.-**Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RI.CT.3.8.-**Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
- **RI.CT.3.8.-** Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic. ns, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

NJSLA Foundational Skills: Writing Language

- **L.KL.3.1** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.3.1.A-** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.KL.3.1.B-** Choose words and phrases for effect.
- **L.WF.3.2-** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.2.A** - Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- **L.WF.3.2.B** - Use a digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- **L.WF.3.2.C-** Identify language of word origin, as noted in dictionaries.
- **L.WF.3.2.F-** Change y to i (cried) in words with suffixes, when required.
- **L.WF.3.2.G**-Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- **L.WF.3.2.H-** Spell common words in English, including regular and irregular forms.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

Grade 3 Reading/Writing

- **L.WF.3.3.A-** Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- **L.WF.3.3.C-** Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- **L.WF.3.3.D-** Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- **L.WF.3.3.E-** Use appropriate pronouns with clear referents.
- **L.WF.3.3.F-** Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- **L.WF.3.3.G-** Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- **L.WF.3.3.H-** Paraphrase a main idea or event in order to vary sentence structure and word use.
- **L.WF.3.3.I-** Organize ideas into paragraphs with main ideas and supporting details.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A-** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.VL.3.2.D-** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **L.VI.3.3.A-** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- **L.VI.3.3.B-** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- **L.VI.3.3.C-** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

NJSLS ELA Writing

- **W.IW.3.2.** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.3.2.A.** - Introduce a topic clearly
- **W.WP.3.2.B.** - Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.3.2.C.** - Include text features (e.g., illustrations, diagrams, captions) when useful to support comprehension.
- **W.IW.3.2.D.** - Link ideas within sections of information using transition words and phrases (e.g. then, because, also, another therefore).
- **W.IW.3.2.E.** - Provide a conclusion related to the information or explanation presented.
- **W.WP.3.4.** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.4.A-** Identify audience, purpose, and intended length of composition before writing.
- **W.WP.3.4.B-** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.3.4.C-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.WR.3.5.** - Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.** - Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.** - Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS ELA Speaking and Listening

- **SL.PE.3.1.** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.3.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.3.1.B-** Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Grade 3 Reading/Writing

- **SL.PE.3.1.C-** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.PE.3.1.D-** Explain their own ideas and understanding in light of the discussion.
- **SL.ES.3.3.-** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.-** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.UM.3.5.-** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.-** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS Social Studies

- **6.1.5.CivicsPD.3-** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.1-** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.3-** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.CivicsPI.1-** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.GeoPP.2-** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.5.GeoPP.4-** Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
- **6.1.5.GeoSV.2-** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- **6.1.5.GeoSV.4-** Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
- **6.1.5.GeoGI.1-** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- **6.1.5.HistoryCC.4-** Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

NJSLS Science

- **3.ESS2-1.** - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- **3.ESS2-2** -Obtain and combine information to describe climates in different regions of the world.
- **3.ESS3-1** - Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

NJSLS Health and Physical Education

- **2.1.4.E.1.** - Compare and contrast how individuals and families attempt to address basic human needs.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.1.5.FP.3** - Analyze how spending choices and decision-making can result in positive or negative consequences.
- **9.1.5.PB.2** - Describe choices consumers have with money (e.g., save, spend, donate)
- **9.2.5.CAP.1** - Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- **9.2.5.CAP.2** - Explain how you might like to earn an income.

Grade 3 Reading/Writing

<ul style="list-style-type: none"> ● 9.4.5.CI.1 - Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. ● 9.4.5.CT.1 - Identify and gather relevant data that will aid in the problem-solving process. ● 9.4.5.CT.3 - Describe how digital tools and technology may be used to solve problems. ● 9.4.5.GCA.1 - Analyze how culture shapes individual and community perspectives and points of view. ● 9.4.5.IML.3 - Represent the same data in multiple visual formats in order to tell a story about the data. 	
<p>Central Idea / Enduring Understanding:</p> <ul style="list-style-type: none"> ● Readers understand that photographs, illustrations, and details help them make sense of what they read. ● Writers understand that information and ideas can be compared and contrasted. ● Learners understand that there are similarities and differences in communities around the world. 	<p>Essential/Guiding Question:</p> <p>How do photographs, illustrations, and details help readers understand text?</p> <p>How do writers compare and contrast information and ideas?</p>
<p>Content: (Module Goals)</p> <ul style="list-style-type: none"> ● Readers will use photographs, illustrations, and details to make sense of texts. ● Writers will write a compare-and-contrast essay that includes an introduction, linking words and phrases, a developed topic, and a conclusion. ● Learners will recognize that families and communities differ from place to place around the world. <p>Text Complexity Measures - TR48 - TR54 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> ● Quantitative Measures <ul style="list-style-type: none"> ○ Lexile ● Qualitative Measures <ul style="list-style-type: none"> ○ Literary/Informational Text ○ Text Structure ○ Language and Vocabulary ○ Theme and Knowledge Demands ● Reader and Task Consideration <ul style="list-style-type: none"> ○ Motivation, Knowledge, Experiences of Students ○ Difficulty of the Task or Questions Posed 	<p>Skills(Objectives):</p> <p>Reading:</p> <ul style="list-style-type: none"> ● Main Idea ● Literal and Nonliteral Meanings ● Analyze Photos ● Determine Word Meaning ● Ask and Answer Questions ● Main Idea and Key Details ● Use Illustrations to Understand Text ● Use Text Features ● Distinguish Point of View ● Compare and Contrast ● Central Message ● Determine Word Meaning <p>Writing:</p> <ul style="list-style-type: none"> ● Write an Informative/Explanatory Paragraph ● Compare Different Genres ● Describe and Analyze an Illustration ● Write an Introduction ● Add Details to an Informative Paragraph ● Add Illustrations for a Topic ● Group Related Ideas and Information ● Use Linking Words and Phrases ● Write a Comparison-Contrast Paragraph ● Write a Concluding Statement or Section ● Take Brief Notes from Several Sources ● Gather Information to Write a Paragraph ● Sort Evidence for a Essay ● Write an Outline ● Write a First Draft ● Revise a First Draft ● Edit a Compare-Contrast Essay ● Publish and Present a Compare-Contrast Essay
Stage 2: Assessment Evidence	
<p>Performance Task(s):</p> <p>Performance Based Assessment:</p>	<p>Other Evidence:</p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> ● Baseline Assessment

Grade 3 Reading/Writing

<ul style="list-style-type: none"> • Informative/Explanatory Task: Compare and Contrast Communities - Scholars will use what they have learned from the selections to compare and contrast two communities. • Scholars will: <ul style="list-style-type: none"> ○ introduce the topic. ○ group related information together. ○ develop the topic with facts, definitions, and details. ○ use linking words and phrases to connect ideas. ○ provide a conclusion. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary • Writing Keystones: <ul style="list-style-type: none"> ○ Checklists • Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion • Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Selection Test - Anchor Text • Performance-Based Assessment - Module A & B • End-of-Unit Assessment
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Main Ideas & Supporting Details</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Prefixes <i>un-, re-, mis-, dis-, non-</i> <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Enduring Understanding: <i>Learners understand that there are similarities and differences in communities around the world.</i> • Explore Poetry - Read poem and discuss. • Engage Scholars - Essential Questions: <i>How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?</i> • Read - Follow Shared Reading Routine to read pgs. 105-117, focusing on what the text is about. • Turn and Talk - Follow Think-Pair-Share Routine to discuss which homes are the most interesting and why. <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. 	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Main Ideas & Supporting Details</p> <ul style="list-style-type: none"> • TE pg. 212 • TE pg. 212 • <i>City Songs</i>, Text Collection, pg. 125 • TE pg. 212 • <i>City Homes</i>, Text Collection, pgs. 105-117 • TE pg. 212 • <i>City Homes</i>, Text Collection, pgs. 105-117 • Shared Reading Routine TR10-11 • TE pg. 212 • <i>City Homes</i>, Text Collection, pgs. 105-117 • Think-Pair-Share Routine TR2-3 • TE pg. 213 • <i>City Homes</i>, Text Collection, pgs. 105-117 • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7
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Grade 3 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Idea** - Display and complete Main Idea organizer with class to determine the main idea and supporting details.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Review the Definition of Adverbs** - Display sentence and guide scholars in defining adverbs.

Set the Purpose:

- **Convey Ideas and Information** - Remind scholars that in informative/explanatory writing, writers inform readers about a topic or explain a topic to readers.

Teach and Model:

- **Convey Ideas and Information** - Through discussion, guide scholars to recognize how the writer expresses him/herself by presenting factual information.

Prepare to Write:

- **Write an Explanatory Paragraph** - Model determining a viewpoint, choosing facts, and organizing main ideas and details to write an explanatory/informative paragraph.

Independent Writing Practice:

- **Write an Explanatory Paragraph** - Scholars write an informative/explanatory paragraph that expresses their own views while providing factual information.

Share Writing:

- Volunteers share their writing with the class. The class suggests and discusses how the details may be used to write an informative/explanatory paragraph.

Learning Opportunities/Strategies:

Lesson 2 - READING: Distinguish Literal and Nonliteral Meanings

Foundational Skills Mini-Lesson:

- **Prefixes *un-*, *re-*, *mis-*, *dis-*, *non-***

- TE pgs. 213-214
- By-the-Way Words - terraced, radiators, canals
- Benchmark Vocabulary - townhouses, suburbs, apartments, concrete, streetcars
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 214
- Main Idea Graphic Organizer TR36,
- *City Homes*, Text Collection, pgs. 105-117

Resources:

Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 221

- TE pg. 218
- *City Homes*, Text Collection, pgs. 105-117

- TE pg. 218
- *City Homes*, Text Collection, pgs. 109-110

- TE pg. 219
- Teacher Modeled Writing

- TE pg. 220
- Digital Options

- TE pg. 220
- Student Writing

Resources:

Lesson 2 - READING: Distinguish Literal and Nonliteral Meanings

- TE pg. 222

Grade 3 Reading/Writing

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that information and ideas can be compared and contrasted.*
- **Explore Poetry** - Read poem and discuss.
- **Engage Scholars** - Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to review the text, focusing on word meanings to deepen understanding of key details and main ideas.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the difference in meaning between *house* and *home*.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Literal and Nonliteral Meanings** - Display and complete the Three-Column Chart with class to show that the same word can have literal and nonliteral meanings.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Review How Adverbs Function in a Sentence** - Display sentences and guide scholars in reviewing the functions of adverbs.

Set the Purpose:

- **Understanding Different Genres** - Remind scholars that there are different kinds, or genres, of informative writing.

Teach and Model:

- TE pg. 222
- *City Homes*, Text Collection, pgs. 105-117
- *Living Above Good Fortune*, TC, pgs. 122-123
- TE pg. 222
- *City Homes*, Text Collection, pgs. 105-117
- TE pg. 222
- *City Homes*, Text Collection, pgs. 105-117
- Shared Reading Routine TR10-11
- TE pg. 222
- *City Homes*, Text Collection, pgs. 105-117
- Think-Pair-Share Routine TR2-3

- TE pg. 223
- *City Homes*, Text Collection, pgs. 105-117
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 224
- Benchmark Vocabulary - townhouses, suburbs, apartments
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 224
- Three-Column Chart TR40
- *City Homes*, Text Collection, pgs. 105-117

Resources:

Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg. 231
- TE pg. 228
- *City Homes*, Text Collection, pgs. 105-117

Grade 3 Reading/Writing

- **Understanding Different Genres** - Through discussion, guide scholars to recognize different genres of informative/explanatory writing.

Prepare to Write:

- **Compare Different Genres** - Model asking questions to identify genre, then organizing a genre

Independent Writing Practice:

- **Compare Different Genres** - Scholars complete a graphic organizer to determine the characteristics of informative writing, then write about the similarities and differences among the genres.

Share Writing:

- Volunteers share their pre-writing research with the class. The class discusses how the different genres may be used in informative writing.

Learning Opportunities/Strategies:

Lesson 3 - READING: Analyze Information from Photos and Captions

Foundational Skills Mini-Lesson:

- **Prefixes *un-*, *re-*, *mis-*, *dis-*, *non-***

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that photographs, illustrations, and details help them make sense of what they read.*
- **Engage Scholars** - Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to review the text, focusing on photos and captions to deepen understanding of key details and ideas.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the key details from captions in help readers to understand the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 228
- *City Homes*, Text Collection, pgs. 113

- TE pg. 229
- Teacher Modeled Writing

- TE pg. 230
- Digital Options
- Web B Graphic Organizer TR45

- TE pg. 230
- Student Writing

Resources:

Lesson 3 - READING: Analyze Information from Photos and Captions

- TE pg. 232
- TE pg. 232
- *City Homes*, Text Collection, pgs. 105-117
- TE pg. 232
- *City Homes*, Text Collection, pgs. 105-117
- TE pg. 232
- *City Homes*, Text Collection, pgs. 105-117
- Shared Reading Routine TR10-11
- TE pg. 232
- *City Homes*, Text Collection, pgs. 105-117
- Think-Pair-Share Routine TR2-3

- TE pg. 232
- *City Homes*, Text Collection, pgs. 105-117
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 234
- Benchmark Vocabulary - concrete, streetcars
- Benchmark Vocab. Routine for Informational Text TR24-27

Grade 3 Reading/Writing

Reading Analysis:

- **Analyze Photos** - Display and complete with class the Three-Column Chart to show how photographs appeal to emotions and help readers connect ideas.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Review Using Adverbs in a Sentence** - Display sentences and guide scholars in using adverbs in a sentence.

Set the Purpose:

- **Write a Description of Graphics** - Remind scholars that some explanatory texts use illustration and other graphics as well as text to convey information.

Teach and Model:

- **Write a Description of Graphics** - Through discussion, guide scholars to recognize how the photographs support and expand the text in *City Homes*.

Prepare to Write:

- **Describe and Analyze an Illustration** - Model observing photos with a purpose, analyzing the photo and taking notes about the photo.

Independent Writing Practice:

- **Describe and Analyze an Illustration** - Scholars describe and analyze an illustration in the text, using evidence from the text and photos to show how geography influences a way of life.

Share Writing:

- Volunteers share their observations with the class. The class suggests and discusses how other illustrations show how geography influences life.

Learning Opportunities/Strategies:

Lesson 4 - READING: Determine the Main Idea of Text

Foundational Skills Mini-Lesson:

- **Prefixes *un-*, *re-*, *mis-*, *dis-*, *non-***

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that there are similarities and differences in communities around the world.*

- Generative Vocabulary Chart TE 202-205
- TE pg. 234
- *City Homes*, Text Collection, pgs. 105-117
- Three-Column Chart TR40

Resources

Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 241
- TE pg. 238
- *City Homes*, Text Collection, pgs. 105-117
- TE pg. 238
- *City Homes*, Text Collection, pgs. 106, 111, 113
- TE pg. 239
- Teacher Modeled Writing
- *City Homes*, Text Collection, pg. 106
- TE pg. 240
- Digital Options
- *City Homes*, Text Collection, pg. 106
- TE pg. 240
- Student Writing

Resources:

Lesson 4 - READING: Determine the Main Idea of Text

- TE pg. 242
- TE pg. 242
- *Deep Down and Other Extreme Places to Live*, pgs. 4-5

Grade 3 Reading/Writing

- **Engage Scholars** -Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 4-5, focusing on what the text is mainly about.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the extreme places to live mentioned in the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Idea** - Display and complete the Main Idea organizer with class to chart the main idea and key details.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Review Using Coordinating Conjunctions in a Sentence** - Display sentences and guide scholars in using coordinating conjunctions.

Set the Purpose:

- **Introduce a Topic** - Remind scholars that when they are informing or explaining, they must introduce their topic.

Teach and Model:

- **Introduce a Topic** - Using models from the text, explain that when writers write an introduction to a text that informs, they read about their topic first to learn interesting ideas and to form a main idea about their topic.

Prepare to Write:

- TE pg. 242
- *Deep Down and Other Extreme Places to Live*, pgs. 4-5

- TE pg. 242
- *Deep Down and Other Extreme Places to Live*, pgs. 4-5
- Shared Reading Routine TR10-11

- TE pg. 42
- *Deep Down and Other Extreme Places to Live*, pgs. 4-5
- Think-Pair-Share Routine TR2-3

- TE pg. 243
- *Deep Down and Other Extreme Places to Live*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 243-244
- By-the-Way Words - jungle
- Benchmark Vocabulary - similar, characters, extreme
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 244
- Main Idea Graphic Organizer TR36
- *Deep Down and Other Extreme Places to Live*, pgs. 4-5

Resources

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 251

- TE pg. 248
- *Deep Down and Other Extreme Places to Live*, pgs. 4-5

- TE pg. 248
- *Deep Down and Other Extreme Places to Live*, pgs. 4-5

Grade 3 Reading/Writing

- **Write an Introduction** - Model choosing a topic from the text, gathering information, and stating a main idea.

Independent Writing Practice:

- **Write an Introduction** - Scholars write an introduction to a topic that appears in the text.

Share Writing:

- Volunteers share their introductions with the class. The class identifies the topic and main idea in each one.

Learning Opportunities/Strategies:

Lesson 5 - READING: Understand Key Vocabulary

Foundational Skills Mini-Lesson:

- **Prefixes un-, re-, mis-, dis-, non-**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that information and ideas can be compared and contrasted.*
- **Engage Scholars** - Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 6-11, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what makes Supai village an *extreme place* or different from where most people live.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Determine Word Meaning** - Use examples from pgs. 9-10 of *Deep Down and Other Extreme Places*

- TE pg. 249
- *Deep Down and Other Extreme Places to Live*, pgs. 4-5
- Teacher Modeled Writing

- TE pg. 250
- Digital Options
- *Deep Down and Other Extreme Places to Live*, pgs. 4-5

- TE pg. 250
- Student Writing

Resources:

Lesson 5 - READING: Understand Key Vocabulary

- TE pg. 252
- TE pg. 252
- *Deep Down and Other Extreme Places to Live*, pgs. 6-11
- TE pg. 252
- *Deep Down and Other Extreme Places to Live*, pgs. 6-11
- TE pg. 252
- *Deep Down and Other Extreme Places to Live*, pgs. 6-11
- Shared Reading Routine TR10-11
- TE pg.252
- *Deep Down and Other Extreme Places to Live*, pgs. 6-11
- Think-Pair-Share Routing TR2-3
- TE pg. 253
- *Deep Down and Other Extreme Places to Live*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 253-254
- By-the-Way Words - paradise, remote, creek
- Benchmark Vocabulary - canyon, emerald, survive
- Benchmark Vocab. Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 254

Grade 3 Reading/Writing

to *Live* to model using context clues to determine word meaning with class.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Define Subordinating Conjunctions** - Display sentences and guide scholars to use subordinating conjunctions.

Set the Purpose:

- **Develop a Topic** - Remind scholars that after writers introduce a topic and a main idea, they develop the topic.

Teach and Model:

- **Develop a Topic** - Explain that when writers develop a topic for an informative essay, they are presenting information that supports their main idea.

Prepare to Write:

- **Add Details to an Informative Paragraph** - Explain to scholars that before they begin to develop a paragraph, they should develop a plan for their writing. Model gathering information, choosing facts, and organizing facts into an informative paragraph.

Independent Writing Practice:

- **Add Details to an Informative Paragraph** - Have scholars develop information about their topic by adding facts, definitions, and details to their introductions from Lesson 4, and writing one or more paragraphs.

Share Writing:

- Volunteers share their writing with the class. The class identifies facts, definitions, and details.

Learning Opportunities/Strategies:

Lesson 6 - READING: Ask and Answer Questions About a Text

Foundational Skills Mini-Lesson:

- **Spelling of /j/, /s/, and /k/**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that photographs, illustrations, and details help them make sense of what they read.*
- **Engage Scholars** - Essential Questions: *How do photographs, illustrations, and details help readers*

- *Deep Down and Other Extreme Places to Live*, pgs. 9-10

Resources

Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg. 261

- TE pg. 258
- *Deep Down and Other Extreme Places to Live*, pgs. 6-11

- TE pg. 258
- *Deep Down and Other Extreme Places to Live*, pgs. 6, 8, 9

- TE pg. 259
- Teacher Modeled Writing
- *Deep Down and Other Extreme Places to Live*, pgs. 6-11

- TE pg. 260
- Digital Options
- Student Writing

- TE pg. 260
- Student Writing

Resources:

Lesson 6 - READING: Ask and Answer Questions About a Text

- TE pg. 262

- TE pg. 262
- *Deep Down and Other Extreme Places to Live*, pgs. 12-13

- TE pg. 262

Grade 3 Reading/Writing

understand text? How do writers compare and contrast information and ideas?

- **Read** - Follow Shared Reading Routine to read pgs. 12-13, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what life is like for the Afar people.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete with class the Two Sorting Boxes to ask and answer questions about informational text.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Subordinating Conjunctions in a Sentence** - Display sentences and guide scholars in using subordinating conjunctions in sentences.

Set the Purpose:

- **Use Illustrations to Aid Comprehension** - Remind scholars that when writers develop their topics, they use facts and details.

Teach and Model:

- **Use Illustrations to Aid Comprehension** - Explain that when writers present information, they sometimes choose to illustrate some information to help the reader better understand what the text is saying.

Prepare to Write:

- **Add Illustrations for a Topic** - Model illustrating an idea by using photos and captions.

- *Deep Down and Other Extreme Places to Live*, pgs. 12-13

- TE pg. 262
- *Deep Down and Other Extreme Places to Live*, pgs. 12-13
- Shared Reading Routine TR10-11

- TE pg. 262
- *Deep Down and Other Extreme Places to Live*, pgs. 12-13
- Think-Pair-Share Routine TR2-3

- TE pg. 263
- *Deep Down and Other Extreme Places to Live*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 263-264
- By-the-Way Words - region, nomadic
- Benchmark Vocabulary - mine
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 264
- Two Sorting Boxes TR42
- *Deep Down and Other Extreme Places to Live*, pg. 12

Resources

Lesson 6 - WRITING: Informative/Explanatory Writing

- TE pg. 271

- TE pg. 268
- Student Model

- TE pg. 268
- *Deep Down and Other Extreme Places to Live*, pgs. 12-13
- Student Model

- TE pg. 269
- Teacher Modeled Writing

Grade 3 Reading/Writing

Independent Writing Practice:

- **Add Illustrations for a Topic** - Scholars find or draw illustrations for the topic they started writing about in Lesson 4 and write a caption for it.

Share Writing:

- Volunteers share their illustrations with the class. The class comments on how the illustrations are captioned and if its caption helps the reader understand the topic.

Learning Opportunities/Strategies:

Lesson 7 - READING: Determine Main Idea and Key Details

Foundational Skills Mini-Lesson:

- **Spelling of /j/, /s/, and /k/**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that photographs, illustrations, and details help them make sense of what they read.*
- **Engage Scholars** - Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 14-17, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss some examples of how extreme life in the Danakil Depression is.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Idea and Key Details** - Display and complete the Main Idea organizer with class to chart the main idea and key details.

- TE pg. 270
- Student Writing Lesson 4
- Digital Options

- TE pg. 270
- Student Writing

Resources:

Lesson 7 - READING: Determine Main Idea and Key Details

- TE pg. 272
- TE pg. 272
- *Deep Down and Other Extreme Places to Live*, pgs. 14-17
- TE pg. 272
- *Deep Down and Other Extreme Places to Live*, pgs. 14-17
- TE pg. 272 Shared Reading Routine TR10-11
- *Deep Down and Other Extreme Places to Live*, pgs. 14-17
- TE pg. 272 Think-Pair-Share Routine TR2-3
- *Deep Down and Other Extreme Places to Live*, pgs. 14-17
- TE pg. 273
- *Deep Down and Other Extreme Places to Live*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 273-274
- By-the-Way Words - salt flats
- Benchmark Vocabulary - evaporated, provide, herd
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 274
- Main Idea Graphic Organizer TR36
- *Deep Down and Other Extreme Places to Live*, pgs. 14-17

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Review Plural Nouns** - Display sentences and guide scholars to use plural subjects and the correct verb forms in sentences.

Set the Purpose:

- **Group Related Information** - Explain that writers gather the facts and key details that they will use in their informative or explanatory writing.

Teach and Model:

- **Group Related Information** - Using the Student Model, discuss how writers group related information, then use it to write a paragraph.

Prepare to Write:

- **Group Related Ideas and Information** - Explain to scholars that they begin their work by choosing facts and key details, then categorize them. Model reviewing facts and writing a category name.

Independent Writing Practice:

- **Group Related Ideas and Information** - Scholars write facts and key details and group related information as shown in the student model, using a graphic organizer, or writing a paragraph.

Share Writing:

- Volunteers share their groupings with the class. The class decides whether the information is related.

Learning Opportunities/Strategies:

Lesson 8 - READING: Use Illustrations to Understand Text

Foundational Skills Mini-Lesson:

- **Spelling of /j/, /s/, and /k/**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that information and ideas can be compared and contrasted.*
- **Engage Scholars** - Share the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 18-19, focusing on what the text is mainly about.

Resources

Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 281
- TE pg. 278
- *Deep Down and Other Extreme Places to Live*, pgs. 14-17
- TE pg. 278
- *Deep Down and Other Extreme Places to Live*, pgs. 14-17
- Student Model
- TE pg. 279
- Teacher Modeled Writing
- TE pg. 280
- Main Idea Graphic Organizer TR36
- Digital Options
- TE pg. 280
- Student Writing

Resources:

Lesson 8 - READING: Use Illustrations to Understand Text

- TE pg. 282
- TE pg. 282
- *Deep Down and Other Extreme Places to Live*, pgs. 18-19
- TE pg. 282
- *Deep Down and Other Extreme Places to Live*, pgs. 18-19
- TE pg. 282 Shared Reading Routine TR10-11

Grade 3 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what makes the Sami homeland an extreme place to live.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Use Illustrations to Understand Text** - Display and complete the T-Chart with class to show how illustrations can help readers better understand the text.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Regular Verbs** - Display sentences and guide scholars in using regular verbs.

Set the Purpose:

- **Use Linking Words to Connect Ideas** - Remind scholars that once they have grouped information, they can use linking words and phrases to help make the connections between their ideas clear.

Teach and Model:

- **Use Linking Words to Connect Ideas** - Through discussion, model using linking words to group related ideas and to show how words, phrases, sentences, and paragraphs connect to each other.

Prepare to Write:

- **Use Linking Words and Phrases** - Model adding a linking phrase to sentences from the text and using the correct linking word based on the text.

Independent Writing Practice:

- **Use Linking Words and Phrases** - Scholars write a paragraph using linking words and phrases to connect ideas.

- *Deep Down and Other Extreme Places to Live*, pgs. 18-19

- TE pg. 282 Think-Pair-Share Routing TR2-3
- *Deep Down and Other Extreme Places to Live*, pgs. 18-19

- TE pg. 283
- *Deep Down and Other Extreme Places to Live*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 283-284
- By-the-Way Words - Arctic
- Benchmark Vocabulary - roaming, farthest
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 284
- T-Chart TR39
- *Deep Down and Other Extreme Places to Live*, pgs. 18-19

Resources

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 291

- TE pg. 288
- *Deep Down and Other Extreme Places to Live*, pgs. 18-19

- TE pg. 288
- *Deep Down and Other Extreme Places to Live*, pgs. 12, 16

- TE pg. 289
- *Deep Down and Other Extreme Places to Live*, pg. 9
- Teacher Modeled Writing

- TE pg. 290
- Digital Options

Grade 3 Reading/Writing

Share Writing:

- Volunteers share their paragraphs with the class. The class identifies each linking word and phrase.

Learning Opportunities/Strategies:

Lesson 9 - READING: Build Understanding

Foundational Skills Mini-Lesson:

- **Spelling of /j/, /s/, and /k/**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that photographs, illustrations, and details help them make sense of what they read.*
- **Engage Scholars** - Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 20-23, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what life is like for the Sami people.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Use Text Features** - Display and complete the Three-Column Chart with class to show how to use different kinds of headings to understand information.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- TE pg. 290
- Student Writing

Resources:

Lesson 9 - READING: Build Understanding

- TE pg. 292
- TE pg. 292
- *Deep Down and Other Extreme Places to Live*, pgs. 20-23
- TE pg. 292
- *Deep Down and Other Extreme Places to Live*, pgs. 20-23
- TE pg. 292
- *Deep Down and Other Extreme Places to Live*, pgs. 20-23
- Shared Reading Routine TR10-11
- TE pg. 292
- *Deep Down and Other Extreme Places to Live*, pgs. 20-23
- Think-Pair-Share Routing TR2-3
- TE pg. 293
- *Deep Down and Other Extreme Places to Live*, pgs. 20-23
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 294
- Benchmark Vocabulary - species, occasion
- Benchmark Vocab. Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 294
- Three-Column Chart TR40
- *Deep Down and Other Extreme Places to Live*, pgs. 20-23

Resources

Lesson 9 - WRITING: Informative/Explanatory Writing

Grade 3 Reading/Writing

- **Use Plural Subjects and Verbs** - Display sentences and guide scholars in using plural subjects and verbs.

Set the Purpose:

- **Use Linking Words to Connect Ideas** - Remind scholars that once they have gathered information on their topic, they can compare and contrast ideas using linking words and phrases.

Teach and Model:

- **Use Linking Words to Connect Ideas** - Use the Student Model to explain that when writers write a compare-and-contrast text, they need to be sure their readers can follow the similarities and differences they present.

Prepare to Write:

- **Write a Comparison-Contrast Paragraph** - Model exploring comparisons based on the text and adding linking words.

Independent Writing Practice:

- **Write a Comparison-Contrast Paragraphs** - Scholars write a paragraph using linking words and phrases to compare and contrast two kinds of extreme communities or two things people do in an extreme community.

Share Writing:

- Volunteers share their writing with the class. The class identifies each linking word and phrase.

Learning Opportunities/Strategies:

Lesson 10 - READING: Author's Point of View

Foundational Skills Mini-Lesson:

- **Spelling of /j/, /s/, and /k/**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that there are similarities and differences in communities around the world.*
- **Engage Scholars** - Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 24-25, focusing on what the text is about.

- TE pg. 301

- TE pg. 298
- *Deep Down and Other Extreme Places to Live*, pgs. 20-23

- TE pg. 298
- *Deep Down and Other Extreme Places to Live*, pgs. 20-23

- TE pg. 299
- *Deep Down and Other Extreme Places to Live*, pgs. 20-23

- TE pg. 300
- Digital Options

- TE pg. 300
- Student Writing

Resources:

Lesson 10 - READING: Author's Point of View

- TE pg. 302

- TE pg. 302
- *Deep Down and Other Extreme Places to Live*, pgs. 24-25

- TE pg. 302
- *Deep Down and Other Extreme Places to Live*, pgs. 24-25

- TE pg. 302
- *Deep Down and Other Extreme Places to Live*, pgs. 24-25
- Shared Reading Routine TR10-11

Grade 3 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what the writer says about where you live.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Distinguish Point of View** - Complete the Venn Diagram with class to keep what scholars think separate from what the author thinks.

Learning Opportunities/Strategies:

Lesson 10 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Review Regular Past Tense Verbs** - Display sentences and guide scholars in using regular past tense verbs.

Set the Purpose:

- **Provide a Concluding Statement or Section** - Explain to scholars that after writers have completed their introductions and written paragraphs developing their topic, they can work on their conclusions.

Teach and Model:

- **Provide a Concluding Statement or Section** - Through discussion, explain to scholars that when writers conclude, they don't always have to summarize, but they should remind readers of the main idea without repeating their exact words from earlier.

Prepare to Write:

- **Write a Concluding Statement or Section** - Model sticking to the topic in a text, adding interest based on the text, and summarizing.

Independent Writing Practice:

- **Write a Concluding Statement or Section** - Scholars write a paragraph that concludes the topic they started in Lesson 4.

- TE pg. 302
- *Deep Down and Other Extreme Places to Live*, pgs. 24-25
- Think-Pair-Share Routine TR2-3

- TE pg. 303
- *Deep Down and Other Extreme Places to Live*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 303-304
- By-the-Way Word - tribe
- Benchmark Vocabulary - probably, imagine, normal
- Benchmark Vocab. Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 304
- Venn Diagram TR43
- *Deep Down and Other Extreme Places to Live*, pgs. 24-25

Resources

Lesson 10 - WRITING:Informative/Explanatory Writing

- TE pg. 311

- TE pg. 308
- *Deep Down and Other Extreme Places to Live*, pgs. 24-25

- TE pg. 308
- *Deep Down and Other Extreme Places to Live*, pg. 24

- TE pg. 309
- Teacher Modeled Writing
- *Deep Down and Other Extreme Places to Live*, pgs. 24-25

- TE pg. 310
- Digital Options

Grade 3 Reading/Writing

Share Writing:

- Volunteers share their writing with the class. The class identifies the topic, subtopics or other summaries, and the way the writer says, "This is the end."

Learning Opportunities/Strategies:

Lesson 11 - READING: Use Text Features to Determine Word Meaning

Foundational Skills Mini-Lesson:

- **Suffixes -ly, -ful, -ness, -less, -able, -ible**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that information and ideas can be compared and contrasted.*
- **Engage Students** - Share the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 26-27, focusing on how the structures on these pages differ from other parts of the text.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what you can learn from these pages.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Use Text Features** - Display and complete the Web B organizer with class to show how to use glossaries to determine word meanings.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- TE pg. 310
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 11 - READING: Use Text Features to Determine Word Meaning

- TE pg. 312
- TE pg. 312
- *Deep Down and Other Extreme Places to Live*, pgs. 26-27
- TE pg. 312
- *Deep Down and Other Extreme Places to Live*, pgs. 26-27
- TE pg. 312 Shared Reading Routine TR10-11
- *Deep Down and Other Extreme Places to Live*, pgs. 26-27
- TE pg. 312 Think-Pair-Share Routing TR2-3
- *Deep Down and Other Extreme Places to Live*, pgs. 26-27
- TE pg. 312
- *Deep Down and Other Extreme Places to Live*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 313-314
- By-the-Way Word - nomadic
- Benchmark Vocabulary - medicinal
- Benchmark Vocab. Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 314
- *Deep Down and Other Extreme Places to Live*, pgs. 26-27
- Web B Graphic Organizer TR45

Resources

Lesson 11 - WRITING: Informative/Explanatory Writing

Grade 3 Reading/Writing

- **Use Regular Past Tense Verbs in a Sentence** - Display sentences and guide scholars in using regular past tense verbs in a sentence.

Set the Purpose:

- **Take Brief Notes on Sources** - Remind scholars that when they look in sources to find information for an informative or explanatory text, they need to take brief notes about the information they find.

Teach and Model:

- **Take Brief Notes on Sources** - Through discussion, help scholars understand how the author of the text may have taken notes from sources to provide details.

Prepare to Write:

- **Take Brief Notes from Several Sources** - Model using several sources for taking notes.

Independent Writing Practice:

- **Take Brief Notes from Several Sources** - Scholars choose a topic and research it, take notes, and define unknown words, then write a paragraph.

Share Writing:

- Volunteers share their notes with the class. The class evaluates the notes and offers suggestions.

Learning Opportunities/Strategies:

Lesson 12 - READING: Compare and Contrast Texts

Foundational Skills Mini-Lesson:

- **Suffixes -ly, -ful, -ness, -less, -able, -ible**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that there are similarities and differences in communities around the world.*
- **Engage Scholars** - Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine, focusing on reading to review, summarize, and compare the information in the texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what you learned from the two texts.

- TE pg. 321

- TE pg. 318
- *Deep Down and Other Extreme Places to Live*, pgs. 26-27

- TE pg. 318
- *Deep Down and Other Extreme Places to Live*, pgs. 22-23

- TE pg. 319
- Teacher Modeled Writing
- *Deep Down and Other Extreme Places to Live*, pgs. 26-27

- TE pg. 320
- Digital Options

- TE pg. 320
- Student Writing

Resources:

Lesson 12 - READING: Compare and Contrast Texts

- TE pg. 322

- TE pg. 322
- *City Homes*
- *Deep Down and Other Extreme Places to Live*

- TE pg. 322
- *City Homes*
- *Deep Down and Other Extreme Places to Live*

- TE pg. 322
- *City Homes*,
- *Deep Down and Other Extreme Places to Live*
- Shared Reading Routine TR10-11

- TE pg. 322
- *City Homes*
- *Deep Down and Other Extreme Places to Live*

Grade 3 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Climate Change Connection:** How are the communities in "City Homes" and "Deep Down and Other Extreme Places to Live" affected by climate change? Use a 2 column chart to compare two climates from one community in each story.
- **Compare and Contrast** - Display and complete the Two Sorting Boxes with class to compare the main ideas and key details in both texts.

Learning Opportunities/Strategies:

Lesson 12 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Define Plural Irregular Verbs** - Display sentences and guide scholars to form and use plural irregular verbs.

Set the Purpose:

- **Gather Information** - Remind scholars of the elements of strong informational writing.

Teach and Model:

- **Gather Information** - Remind scholars that as they research additional sources, they will need to take additional notes.

Prepare to Write:

- **Gather Information to Write a Paragraph**- Explain to scholars that when they research topics, they should look for information in many sources. Model looking for similarities and differences, paraphrasing, and listing sources.

Independent Writing Practice:

- **Gather Information to Write a Paragraph** - Scholars write a paragraph using evidence from three sources, which may include the texts in this module.

- Think-Pair-Share Routing TR2-3
- TE pg. 323
- *City Homes*
- *Deep Down and Other Extreme Places to Live*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 324
- Benchmark Vocabulary - cities, similar, normal
- Benchmark Vocab. Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 202-205
- 2-column chart
- TE pg. 324
- Two Sorting Boxes TR42
- *City Homes*
- *Deep Down and Other Extreme Places to Live*

Resources

Lesson 12 - WRITING:Informative/Explanatory Writing

- TE pg. 331
- TE pg. 328
- *City Homes*
- *Deep Down and Other Extreme Places to Live*
- TE pg. 328
- *City Homes*
- *Deep Down and Other Extreme Places to Live*, pgs. 6-7
- TE pg. 329
- Teacher Modeled Writing
- *City Homes*
- *Deep Down and Other Extreme Places to Live*
- TE pg. 330
- Digital Options

Grade 3 Reading/Writing

Share Writing:

- Volunteers share their writing with the class. The class identifies the main ideas and supporting details in each paragraph.

Learning Opportunities/Strategies:

Lesson 13 - READING: Determine the Central Message

Foundational Skills Mini-Lesson:

- **Suffixes -ly, -ful, -ness, -less, -able, -ible**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that photographs, illustrations, and details help them make sense of what they read.*
- **Engage Scholars** - Share the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read chapters 1-3, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss where the story takes place, based on the illustrations.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Central Message - Display and** complete the Web B organizer to find the central message by looking at the key details and illustrations.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **How Plural Irregular Verbs Function** - Guide scholars in writing sentences using plural irregular verbs.

- TE pg. 330
- Student Writing

Resources:

Lesson 13 - READING: Determine the Central Message

- TE pg. 332
- TE pg. 332
- *The Song of Sky and Sand*, Chapters 1-3
- TE pg. 332
- *The Song of Sky and Sand*, Chapters 1-3
- TE pg. 332
- *The Song of Sky and Sand*, Chapters 1-3
- Shared Reading Routine TR10-11
- TE pg. 332
- *The Song of Sky and Sand*, Chapters 1-3
- Think-Pair-Share Routine TR2-3

- TE pg. 333
- *The Song of Sky and Sand*, Chapters 1-3
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 333-334
- By-the-Way Words - shimmering, plain, constellation
- Benchmark Vocabulary - journey, shuffled, crooked, drought
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 202-205

- TE 334
- *The Song of Sky and Sand*, Chapters 1-3
- Web B Graphic Organizer TR45

Resources

Lesson 13 - WRITING: Informative/Explanatory Writing

- TE pg. 341

Grade 3 Reading/Writing

Set the Purpose:

- **Sort Evidence** - Remind scholars that gathering notes from different sources builds a better knowledge base of the topic.

Teach and Model:

- **Sort Evidence** - Through discussion, model taking notes and grouping facts and details together related to each category.

Prepare to Write:

- **Sort Evidence for an Essay** - Explain to scholars that when organizing information about a topic, they need to choose at least three categories to focus on, then model thinking about categories.

Independent Writing Practice:

- **Sort Evidence for an Essay** - Scholars sort evidence for an essay that will compare their research on communities to their own way of life. They will sort their notes from Lessons 11 and 12 into at least three categories.

Share Writing:

- Volunteers share their categories with the class.

Learning Opportunities/Strategies:

Lesson 14 - READING: Ask and Answer Questions to Understand a Text

Foundational Skills Mini-Lesson:

- **Suffixes -ly, -ful, -ness, -less, -able, -ible**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that information and ideas can be compared and contrasted.*
- **Engage Students** - Share the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read Chapters 4-6, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the illustration on pg. 34 helps you understand what is happening in the text.

Close Read:

- TE pg. 338

- TE pg. 338
- Models from *Sleuth*, pgs. 24-25

- TE pg. 339
- Teacher Modeled Writing
- *The Song of Sky and Sand*, Chapters 1-3

- TE pg. 340
- Digital Options

- TE pg. 340
- Student Writing

Resources:

Lesson 14 - READING: Ask and Answer Questions to Understand a Text

- TE pg. 342

- TE pg. 342
- *The Song of Sky and Sand*, Chapters 4-6

- TE pg. 342
- *The Song of Sky and Sand*, Chapters 4-6

- TE pg. 342
- *The Song of Sky and Sand*, Chapters 4-6
- Shared Reading Routine TR10-11

- TE pg. 342
- *The Song of Sky and Sand*, pg. 34
- Think-Pair-Share Routine TR2-3

Grade 3 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask and Answer Questions** - Display and complete the T-Chart with class to show that asking and answering questions can help readers better understand the text.

Learning Opportunities/Strategies:

Lesson 14 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Plural Irregular Verbs in a Sentence** - Guide scholars in writing sentences using plural irregular verbs.

Set the Purpose:

- **Plan and Prewrite** - Remind scholars of the five stages in the writing process: Plan, Draft, Revise, Edit, and Publish.

Teach and Model:

- **Plan and Prewrite** - Through discussion, explain to students that the importance of an outline is to organize their information and thoughts in an order that makes sense and will be easy for them to follow as they begin the writing process.

Prepare to Write:

- **Write an Outline** - Explain to scholars that they will create an outline for the compare-contrast essay they researched in Lessons 11, 12, and 13. Model a few main idea sentence starters and categorizing.

Independent Writing Practice:

- **Write an Outline** - Scholars write an outline for their compare-and-contrast essays.

Share Writing:

- Volunteers share their outlines with the class.

- TE pg. 343
- *The Song of Sky and Sand*, Chapters 4-6
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 343-344
- By-the-Way Words - quest, oasis
- Benchmark Vocabulary - desert, limit, navigate, celebrate
- Benchmark Vocab. Routine for Literary TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 344
- *The Song of Sky and Sand*, Chapters 4-6
- T-Chart TR39

Resources

Lesson 14 - WRITING:Informative/Explanatory Writing

- TE pg. 351

- TE pg. 348

- TE pg. 348
- *The Song of Sky and Sand*, Chapters 4-6

- TE pg. 349
- Teacher Modeled Writing
- *The Song of Sky and Sand*, Chapters 4-6

- TE pg. 350
- Digital Options

- TE pg. 350
- Student Writing
- Writing Keystone Checklist

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 15 - READING: Determine Word Meaning

Foundational Skills Mini-Lesson:

- **Suffixes -ly, -ful, -ness, -less, -able, -ible**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that photographs, illustrations, and details help them make sense of what they read.*
- **Explore Poetry** - Read poem and discuss.
- **Engage Students** - Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read the text, focusing on the author's word choices.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the illustration on pg. 12 helps you understand the words in the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Determine Word Meaning** - Display and complete the Three-Column Chart to show how context clues can help determine a word's meaning.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Past Tense Irregular Verbs in a Sentence** - Guide scholars in using irregular verbs in a sentence.

Set the Purpose:

Resources:

Lesson 15 - READING: Determine Word Meaning

- TE pg. 352
- TE pg. 352
- *The Song of Sky and Sand*
- *Walking Home from School*, TC, pg. 124
- TE pg. 352
- *The Song of Sky and Sand*
- TE pg. 352
- *The Song of Sky and Sand*
- Shared Reading Routine TR10-11
- TE pg. 352
- *The Song of Sky and Sand*
- Think-Pair-Share Routine TR2-3
- TE pg. 353
- *The Song of Sky and Sand*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 154
- By-the-Way Word - enthralled
- Benchmark Vocabulary - natural, spring
- Benchmark Vocab. Routine for Literary TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 354
- *The Song of Sky and Sand*
- Three-Column Chart TR40

Resources

Lesson 15 - WRITING: Informative/Explanatory Writing

- TE pg. 361

Grade 3 Reading/Writing

- **Draft an Essay** - Remind scholars that writers follow a process when they write, then remind them of the five stages of the writing process.

Teach and Model:

- **Draft an Essay** - Using the Student Model, explain that when drafting, writers do not produce perfect, polished works, and know they will have time later to polish their writing.

Prepare to Write:

- **Write a First Draft** - Using the outline from Lesson 14, model writing a first draft.

Independent Writing Practice:

- **Write a First Draft** - Scholars compare their research on communities to their own way of life, then they will draft a compare-and-contrast essay comparing their own lives to the lives of others around the world. They will use their outline from Lesson 14 to write the draft.

Share Writing:

- Volunteers share their drafts with the class.

Learning Opportunities/Strategies:

Lesson 16 - READING: Compare and Contrast Texts on a Similar Topic

Foundational Skills Mini-Lesson:

- **Consonant Patterns** *wr, kn, gn, st, mb*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that photographs, illustrations, and details help them make sense of what they read.*
- **Engage Scholars** - Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to review the texts, focusing on how each author presented information about cultures and communities.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what scholars learned about people working together in both texts.

Close Read:

- TE pg. 358
- *The Song of Sky and Sand*

- TE pg. 358
- Student Model

- TE pg. 359
- Teacher Modeled Writing
- *The Song of Sky and Sand*

- TE pg. 360
- Digital Options

- TE pg. 360
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 16 - READING: Compare and Contrast Texts on a Similar Topic

- TE pg. 362

- TE pg. 362
- *Deep Down and Other Extreme Places to Live*
- *The Song of Sky and Sound*

- TE pg. 362
- *Deep Down and Other Extreme Places to Live*
- *The Song of Sky and Sound*

- TE pg. 362 Shared Reading Routine TR10-11
- *Deep Down and Other Extreme Places to Live*
- *Song of Sky and Sound*

- TE pg. 362 Think-Pair-Share Routine TR2-3
- *Deep Down and Other Extreme Places to Live*
- *Song of Sky and Sound*

Grade 3 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the Venn Diagram with class to compare and contrast how the authors presented information on a similar topic.

Learning Opportunities/Strategies:

Lesson 16 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Conventional Spelling** - Guide scholars in playing a word game with suffixes.

Set the Purpose:

- **Revise an Essay** - Remind scholars that writers follow a process when they write, then remind them of the five stages of the writing process.

Teach and Model:

- **Revise an Essay** - Explain to scholars the different ways writers revise an essay, then model revising an essay.

Prepare to Write:

- **Revise a First Draft** - Explain to scholars that they will revise their work to make it more clear and polished. Model adding and deleting text and peer review.

Independent Writing Practice:

- **Revise a First Draft** - Scholars revise their compare-and-contrast essays from Lesson 15.

Share Writing:

- Volunteers share their revisions with the class. Encourage the class to provide at least one piece of constructive feedback.

- TE pg. 363 *Deep Down and Other Extreme Places to Live*, *Song of Sky and Sound*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 364
- Benchmark Vocabulary - extreme, journey
- Benchmark Vocab. Routine for Informational and Literary Text TR24-31
- Generative Vocabulary Chart TE 202-205

- TE pg. 364
- Venn Diagram TR43
- *Deep Down and Other Extreme Places to Live*
- *Song of Sky and Sound*

Resources

Lesson 16 - WRITING:Informative/Explanatory Writing

- TE pg. 371

- TE pg. 368

- TE pg. 368
- *Deep Down and Other Extreme Places to Live*, pg. 12
- *The Song of Sky and Sound*, pg. 39

- TE pg. 369
- Teacher Modeled Writing
- *Deep Down and Other Extreme Places to Live*
- *The Song of Sky and Sound*

- TE pg. 370
- Digital Options

- TE pg. 170
- Student Writing

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 17 - READING: Compare Texts and Illustrations

Foundational Skills Mini-Lesson:

- **Consonant Patterns** *wr, kn, gn, st, mb*

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that information and ideas can be compared and contrasted.*
- **Engage Students** - Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to review the texts, focusing on reading to review, summarize, and compare the information in the texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what human life is like in deserts using the pictures in the two texts.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the Compare-Contrast organizer with class to model how writers use words and pictures to compare details.

Learning Opportunities/Strategies:

Lesson 17 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Spelling Patterns and Generalizations** - Guide scholars in thinking of examples of words with various spelling patterns.

Set the Purpose:

- **Edit an Essay** - Remind scholars that editing is the next-to-last step of the writing process.

Resources:

Lesson 17 - READING: Compare Texts and Illustrations

- TE pg. 372
- TE pg. 372
- *City Homes*
- *The Song of Sky and Sand*
- TE pg. 372
- *City Homes*
- *The Song of Sky and Sand*
- TE pg. 372
- *City Homes, The Song of Sky and Sand*
- Shared Reading Routine TR10-11
- TE pg. 372
- *City Homes, The Song of Sky and Sand*
- Think-Pair-Share Routine TR2-3

- TE pg. 373
- *City Homes, The Song of Sky and Sand*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 374
- Benchmark Vocabulary - townhouses, suburbs, apartments, desert
- Benchmark Vocab. Routine: Info/Lit TR24-31
- Generative Vocabulary Chart TE 202-205

- TE pg. 374
- *City Homes*
- *The Song of Sky and Sand*
- Compare and Contrast Graphic Organizer TR33

Resources

Lesson 17 - WRITING: Informative/Explanatory Writing

- TE pg. 381

- TE pg. 378

Grade 3 Reading/Writing

Teach and Model:

- **Edit an Essay** - Using the Student Model, model the editing process.

Prepare to Write:

- **Edit a Compare-Contrast Essay** - Model reading aloud, spelling and fact-checking, and grammar review as scholars prepare to edit their essays.

Independent Writing Practice:

- **Edit a Compare-Contrast Essay** - Scholars edit the compare-contrast essays they wrote in the preceding lessons.

Share Writing:

- Volunteers share their writing with the class. The class identifies what each essay is comparing and how the writer uses details to compare and contrast main ideas.

Learning Opportunities/Strategies:

Lesson 18 - READING: Use Details to Compare Texts

Foundational Skills Mini-Lesson:

- **Consonant Patterns** *wr, kn, gn, st, mb*

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that there are similarities and differences in communities around the world.*
- **Engage Scholars** - Review the texts. Share the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to review the texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss some of the ways that communities are alike and different.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 378
- *City Homes*
- *The Song of Sky and Sand*
- Student Model

- TE pg. 379
- *City Homes*
- *The Song of Sky and Sand*
- Teacher Modeled Writing

- TE pg. 380
- Digital Options

- TE pg. 380
- Student Writing

Resources:

Lesson 18 - READING: Use Details to Compare Texts

- TE pg. 382

- TE pg. 382
- *City Homes, Deep Down and Other Extreme Places to Live, The Song of Sky and Sand*

- TE pg. 382
- *City Homes, Deep Down and Other Extreme Places to Live, Song of Sky and Sand*

- TE pg. 382 Shared Reading Routine TR10-11
- *City Homes, Deep Down and Other Extreme Places to Live, Song of Sky and Sand*

- TE pg. 382 Think-Pair-Share Routine TR2-3
- *City Homes, Deep Down and Other Extreme Places to Live, Song of Sky and Sand*

- TE pg. 383
- *City Homes, Deep Down and Other Extreme Places to Live, Song of Sky and Sand*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 3 Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the Four-Column Chart with class to compare three places.

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Consult Reference Materials to Check Words** - Guide scholars in using encyclopedias and/or dictionaries to check that words are spelled and used correctly.

Set the Purpose:

- **Publish and Present Your Writing** - Remind scholars that publishing and presenting is the last step of the writing process.

Teach and Model:

- **Publish and Present Your Writing** - Using the Student Model, model the process of deciding how to publish your work.

Prepare to Write:

- **Publish and Present a Compare-Contrast Essay** - Remind scholars that publishing and presenting are the payoffs for all of their hard work, as well as exciting opportunities to share their writing with others. Model various ways to publish an essay.

Independent Writing Practice:

- **Publish and Present a Compare-Contrast Essay** - Scholars publish and present the compare-and-contrast essays they have written in preceding lessons.

Share Writing:

- Plan the presentation of scholars' essays according to the media in which they are presenting them.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Informative/Explanatory Task: Compare and Contrast Communities** - Scholars will use what

- TE pg. 384
- Benchmark Vocabulary - provide, concrete, streetcars
- Benchmark Vocab. Routine for Informational and Literary Text TR24-31
- Generative Vocabulary Chart TE 202-205

- TE pg. 384
- Four-Column Chart TR34
- *City Homes, Deep Down and Other Extreme Places to Live, Song of Sky and Sand*

Resources

Lesson 18 - WRITING: Informative/Explanatory Writing

- TE pg. 391

- TE pg. 388

- TE pg. 388
- Student Model

- TE pg. 389
- Teacher Modeled Writing

- TE pg. 390
- Digital Options

- TE pg. 390
- Student Writing

Resources:

Performance-Based Assessment:

- TE pg. 392
- Reproducible pg. 396

Grade 3 Reading/Writing

they have learned from the selections to compare and contrast two communities.

- **Scholars will:**

- introduce the topic.
- group related information together.
- develop the topic with facts, definitions, and details.
- use linking words and phrases to connect ideas.
- provide a conclusion.

Prepare:

- **Review** - Discuss the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Revisit the Text** - Remind scholars that *Deep Down and Other Extreme Places to Live* introduces many examples of extreme communities around the world. Point out that communities are alike and different in many ways, such as geography as well as climate, culture, economy, buildings, services, and transportation. Display and read aloud excerpts from:
 - *Deep Down and Other Extreme Places to Live*, pgs. 4-5

Tell scholars that to prepare for their Performance-Based Assessment, they will use information from the text to compare and contrast two communities. Emphasize the importance of using facts, definitions, and details to develop their explanatory/informative writing. Scholars may want to begin with a Venn Diagram TR43 or a T-Chart TR39 labeled with the two communities and areas of focus they have chosen to compare.

- **Create:** Remind scholars that to compare is to look for similarities. Guide scholars to write facts or details that are relevant to more than one community in the center section of a Venn Diagram. Be sure that students understand that the left circle of the diagram refers to one community, the right circle refers to the other community, and the center corresponds to both. Remind scholars that to contrast is to highlight differences. Have scholars use the outside sections of the Venn Diagram to track facts or details that pertain to one community but not the other. In the intersecting part of the graphic organizer, students should write what both communities share. Scholars should then use the information from their Venn Diagrams to write paragraphs comparing and contrasting two communities.

- TE pg. 393
- Performance-Based Assessment

- TE pg. 393
- *Deep Down and Other Extreme Places to Live*, pgs. 4-5

- TE pg. 394
- paper or copies of graphic organizers for note taking
- *Deep Down and Other Extreme Places to Live*
- *City Homes*
- pencils
- paper for informative/explanatory writing
- Digital Options

Grade 3 Reading/Writing

Score Writing: Use Informative Writing Rubric		<ul style="list-style-type: none">TE pg. 397 Informative Writing Rubric	
Present: Follow suggestions for scholars to share their writing with the class or in small groups.		<ul style="list-style-type: none">TE pg. 398Digital Options	
Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.		<ul style="list-style-type: none">TE pg. 399	
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis ExtensionSleuth Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Text Club Routines TR24-27 Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingPerformance-Based Assessment Lesson Scaffolded Instruction - Strategic Support If...then...Quick Check ReadyUp! Intervention	Reader's & Writer's Journal <ul style="list-style-type: none">Prompts - Write in Response to ReadingBenchmark Vocabulary Practice Small Group Options: <ul style="list-style-type: none">Guided ReadingConference on Independent ReadingReading Analysis SupportSleuthFoundational SkillsGuided Writing Realize Online Platform <ul style="list-style-type: none">Games/VideosListen to Reading Scaffolded Strategies Handbook: <ul style="list-style-type: none">Unlock the TextUnlock the WritingUnlock Language LearningPerformance-Based Assessment Lesson Scaffolded Instruction - English Language Learners If...then...Quick Check ReadyUp! Intervention

Grade 3 Reading/Writing

Unit Three: Seeking Explanations - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.3.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.3.A.-**Identify and know the meaning of the most common prefixes and derivational suffixes.
- **L.RF.3.3.D.-**Read grade-appropriate irregularly spelled words.
- **L.RF.3.3.E.-**Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.3.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.3.4.A-**grade-level text with purpose and understanding.
- **L.RF.3.4.B-**Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading

- **RL.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RL.CI.3.2.-**Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RL.IT.3.3.-** Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- **RL.PP.3.5.-** Distinguish their own point of view from that of the narrator or those of the characters.
- **RI.PP.3.5.-**Distinguish their own point of view from that of the author of a text.
- **RL.MF.3.6.-**Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RL.CT.3.8.-**Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

NJSLS Foundational Skills: Writing Language

- **L.KL.3.1** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.3.1.A-** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.KL.3.1.C-** Recognize and observe differences between the conventions of spoken and written English.
- **L.WF.3.2-** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.2.A -** Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- **L.WF.3.2.B -** Use a digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- **L.WF.3.2.C-** Identify language of word origin, as noted in dictionaries.
- **L.WF.3.2.D-** Spell singular and plural possessives (teacher's; teachers').
- **L.WF.3.2.F-** Change y to i (cried) in words with suffixes, when required.
- **L.WF.3.2.G-**Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- **L.WF.3.2.H-** Spell common words in English, including regular and irregular forms.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.WF.3.3.E-** Use appropriate pronouns with clear referents.
- **L.WF.3.3.F-** Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- **L.WF.3.3.H-** Paraphrase a main idea or event in order to vary sentence structure and word use.

Grade 3 Reading/Writing

- **L.WF.3.3.I-** Organize ideas into paragraphs with main ideas and supporting details.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A-** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.B-** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.VL.3.2.D-** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **L.VI.3.3.-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.3.3.A-** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

NJSLS Writing

- **W.AW.3.1.-** Write opinion texts to present an idea with reasons and information.
- **W.AW.3.1.A-** Introduce an opinion clearly.
- **W.AW.3.1.B-** Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
- **W.AW.3.1.C-** Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
- **W.AW.3.1.D-** Provide a conclusion related to the opinion presented.
- **W.WP.3.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.4.A-** Identify audience, purpose, and intended length of composition before writing.
- **W.WP.3.4.B-** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.3.4.C-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.WR.3.5.-** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.-** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.-** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS ELA Speaking and Listening

- **SL.3.1.** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.1.a.** - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.3.1.b.** - Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1.c.** - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1.d.** - Explain their own ideas and understanding in light of the discussion.
- **SL.3.2.** - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3.3.** - Ask and answer questions about information from a speaker, offering appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.3.4.** - Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
- **SL.3.6.** - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

NJSLS Social Studies

Grade 3 Reading/Writing

- **6.1.5.CivicsCM.1-** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsPI.1:** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPI.9:** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- **6.1.5.CivicsPD.3:** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsCM.2:** Use evidence from multiple sources to construct a claim about how self- discipline and civility contribute to the common good
- **6.1.5.GeoGI.1:** Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

NJSLS Science

- **3-ESS2-1.** - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- **3-ESS2-2.** - Obtain and combine information to describe climates in different regions of the world.
- **3-ESS3-1.** - Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
- **3-LS1-1.** - Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- **3-LS3-1.** - Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- **3-LS3-2.** - Use evidence to support the explanation that traits can be influenced by the environment.
- **3-LS4-2.** - Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.2.5.CAP.8** - Identify risks that individuals and households face.
- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.2** - Identify a problem and list types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.TL.3** - Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- **9.4.5.TL.5** - Collaborate digitally to produce an artifact.

Central Idea / Enduring Understanding:

- Readers understand that stories have important central messages, lessons, or morals.
- Writers understand that opinion writing supports a point of view with reasons.
- Learners understand that oral histories have transmitted experiences, explanations, and wisdom for generations.

Essential/Guiding Question:

How do readers determine the central message, lesson, or moral of a story?

How do writers support a point of view when writing an opinion?

Content: (Module Goals)

- Readers will recount stories to determine the central message, lesson, or moral.
- Writers will support a point of view with reasons.

Skills(Objectives):

Reading:

- Contributions of Illustrations to a Text
- Literal and Nonliteral Language
- Character

Grade 3 Reading/Writing

- Learners will understand how people use stories to explain the world.

Text Complexity Measures - TR48 - TR54

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

- Figurative Language
- Determine the Central Message
- Compare and Contrast
- Point of View
- Characters' Motivations
- Central Message

Writing:

- Write an Opinion
- Write a Short Opinion Essay
- Write an Introduction About a Topic
- Write Opinion Statements
- Write Reasons to Support Opinions
- Organize Reasons and Details for an Opinion
- Connect Ideas with Linking Words and Phrases
- Write a Concluding Statement
- Write a Concluding Section
- Gather Information to Support an Opinion
- Take Notes for an Opinion Essay
- Take Notes and Write an Outline
- Write an Opinion Draft
- Revise a Draft of an Opinion Essay
- Edit an Opinion Essay
- Publish and Present an Opinion Essay

Stage 2: Assessment Evidence

Performance Task(s):

Performance Based Assessment:

- **Opinion Task:** Write About the Power of Stories - Scholars will state and support their opinion about which text, *Storm in the Night* or *Knots on a Counting Rope*, has a more powerful central message.
- **Scholars will:**
 - state their opinion or point of view.
 - create an organizational structure.
 - support their point of view with reasons and text evidence.
 - provide a conclusion.

Other Evidence:

Beginning of Year Assessment:

- Baseline Assessment

Formative Assessments:

- Reading Keystones
 - Benchmark Vocabulary Practice
 - Text Analysis Practice/Application
 - Write in Response to Reading
- Reading Keystone Rubrics
 - Reading/Language Analysis
 - Write in Response to Reading
 - Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Grade 3 Reading/Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Describe How Characters Share Knowledge

Foundational Skills Mini-Lesson:

- **Irregular Plurals**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that oral histories have transmitted experiences, explanations, and wisdom for generations.*
- **Explore Poetry** - Read poem and discuss.
- **Engage Scholars** - Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 6-11, focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why the grandfather was afraid.

Close Read:

- **Cite Text Evidence** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Contributions of Illustrations** - Display and complete the T-Chart to show how illustrations emphasize aspects of a character and setting.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Function of Nouns** - Display sentence and guide learners in using nouns in sentences.

Set the Purpose:

Resources:

Lesson 1 - READING: Describe How Characters Share Knowledge

- TE pg. 12
- TE pg. 12
- *Where Would You Be?*, Text Collection, pg. 60
- TE pg. 12
- *Knots on a Counting Rope*, Text Collection, pgs. 6-11
- TE pg. 12 Shared Reading Routine TR10-11
- *Knots on a Counting Rope*, Text Collection, pgs. 6-11
- TE pg. 12 Think-Pair-Share Routine TR2-3
- *Knots on a Counting Rope*, Text Collection, pgs. 6-11
- TE pg. 13
- *Knots on a Counting Rope*, TC, pgs. 6-11
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 13-14
- By-the-Way Words - hogan, shallow
- Benchmark Vocabulary - canyon
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 14
- T-Chart TR39
- *Knots on a Counting Rope*, TC, pgs. 6-11

Resources:

Lesson 1 - WRITING: Opinion Writing

- TE pg. 21

Grade 3 Reading/Writing

- **State an Opinion** - Remind scholars that an opinion is a belief, judgment, or point of view that is accepted as valid based on the strengths of the reasons and evidence provided.

Teach and Model:

- **State an Opinion**- Explain to scholars that a writer needs to provide reasons that support his/her opinion or point of view.

Prepare to Write:

- **Write an Opinion** - Remind scholars of the difference between a fact and opinion. Model forming statements that provide both facts and opinions about characters in the text; label facts and opinions.

Independent Writing Practice:

- **Write an Opinion** - Scholars write a paragraph in which they present their opinion and give reasons and examples to support their opinions; also support the opinions with evidence.

Share Writing:

- Volunteers share their writing with the class. The class identifies the opinion statement, including reasons and evidence, in each paragraph.

Learning Opportunities/Strategies:

Lesson 2 - READING: Explain Key Details of a Story's Central Message

Foundational Skills Mini-Lesson:

- **Irregular Plurals**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that stories have important central message, lessons, or morals.*
- **Engage Scholars** - Share the Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 12-16 in *Knots on a Counting Rope*, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the boy is learning to see through the darkness.

Close Read:

- TE pg. 18
- *Knots on a Counting Rope*, Text Collection, pgs. 6-11

- TE pg. 18
- *Knots on a Counting Rope*, Text Collection, pgs. 6-11
- Student Model

- TE pg. 19
- *Knots on a Counting Rope*, Text Collection, pgs. 6-11
- Teacher Modeled Writing

- TE pg. 20
- T-Chart Graphic Organizer TR39
- Digital Options

- TE pg. 20
- Student Writing

Resources:

Lesson 2 - READING: Explain Key Details of a Story's Central Message

- TE pg. 22

- TE pg. 22

- TE pg. 22
- *Knots on a Counting Rope*, Text Collection, pgs. 12-16

- TE pg. 22
- *Knots on a Counting Rope*, Text Collection, pgs. 12-16
- Shared Reading Routine TR10-11

- TE pg. 22
- *Knots on a Counting Rope*, Text Collection, pgs. 12-16
- Think-Pair-Share Routine TR2-3

Grade 3 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Literal and Nonliteral Language** - Display and complete the Three-Column Chart to show that some phrases have nonliteral meanings.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Functions of Nouns in Sentences** - Display sentences and guide learners in identifying nouns in sentences.

Set the Purpose:

- **Write About Reading** - Explain to scholars that opinion writing can have several purposes and be written on almost any subject.

Teach and Model:

- **Write About Reading** - Using the Student Model, explain that when writers write an opinion based on a text, they first read the text closely to understand key ideas.

Prepare to Write:

- **Write a Short Opinion Essay** - Model forming an opinion about a text and using a graphic organizer to develop a plan for writing.

Independent Writing Practice:

- **Write a Short Opinion Essay** - Scholars write a short opinion essay about the text, stating an opinion and giving examples from the text for their opinions.

Share Writing:

- Volunteers share their opinions with the class. The class discusses and asks questions about the writing.

- TE pg. 23
- *Knots on a Counting Rope*, TC, pgs. 12-16
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 23-24
- By-the-Way Words - dark curtain
- Benchmark Vocabulary - ceremony, sweep
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 24
- *Knots on a Counting Rope*, TC, pgs. 12-16
- Three-Column Chart TR40

Resources:

Lesson 2 - WRITING: Opinion Writing

- TE pg. 31
- TE pg. 28
- *Knots on a Counting Rope*, Text Collection, pgs. 12-16
- TE pg. 28
- *Knots on a Counting Rope*, Text Collection, pgs. 12-16
- Student Model
- TE pg. 29
- Teacher Modeled Writing
- Main Idea Graphic Organizer TR36
- TE pg. 30
- *Knots on a Counting Rope*, Text Collection, pgs. 12-16
- Digital Options
- TE pg. 30
- Student Writing
- Writing Keystone Checklist

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 3 - READING: Distinguish Different Points of View

Foundational Skills Mini-Lesson:

- **Irregular Plurals**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that opinion writing supports a point of view with reasons.*
- **Engage Scholars** - Essential Questions. *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 17-21, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss who is telling this story.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Literal and Nonliteral Language** - Display and complete the Three-Column Chart to distinguish between literal and nonliteral meanings in context.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Functions of Pronouns** - Display sentences and guide learners in using pronouns as a subject or an object.

Set the Purpose:

Resources:

Lesson 3 - READING: Distinguish Different Points of View

- TE pg. 32
- TE pg. 32
- *Knots on a Counting Rope*, Text Collection, pgs. 17-21
- TE pg. 32
- *Knots on a Counting Rope*, Text Collection, pgs. 17-21
- TE pg. 32
- *Knots on a Counting Rope*, Text Collection, pgs. 17-21
- Shared Reading Routine TR10-11
- TE pg. 32
- *Knots on a Counting Rope*, Text Collection, pgs. 17-21
- Think-Pair-Share Routine TR2-3
- TE pg. 33
- *Knots on a Counting Rope*, Text Collection, pgs. 17-21
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 34
- By-the-Way Words - reins, mane, bareback
- Benchmark Vocabulary - traced, surround
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 34
- *Knots on a Counting Rope*, pgs. 17-21
- Three-Column Chart TR40

Resources

Lesson 3 - WRITING: Opinion Writing

- TE pg. 41

Grade 3 Reading/Writing

- **Write About the Unit Topic** - Remind scholars that writers can write opinion essays about almost any issue or topic.

Teach and Model:

- **Write About the Unit Topic** - Use the Student Model to model for scholars that a way of responding to a text is to write about an idea generated by the text.

Prepare to Write:

- **Write an Opinion** - Model developing a plan for writing by generating ideas through brainstorming, using a graphic organizer, and forming an opinion.

Independent Writing Practice:

- **Write an Opinion** - Scholars write an opinion about the relationship between the grandfather and grandson in the text; remind scholars to support their opinion with reasons and evidence from the text.

Share Writing:

- Volunteers share their writing with the class. The class identifies the opinions about the relationship shared by scholars.

Learning Opportunities/Strategies:

Lesson 4 - READING: Analyze How Characters' Actions Transmit Experience

Foundational Skills Mini-Lesson:

- **Irregular Plurals**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that oral histories have transmitted experiences, explanations, and wisdom for generations.*
- **Engage Scholars** - Share the Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to reread the text, focusing on remembering characters and details scholars may have missed.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why the boy wants to hear the story so many times.

Close Read:

- TE pg. 38
- *Knots on a Counting Rope*, Text Collection, pgs. 17-21

- TE pg. 38
- *Knots on a Counting Rope*, Text Collection, pgs. 17-21
- Student Model

- TE pg. 39
- *Knots on a Counting Rope*, Text Collection
- Teacher Modeled Writing
- Web Graphic Organizer TR44, TR45

- TE pg. 40
- *Knots on a Counting Rope*, Text Collection
- Digital Options

- TE pg. 40
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 4 - READING: Analyze How Characters' Actions Transmit Experience

- TE pg. 42

- TE pg. 42
- *Knots on a Counting Rope*, Text Collection

- TE pg. 42
- *Knots on a Counting Rope*, Text Collection

- TE pg. 42
- *Knots on a Counting Rope*, Text Collection
- Shared Reading Routine TR10-11

- TE pg. 42
- *Knots on a Counting Rope*, Text Collection
- Think-Pair-Share Routine TR2-3

Grade 3 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and complete the Web B organizer with class to chart grandfather's traits.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Pronouns as Sentence Subjects** - Display sentences and guide scholars in using pronouns as sentence subjects.

Set the Purpose:

- **Introduce a Topic** - Remind scholars that in an opinion essay, writers tell what they think or feel about a topic.

Teach and Model:

- **Introduce a Topic** - Using the Student Model, explain that topic details can be based on writers' experiences or a previously read text, and that writers may use humor to get the attention of the reader.

Prepare to Write:

- **Write an Introduction About a Topic** - Model writing a topic sentence and finding and using details to support an opinion.

Independent Writing Practice:

- **Write an Introduction About a Topic** - Scholars write a few sentences introducing a topic.

Share Writing:

- Volunteers share their introduction with the class. The class will identify the topic introduced and how it captures the attention of the reader.

Learning Opportunities/Strategies:

Lesson 5 - READING: Distinguish Different Points of View

- TE pg. 43
- *Knots on a Counting Rope*, Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 44
- Benchmark Vocabulary - canyon, traced
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 44
- *Knots on a Counting Rope*, Text Collection
- Web B Graphic Organizer TR45

Resources

Lesson 4 - WRITING: Opinion Writing

- TE pg. 51

- TE pg.48
- *Knots on a Counting Rope*, Text Collection

- TE pg. 48
- *Knots on a Counting Rope*, Text Collection
- Student Model

- TE pg. 49
- *Knots on a Counting Rope*, Text Collection
- Teacher Modeled Writing

- TE pg. 50
- Digital Options
- *Knots on a Counting Rope*, Text Collection

- TE pg. 50
- Student Writing

Resources:

Lesson 5 - READING: Distinguish Different Points of View

Grade 3 Reading/Writing

Foundational Skills Mini-Lesson:

- **Irregular Plurals**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that stories have important central message, lessons, or morals.*
- **Engage Scholars** - Share the Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 4-13, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why Thomas cannot imagine himself as an old man.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Figurative Language** - Display and complete the Web A organizer to show an example of a simile and personification.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Pronouns as Objects** - Display sentences and guide scholars in using pronouns as objects.

Set the Purpose:

- **State an Opinion** - Remind scholars that a writer of an opinion piece needs to introduce the topic or text he or she is writing about.

Teach and Model:

- **State an Opinion** - Use the Student Model to explain that unlike other types of writing, opinion writing focuses on what the writer thinks or feels about a main idea or event.

- TE pg. 52

- TE pg. 52
- *Storm in the Night*, Text Collection, pgs. 4-13

- TE pg. 52
- *Storm in the Night*, Text Collection, pgs. 4-13

- TE pg. 52
- *Storm in the Night*, Text Collection, pgs. 4-13
- Shared Reading Routine TR10-11

- TE pg. 52
- *Storm in the Night*, Text Collection, pgs. 4-13
- Think-Pair-Share Routine TR2-3

- TE pg. 53
- *Storm in the Night*, Text Collection, pgs. 4-13
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 53-54
- By-the-Way Words - babbling in the downspouts, penny whistle, mantel
- Benchmark Vocabulary - fluttering
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 54
- *Storm in the Night*, Text Collection, pgs. 4-13
- Web A Graphic Organizer TR44

Resources

Lesson 5 - WRITING: Opinion Writing

- TE pg. 61

- TE pg. 58
- *Storm in the Night*, Text Collection, pgs. 4-13

- TE pg. 58
- *Storm in the Night*, Text Collection, pgs. 4-13
- Student Models

Grade 3 Reading/Writing

Prepare to Write:

- **Write Opinion Statements** - Remind scholars that before they begin writing their opinion statement, they should develop their opinion about a topic. Model forming an opinion about a text.

Independent Writing Practice:

- **Write Opinion Statements** - Using sentence frames, scholars write four opinion statements about the topic they introduced in Lesson 4.

Share Writing:

- Volunteers share their opinion statements with the class. The class asks questions about the reasons for his/her opinion.

Learning Opportunities/Strategies:

Lesson 6 - READING: Analyze Details in Illustrations

Foundational Skills Mini-Lesson:

- **r-Controlled Vowels**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that oral histories have transmitted experiences, explanations, and wisdom for generations.*
- **Engage Scholars** - Share the Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 14-27, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why Thomas held his cat close as he says he isn't afraid of anything.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 59
- Teacher Modeled Writing
- *Storm in the Night*, Text Collection, pgs. 4-13

- TE pg. 60
- Digital Options
- *Storm in the Night*, Text Collection, pgs. 4-13

- TE pg. 60
- Student Writing

Resources:

Lesson 6 - READING: Analyze Details in Illustrations

- TE pg. 62
- TE pg. 62
- *Storm in the Night*, Text Collection, pgs. 14-27
- TE pg. 62
- *Storm in the Night*, Text Collection, pgs. 14-27
- TE pg. 62
- *Storm in the Night*, Text Collection, pgs. 14-27
- Shared Reading Routine TR10-11
- TE pg.62
- *Storm in the Night*, Text Collection, pgs. 14-27
- Think-Pair-Share Routine TR2-3
- TE pg. 63
- *Storm in the Night*, Text Collection, pgs. 14-27
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 63-64
- By-the-Way Words - drenched, bough, errand
- Benchmark Vocabulary - brandishing, commanded, interrupting, ashamed
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

Grade 3 Reading/Writing

- **Contributions of Illustrations to a Text** - Display and complete the T-Chart with the class to show how authors use illustrations to help readers get a better understanding of the story. .

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Functions of Adjectives** - Display sentences and guide learners in correctly using adjectives.

Set the Purpose:

- **Reasons to Support an Opinion** - Remind scholars that at the beginning of an opinion piece, the writer introduces the topic or text he/she is writing about and states an opinion about the topic or text

Teach and Model:

- **Reasons to Support an Opinion** - Using the Student Model, explain to scholars that there are several different types of reasons that a writer can provide for an opinion.

Prepare to Write:

- **Write Reasons to Support Opinions** - Explain to students that before they begin developing their reasons to support their opinions, they should develop a plan for their writing. Model thinking about reasons for a point of view.

Independent Writing Practice:

- **Write Reasons to Support Opinions** - Scholars write reasons that support their four opinions stated in Lesson 5, using evidence from the text as well as real life examples as reasons to support their opinions.

Share Writing:

- Volunteers share their reasons with the class. The class discusses the reasons.

Learning Opportunities/Strategies:

Lesson 7 - READING: Analyze Key Details to Determine the Central Message

Foundational Skills Mini-Lesson:

- **r-Controlled Vowels**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that stories have important central message, lessons, or morals.*

- TE pg. 64
- *Storm in the Night*, Text Collection, pgs. 14-27
- T-Chart TR39

Resources

Lesson 6 - WRITING: Opinion Writing

- TE pg. 68
- TE pg.68
- *Storm in the Night*, Text Collection, pgs. 14-27

- TE pg. 68
- *Storm in the Night*, Text Collection, pgs. 14-27
- Student Model

- TE pg. 69
- Teacher Modeled Writing
- *Storm in the Night*, Text Collection, pgs. 14-27

- TE pg. 70
- Digital Options TE pg. 70
- *Storm in the Night*, Text Collection, pgs. 14-27

- TE pg. 70
- Student Writing

Resources:

Lesson 7 - READING: Analyze Key Details to Determine the Central Message

- TE pg. 72

- TE pg. 72
- *Storm in the Night*, Text Collection, pgs. 28-32

Grade 3 Reading/Writing

- **Engage Scholars** - Share the Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 28-32, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why Thomas was able to admit that he would be afraid.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Literal and Nonliteral Meanings** - Display and complete the Three-Column Chart to show the difference between literal and nonliteral meanings.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Functions of Adjectives in Sentences** - Display sentences and review using adjectives correctly in a sentence.

Set the Purpose:

- **Support an Opinion with Reasons** - Remind scholars that at the beginning of an opinion piece, the writer will introduce the topic or text he/she is writing about and state an opinion about this topic.

Teach and Model:

- **Support an Opinion with Reasons** - Through discussion, model that there are different types of reasons that a writer can provide.

Prepare to Write:

- **Write Reasons that Support Opinions** - Model supporting reasons with text and real-life evidence.

- TE pg. 72
- *Storm in the Night*, Text Collection, pgs. 28-32

- TE pg. 72
- *Storm in the Night*, Text Collection, pgs. 28-32
- Shared Reading Routine TR10-11

- TE pg.72
- *Storm in the Night*, Text Collection, pgs. 28-32
- Think-Pair-Share Routine TR2-3

- TE pg. 73
- *Storm in the Night*, Text Collection, pgs. 28-32
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 73-74
- By-the-Way Words - spent, daintily
- Benchmark Vocabulary - mutterings
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 74
- Three-Column Chart TR40
- *Storm in the Night*, Text Collection, pgs. 28-32

Resources

Lesson 7 - WRITING: Opinion Writing

- TE pg. 81

- TE pg.78
- *Storm in the Night*, Text Collection, pgs. 28-32

- TE pg. 78
- *Storm in the Night*, Text Collection, pgs. 28-32
- Student Model

- TE pg. 79
- Teacher Modeled Writing

Grade 3 Reading/Writing

Independent Writing Practice:

- **Write Reasons that Support Opinions** - Scholars select an opinion statement then write some of the reasons for their opinion, including facts or details.

Share Writing:

- Volunteers share their opinions and reasons with the class. The class discusses if the reasons are strong and valid.

Learning Opportunities/Strategies:

Lesson 8 - READING: Explain How Characters' Actions Transmit Experiences

Foundational Skills Mini-Lesson:

- **r-Controlled Vowels**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that oral histories have transmitted experiences, explanations, and wisdom for generations.*
- **Engage Scholars** - Share the Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to review the text, focusing on how characters' actions transmit experiences.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why Thomas smiled when Grandfather said he'd tell a story about when he was a boy.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and complete the Cause and Effect Chart with class to show that events in a story are driven by characters' actions.

- TE pg. 80
- Digital Options

- TE pg. 80
- Student Writing

Resources:

Lesson 8 - READING: Explain How Characters' Actions Transmit Experiences

- TE pg. 82

- TE pg. 82
- *Storm in the Night*, Text Collection

- TE pg. 82
- *Storm in the Night*, Text Collection

- TE pg. 82
- *Storm in the Night*, Text Collection
- Shared Reading Routine TR10-11

- TE pg. 82
- *Storm in the Night*, Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 83
- *Storm in the Night*, Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 84
- Benchmark Vocabulary - fluttering, commanded
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 84
- *Storm in the Night*, Text Collection
- Cause and Effect Chart TR32

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Adjectives** - Display sentences and guide learners to write sentences using adjectives.

Set the Purpose:

- **Create an Organizational Structure** - Remind scholars that an opinion piece needs a structure that will make sense to the reader.

Teach and Model:

- **Create an Organizational Structure** - Through discussion, model organizing reasons.

Prepare to Write:

- **Organize Reasons and Details for an Opinion** - Remind scholars that an opinion piece needs to be organized in a structure that makes sense to readers. Model thinking about using an outline to organize reasons.

Independent Writing Practice:

- **Organize Reasons and Details for an Opinion** - Scholars choose one of their opinion statements from Lesson 5 and the reasons that support it from Lesson 6 then take notes on text evidence, create an outline, and write their reasons and details.

Share Writing:

- Volunteers exchange their outlines with a partner. They discuss whether the details help to explain the reasons that are listed.

Learning Opportunities/Strategies:

Lesson 9 - READING: Analyze How Key Details Convey the Central Message

Foundational Skills Mini-Lesson:

- **r-Controlled Vowels**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that stories have important central message, lessons, or morals.*
- **Engage Scholars** - Share the Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to review the text, focusing on the central message and key details.

Resources

Lesson 8 - WRITING: Opinion Writing

- TE pg. 91
- TE pg.88
- TE pg. 88
- Student Model
- TE pg. 89
- Teacher Modeled Writing
- *Storm in the Night*, Text Collection
- TE pg. 90
- Digital Options
- *Storm in the Night*, Text Collection
- TE pg. 90
- Student Writing

Resources:

Lesson 9 - READING: Analyze How Key Details Convey the Central Message

- TE pg. 92
- TE pg. 92
- *Storm in the Night*, Text Collection
- TE pg. 92
- *Storm in the Night*, Text Collection
- TE pg. 92
- *Storm in the Night*, Text Collection
- Shared Reading Routine TR10-11

Grade 3 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why Thomas can hear and smell better during the storm.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Determine Central Message** - Display and complete the Main Idea organizer with class to chart the central message and key details.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Form Comparative and Superlative Adjectives** - Display sentences and guide learners in correctly using comparative and superlative adjectives.

Set the Purpose:

- **Use Linking Words and Phrases to Connect Ideas** - Remind scholars that writers use linking words and phrases to connect ideas examples, and events within a sentence or paragraph.

Teach and Model:

- **Use Linking Words and Phrases to Connect Ideas** - Through discussion, model using linking words and phrases.

Prepare to Write:

- **Connect Ideas with Linking Words and Phrases** - Explain to scholars that before they begin adding linking words or phrases, they should think about what they want to link. Model linking reasons for an opinion.

Independent Writing Practice:

- **Connect Ideas with Linking Words and Phrases** - Scholars add linking words and phrases to connect opinions and reasons they wrote in Lesson 8.

- TE pg.92
- *Storm in the Night*, Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 93
- *Storm in the Night*, Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 93-94
- Benchmark Vocabulary - brandishing
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 94
- *Storm in the Night*, Text Collection
- Main Idea Graphic Organizer TR36

Resources

Lesson 9 - WRITING: Opinion Writing

- TE pg. 101

- TE pg. 98
- *Storm in the Night*, Text Collection

- TE pg. 98
- *Storm in the Night*, pgs. 17, 6

- TE pg. 99
- Teacher Modeled Writing
- *Storm in the Night*, Text Collection

- TE pg. 100
- Digital Options
- *Storm in the Night*, Text Collection

Grade 3 Reading/Writing

Share Writing:

- Volunteers share their updated opinion essays with the class. The class identifies linking words that were used.

Learning Opportunities/Strategies:

Lesson 10 - READING: Describe How Characters Transmit Experiences

Foundational Skills Mini-Lesson:

- **r-Controlled Vowels**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that oral histories have transmitted experiences, explanations, and wisdom for generations.*
- **Engage Scholars** - Share the Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to review the text, focusing on remembering the characters.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss similarities in the way the texts are told.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the Four-Column Chart with class to compare characters.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Using Irregular Comparatives and Superlatives** - Display sentences and guide scholars in using irregular comparatives and superlatives.

- TE pg. 100
- Student Writing

Resources:

Lesson 10 - READING: Describe How Characters Transmit Experiences

- TE pg. 102
- TE pg. 102
- *Knots on a Counting Rope*
- *Storms in the Night*
- TE pg. 102
- *Knots on a Counting Rope*
- *Storms in the Night*
- TE pg. 102
- *Knots on a Counting Rope, Storms in the Night*
- Shared Reading Routine TR10-11
- TE pg.102
- *Knots on a Counting Rope, Storms in the Night*
- Think-Pair-Share Routine TR2-3
- TE pg. 103
- *Knots on a Counting Rope, Storms in the Night*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 104
- Benchmark Vocabulary - ceremony, interrupting
- Benchmark Vocab. Routine for Literary TR24-27
- Generative Vocabulary Chart TE 2-5
- TE pg. 104
- *Knots on a Counting Rope, Storms in the Night*
- Four-Column Chart TR34

Resources

Lesson 10 - WRITING: Opinion Writing

- TE pg. 111

Grade 3 Reading/Writing

Set the Purpose:

- **Provide a Concluding Statement** - Remind scholars that an opinion piece needs a structure that will make sense to the reader.

Teach and Model:

- **Provide a Concluding Statement** - Using the Student Model, explain to scholars that writers begin an opinion piece by introducing the topic or text they are writing about and then stating an opinion about that topic or text.

Prepare to Write:

- **Write a Concluding Statement** - Scholars prepare to write their concluding statement by identifying the opinions and reasons, restating the opinion and thinking about reasons for a point of view.

Independent Writing Practice:

- **Write a Concluding Statement** - Scholars add a concluding statement, building on the opinion pieces from Lesson 8.

Share Writing:

- Volunteers share their concluding statements with the class. The class compares the concluding statement.

Learning Opportunities/Strategies:

Lesson 11 - READING: Understand and Distinguish Points of View

Foundational Skills Mini-Lesson:

- Prefixes *pre-*, *mid-*, *over-*, *bi-*, *out-*, *de-*

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that opinion writing supports a point of view with reasons.*
- **Engage Scholars** - Share the Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 22-27, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Paul and Babe are alike.

Close Read:

- TE pg. 108

- TE pg. 108
- *Knots on a Counting Rope, Storms in the Night*
- Student Models

- TE pg. 109
- Teacher Modeled Writing
- *Knots on a Counting Rope, Storms in the Night*

- TE pg. 110
- Digital Options TE pg. 110
- *Knots on a Counting Rope, Storms in the Night*

- TE pg. 110
- Student Writing

Resources:

Lesson 11 - READING: Understand and Distinguish Points of View

- TE pg. 112

- TE pg. 112
- *Paul Bunyan: Growing Up*, Text Collection, pgs. 22-27

- TE pg. 112
- *Paul Bunyan: Growing Up*, Text Collection, pgs. 22-27

- TE pg. 112
- *Paul Bunyan: Growing Up*, TC, pgs. 22-27
- Shared Reading Routine TR10-11

- TE pg. 112
- *Paul Bunyan: Growing Up*, TC, pgs. 22-27
- Think-Pair-Share Routine TR2-3

Grade 3 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Point of View** - Display and complete the Three-Column Chart with class to chart point-of-view.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Comparative and Superlative Adjectives** - Display sentences and guide scholars in using comparative and superlative adjectives.

Set the Purpose:

- **Provide a Concluding Section** - Remind scholars that an opinion essay needs a structure, or building blocks, that will make sense to the reader.

Teach and Model:

- **Provide a Concluding Section** - Using the Student Model, explain that one way to conclude an opinion essay is to think of the big idea.

Prepare to Write:

- **Write a Concluding Section** - Explain to scholars that they will write a concluding section for the essay they wrote in Lesson 8. Model how to complete the T-Chart and how to use the beginning sections of an opinion to write its conclusion.

Independent Writing Practice:

- **Write a Concluding Section** - Scholars write a concluding section for the opinion piece they began in Lesson 8.

Share Writing:

- Volunteers share their concluding sections with the class. The class discusses how each conclusion restates the main idea of the essay.

- TE pg. 112
- *Paul Bunyan: Growing Up*, TC, pgs. 22-27
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 113-114
- By-the-Way Words - potato sacks, porridge
- Benchmark Vocabulary - hitched, stubborn
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 114
- *Paul Bunyan: Growing Up*, TC, pgs. 22-27
- Three-Column Chart TR40

Resources

Lesson 11 - WRITING: Opinion Writing

- TE pg. 121

- TE pg. 118

- TE pg. 118
- Student Model

- TE pg. 119
- Teacher Modeled Writing
- T-Chart Graphic Organizer TR39

- TE pg. 120
- Digital Options

- TE pg. 120
- Student Writing

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 12 - READING: Determine a Story's Central Message

Foundational Skills Mini-Lesson:

- **Prefixes *pre-*, *mid-*, *over-*, *bi-*, *out-*, *de-***

Build Understanding:

- **Set the Purpose** - Enduring Understanding:
Readers understand that stories have important central message, lessons, or morals.
- **Engage Scholars** - Share the Essential Questions:
How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?
- **Read** - Follow Shared Reading Routine to read pgs. 28-31, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the important trait Paul shares with Babe and the Elmers, and with Sam's pots and other cooking tools.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Contributions of Illustrations** - Display and complete the Three-Column Chart with class to show how illustrations add information to a text.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Form Possessives** - Display sentences and guide learners to form possessive nouns.

Set the Purpose:

Resources:

Lesson 12 - READING: Determine a Story's Central Message

- TE pg. 122
- TE pg. 122
- *Paul Bunyan: Starting Out*, Text Collection, pgs. 28-31
- TE pg. 122
- *Paul Bunyan: Starting Out*, Text Collection, pgs. 28-31
- TE pg. 122
- *Paul Bunyan: Starting Out*, TC, pgs. 28-31
- Shared Reading Routine TR10-11
- TE pg.122
- *Paul Bunyan: Starting Out*, TC, pgs. 28-31
- Think-Pair-Share Routine TR2-3
- TE pg. 123
- *Paul Bunyan: Starting Out*, TC, pgs. 28-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 124
- By-the-Way Words - flapjacks, griddle
- Benchmark Vocabulary - comfortable
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 124
- *Paul Bunyan: Starting Out*, TC, pgs. 28-31
- Three-Column Chart TR40

Resources

Lesson 12 - WRITING: Opinion Writing

- TE pg. 131

Grade 3 Reading/Writing

- **Gather Information from Print and Digital Sources** - Remind scholars that writers of opinion essays include reasons for their opinions.

Teach and Model:

- **Gather Information from Print and Digital Sources** - Using the Student Model, explain that when writers give opinions on real-life topics, they often use facts to support their reasons.

Prepare to Write:

- **Gather Information to Support an Opinion** - Explain that students will gather information from print and digital sources. Model choosing reliable internet sources.

Independent Writing Practice:

- **Gather Information to Support an Opinion** - Scholars gather information from print and digital sources, then make a list of the sources they used.

Share Writing:

- Volunteers share their writing with the class. The class distinguishes between print and digital sources.

Learning Opportunities/Strategies:

Lesson 13 - READING: Convey a Central Message Through Key Details

Foundational Skills Mini-Lesson:

- Prefixes *pre-*, *mid-*, *over-*, *bi-*, *out-*, *de-*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that stories have important central messages, lessons, or morals.*
- **Engage Scholars** - Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 32-37, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the storyteller exaggerates in this section of the story.

Close Read:

- TE pg. 128

- TE pg. 128
- Student Model

- TE pg. 129
- Teacher Modeled Writing

- TE pg. 130
- Digital Options

- TE pg. 130
- Student Writing

Resources:

Lesson 13 - READING: Convey a Central Message Through Key Details

- TE pg. 132

- TE pg. 132
- *Paul Bunyan: The Year of Two Winters*, Text Collection, pgs. 32-37

- TE pg. 132
- *Paul Bunyan: The Year of Two Winters*, Text Collection, pgs. 32-37

- TE pg. 132
- *Paul Bunyan: The Year of Two Winters*, Text Collection, pgs. 32-37
- Shared Reading Routine TR10-11

- TE pg. 132
- *Paul Bunyan: The Year of Two Winters*, Text Collection, pgs. 32-37
- Think-Pair-Share Routine TR2-3

Grade 3 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Figurative Language** - Use excerpts from Paul Bunyan: *The Year of Two Winters* to study examples of figurative language in the text.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Possessives** - Display sentences and guide scholars to correctly use possessives.

Set the Purpose:

- **Take Brief Notes on Sources** - Remind scholars that writers of opinion essays include reasons for their opinions and gather information from other sources.

Teach and Model:

- **Take Brief Notes on Sources** - Using the Student Model, explain that after taking notes, writers organize the facts and details they have gathered into groups, or categories.

Prepare to Write:

- **Take Notes for an Opinion Essay** - Remind scholars that before they begin writing an opinion essay, they should take brief notes on sources they have found. Model identifying important information, writing and organizing notes.

Independent Writing Practice:

- **Take Notes for an Opinion Essay** - Scholars take notes on the sources they found in Lesson 12.

Share Writing:

- Volunteers share their notes with the class. The class names the source each note comes from.

- TE pg. 133
- *Paul Bunyan: The Year of Two Winters*, TC
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 133-134
- By-the-Way Word - earmuffs
- Benchmark Vocabulary - huddled
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 134
- *Paul Bunyan: The Year of Two Winters*, Text Collection, pgs. 26, 36

Resources

Lesson 13 - WRITING: Opinion Writing

- TE pg. 141
- TE pg. 138
- *Paul Bunyan: The Year of Two Winters*, Text Collection, pgs. 32-37
- TE pg. 138
- *Paul Bunyan: The Year of Two Winters*, Text Collection, pgs. 32-37
- Student Model
- TE pg. 139
- Teacher Modeled Writing
- *Paul Bunyan: The Year of Two Winters*, Text Collection, pgs. 32-37
- TE pg. 140
- Digital Options
- TE pg. 140
- Student Writing

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 14 - READING: Explain How Key Details Support the Central Message

Foundational Skills Mini-Lesson:

- Prefixes *pre-, mid-, over-, bi-, out-, de-*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that stories have important central messages, lessons, or morals.*
- **Engage Scholars** - Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 38-4, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what geographical features Paul and Babe created in North America.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Determine the Central Message** - Display and complete the Web B organizer to show that the central message is a *big idea* that the story conveys or teaches.

Learning Opportunities/Strategies:

Lesson 14 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Conventional Spelling for Suffixes** - Display sentences and guide scholars to understand how to spell words containing suffixes.

Set the Purpose:

Resources:

Lesson 14 - READING: Explain How Key Details Support the Central Message

- TE pg. 142
- TE pg. 142
- *Paul Bunyan: Moving On*, Text Collection, pgs. 38-41
- TE pg. 142
- *Paul Bunyan: Moving On*, Text Collection, pgs. 38-41
- TE pg. 142 Shared Reading Routine TR10-11
- *Paul Bunyan: Moving On*, Text Collection, pgs. 38-41
- TE pg. 142 Think-Pair-Share Routine TR2-3
- *Paul Bunyan: Moving On*, Text Collection, pgs. 38-41
- TE pg. 143
- *Paul Bunyan: Moving On*, Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 144
- By-the-Way Words - cooped up, elbow room
- Benchmark Vocabulary - eager, groove, boulders
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 144
- Web B Graphic Organizer TR45
- *Paul Bunyan: Moving On*, Text Collection, pgs. 38-41

Resources

Lesson 14 - WRITING: Opinion Writing

- TE pg. 151

Grade 3 Reading/Writing

<ul style="list-style-type: none"> ● Plan and Prewrite - Tell scholars that they will take with they have learned about writing opinion essays and use it to write a complete essay. <p>Teach and Model:</p> <ul style="list-style-type: none"> ● Plan and Prewrite - Using the Student Model remind students that writers plan and pre write their work before they start writing their first draft. <p>Prepare to Write:</p> <ul style="list-style-type: none"> ● Take Notes and Write an Opinion - Remind scholars that the first stage in the writing process is planning and rewriting. Model forming an opinion, taking notes, and creating an outline. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> ● Take Notes and Write an Opinion - Scholars form their opinion, think of reasons for their opinion, and take notes on the details. <p>Share Writing:</p> <ul style="list-style-type: none"> ● Volunteers share their outlines with the class. The class lists each writer's reasons for his/her opinion. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 15 - READING: Distinguish Different Points of View</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> ● Prefixes <i>pre-, mid-, over-, bi-, out-, de-</i> <p>Build Understanding:</p> <ul style="list-style-type: none"> ● Set the Purpose - Share the Enduring Understanding: <i>Writers understand that opinion writing supports a point of view with reasons.</i> ● Engage Scholars - Review the entire text. Share the Essential Questions: <i>How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?</i> ● Read - Follow Shared Reading Routine to review the text, focusing on using the illustrations to retell events in each section of the tall tale. ● Turn and Talk - Follow Think-Pair-Share Routine to discuss the traits that most of the characters and events have in common. <p>Close Read:</p> <ul style="list-style-type: none"> ● Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. ● 	<ul style="list-style-type: none"> ● TE pg. 148 <ul style="list-style-type: none"> ● TE pg. 148 ● Student Model <ul style="list-style-type: none"> ● TE pg. 149 ● Teacher Modeled Writing ● <i>Paul Bunyan: Moving On</i>, Text Collection, pgs. 38-41 <ul style="list-style-type: none"> ● TE pg. 150 ● Digital Options <ul style="list-style-type: none"> ● TE pg. 150 ● Student Writing <p><u>Resources:</u></p> <p>Lesson 15 - READING: Distinguish Different Points of View</p> <ul style="list-style-type: none"> ● TE pg. 152 <ul style="list-style-type: none"> ● TE pg. 152 ● <i>Paul Bunyan</i>, Text Collection <ul style="list-style-type: none"> ● TE pg. 152 ● <i>Paul Bunyan</i>, Text Collection <ul style="list-style-type: none"> ● TE pg. 152 ● <i>Paul Bunyan</i>, Text Collection ● Shared Reading Routine TR10-11 <ul style="list-style-type: none"> ● TE pg. 152 ● <i>Paul Bunyan</i>, Text Collection, pgs. 38-39, 25-26, 28-31, 33, 38, 40 ● Think-Pair-Share Routine TR2-3 <ul style="list-style-type: none"> ● TE pg. 153 ● <i>Paul Bunyan</i>, Text Collection ● Whole Class Discussion Routine TR4-5 ● Small Group Discussion TR6-7
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Grade 3 Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Contributions of Illustrations to a Text** - Display and complete the Three-Column Chart with class to show that illustrations add important details to information in a text.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Adjust Spelling for Endings** - Guide scholars in understanding spelling rules when changing the endings of words.

Set the Purpose:

- **Draft an Opinion Essay** - Remind scholars that writers of all types of writing go through a multistage process when they write.

Teach and Model:

- **Draft an Opinion Essay** - Using the Student Models, model writing a good first draft.

Prepare to Write:

- **Write an Opinion Draft** - Using the outline from Lesson 14, model using an outline to draft an opinion piece.

Independent Writing Practice:

- **Write an Opinion Draft** - Scholars use the outlines from Lesson 14 to write a draft of their opinion essay. The essay should include their opinion and reasons, and evidence from the text to explain the opinions.

Share Writing:

- Volunteers read their essay aloud to the class. The class lists the details each writer cited to support the reasons for their opinion.

Learning Opportunities/Strategies:

Lesson 16 - READING: Describe How Characters Transmit Experiences

Foundational Skills Mini-Lesson:

- **Suffixes -er, -or, -ess, -ist**

Build Understanding:

- TE pg. 154
- Benchmark Vocabulary - stubborn, eager
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 154
- *Paul Bunyan*, Text Collection
- Three-Column Chart TR40

Resources

Lesson 15 - WRITING: Opinion Writing

- TE pg. 161
- TE pg. 158
- TE pg. 158
- Student Models

- TE pg. 159
- Teacher Modeled Writing
- *Paul Bunyan*, Text Collection

- TE pg. 160
- Digital Options
- *Paul Bunyan*, Text Collection

- TE pg. 160
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 16 - READING: Describe How Characters Transmit Experiences

- TE pg. 162

Grade 3 Reading/Writing

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that oral histories have transmitted experiences, explanations, and wisdom for generations.*
- **Engage Scholars** - Review both texts. Share the Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to review both texts, focusing on the characters and how their actions transmit experiences.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why Paul decided to become a lumberjack.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Characters' Motivations** - Display and complete the Three-Column Chart with class to show that characters' actions contribute to the sequence of events in a story.

Learning Opportunities/Strategies:

Lesson 16 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Conventional Spelling for High-Frequency Words** - Guide learners in correctly spelling high-frequency words

Set the Purpose:

- **Revise a Draft** - Remind scholars that writers of all types of writing go through a multistep process when they write.

Teach and Model:

- **Revise a Draft** - Using the Student Models, model revising a draft.

Prepare to Write:

- TE pg. 162
- *Storm in the Night, Paul Bunyan*
- TE pg. 162
- *Storm in the Night, Paul Bunyan*
- TE pg. 162
- *Storm in the Night, Paul Bunyan*
- Shared Reading Routine TR10-11
- TE pg. 162
- *Storm in the Night, Paul Bunyan*
- Think-Pair-Share Routine TR2-3
- TE pg. 163
- *Storm in the Night, Paul Bunyan*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 164
- Benchmark Vocabulary - ashamed, huddled
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 164
- *Storm in the Night, Paul Bunyan*
- Three-Column Chart, pg. TR40

Resources

Lesson 16 - WRITING: Opinion Writing

- TE pg. 171
- TE pg. 168
- TE pg. 168
- Student Models

Grade 3 Reading/Writing

- **Revise a Draft of an Opinion Essay** - Model thinking about adding or changing details to make ideas clearer.

Independent Writing Practice:

- **Revise a Draft of an Opinion Essay** - Scholars revise their draft of the opinion essay from Lesson 15.

Share Writing:

- Volunteers share their draft and explain their revisions with the class, then discuss how the revisions made their writing better.

Learning Opportunities/Strategies:

Lesson 17 - READING: Determine Key Details That Convey a Central Message

Foundational Skills Mini-Lesson:

- **Suffixes -er, -or, -ess, -ist**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that opinion writing supports a point of view with reasons.*
- **Engage Scholars** - Review both texts. Share the Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Read** - Follow Shared Reading Routine to review both texts, focusing on what the stories are mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Anansi tries to get food and what Daedalus and Icarus do in the story.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 169
- Teacher Modeled Writing
- *Storm in the Night, Paul Bunyan*

- TE pg. 170
- Student Writing Lesson 15
- Digital Options
- *Storm in the Night, Paul Bunyan*

- TE pg. 170
- Student Writing

Resources:

Lesson 17 - READING: Determine Key Details That Convey a Central Message

- TE pg. 172

- TE pg. 172
- *The Myth of Icarus, Anansi's Long, Thin Legs: An African Fable, TR 71-72*

- TE pg. 172
- *The Myth of Icarus, Anansi's Long, Thin Legs: An African Fable, TR 71-72*

- TE pg. 172
- *The Myth of Icarus, Anansi's Long, Thin Legs: An African Fable, TR 71-72*
- Shared Reading Routine TR10-11

- TE pg. 172
- *The Myth of Icarus, Anansi's Long, Thin Legs: An African Fable, TR 71-72*
- Think-Pair-Share Routine TR2-3

- TE pg. 173
- *The Myth of Icarus, Anansi's Long, Thin Legs: An African Fable, TR 71-72*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 174
- By-the-Way Word - mainland
- Benchmark Vocabulary - banished, secure, ecstatic, managed
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

Grade 3 Reading/Writing

Reading Analysis:

- **Central Message** - Display and complete the Web B organizer with class to record how central messages are shown by key details.

Learning Opportunities/Strategies:

Lesson 17 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Consult a Dictionary to Check and Correct Spellings** - Guide learners in using a dictionary to check the spelling of words.

Set the Purpose:

- **Edit an Essay** - Explain the stages of the writing process to the class.

Teach and Model:

- **Edit an Essay** - Using Student Models, model editing an essay.

Prepare to Write:

- **Edit an Opinion Essay** - Model editing for capitalization, editing spelling, and grammar.

Independent Writing Practice:

- **Edit an Opinion Essay** - Scholars edit the opinion essay they began in Lesson 14, drafted in Lesson 15, and revised in Lesson 16.

Share Writing:

- Volunteers share their edited opinion essays with the class. Encourage scholars to discuss where they needed to make the most corrections and how the corrections helped improve their writing.

Learning Opportunities/Strategies:

Lesson 18 - READING: Determine the Central Message

Foundational Skills Mini-Lesson:

- **Suffixes -er, -or, -ess, -ist**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that stories have important central messages, lessons, or morals.*
- **Engage Scholars** - Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*

- TE pg. 174 Web B Graphic Organizer TR45
- *The Myth of Icarus, Anansi's Long, Thin Legs: An African Fable*, TR 71-72

Resources

Lesson 17 - WRITING: Opinion Writing

- TE pg. 181

- TE pg. 178

- TE pg. 179
- Student Models

- TE pg. 179
- Teacher Modeled Writing

- TE pg. 180
- Digital Options

- TE pg. 180
- Student Writing

Resources:

Lesson 18 - READING: Determine the Central Message

- TE pg. 182

- TE pg. 182
- *Storm in the Night, Knots on a Counting Rope, Paul Bunyan*

- TE pg. 182
- *Storm in the Night, Knots on a Counting Rope, Paul Bunyan*

Grade 3 Reading/Writing

- **Read** - Follow Shared Reading Routine to review, focusing on remembering the events and details in the texts.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the relationships between Thomas and Grandfather and Boy-Strength-of-Blue-Horses and his grandfather are alike.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the Three Sorting Circles with class to show that writers express a central message through key details.

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Capitalize Appropriate Word in Titles** - Guide scholars to correctly capitalize words in titles.

Set the Purpose:

- **Publish and Present** - Explain to scholars that the final step in the writing process is to publish their work.

Teach and Model:

- **Publish and Present** - Through discussion, explain to scholars that they may want to make a separate page with the title and an illustration.

Prepare to Write:

- **Publish and Present an Opinion Essay** - Model thinking about the title, then publishing and presenting an opinion essay.

Independent Writing Practice:

- **Publish and Present an Opinion Essay** - Scholars publish and present their opinion essays.

- TE pg. 182
- *Storm in the Night, Knots on a Counting Rope, Paul Bunyan*
- Shared Reading Routine TR10-11

- TE pg. 182
- *Storm in the Night, Knots on a Counting Rope, Paul Bunyan*
- Think-Pair-Share Routine TR2-3

- TE pg. 183
- *Storm in the Night, Knots on a Counting Rope, Paul Bunyan*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 184
- Benchmark Vocabulary - mutterings, surround, hitched, comfortable
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 184
- *Storm in the Night, Knots on a Counting Rope, Paul Bunyan*
- Three Sorting Circles TR41

Resources

Lesson 18 - WRITING: Opinion Writing

- TE pg. 191

- TE pg. 188

- TE pg. 188

- TE pg. 188
- Teacher Modeled Writing

- TE pg. 190
- Digital Options

Grade 3 Reading/Writing

Share Writing:

- Volunteers share their opinion essays with the class. Discuss how each of the five stages of the writing process contributed to making a great essay.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Opinion Task: Write About the Power of Stories -** Scholars will state and support their opinion about which text, *Storm in the Night* or *Knots on a Counting Rope*, has a more powerful central message.
- **Scholars will:**
 - state their opinion or point of view.
 - create an organizational structure.
 - support their point of view with reasons and text evidence.
 - provide a conclusion.

Prepare:

- **Review** - Discuss Essential Questions: *How do readers determine the central message, lesson, or moral of a story? How do writers support a point of view when writing an opinion?*
- **Revisit the Text** - Remind scholars that in *Storm in the Night* and *Knots on a Counting Rope*, both grandfathers share stories with their grandsons about a time when they were afraid and how they allayed, or overcame, that fear. Display and read aloud excerpts from:
 - *Storm in the Night*, pg. 27
 - *Knots on a Counting Rope*, pg. 8

Tell scholars that for the Performance-Based Assessment, they will be thinking about the ways each grandfather helps his grandson calm his fears by telling a story. Scholars may consider using a T-Chart graphic organizer on p. TR39 to note specific examples from each text that help support their opinion. For example, if a scholar's opinion and reason is: *I think stories are good for overcoming fears because they help people accept them*, then examples from both texts should include how each grandfather dealt with his fear in the past and how each grandson is dealing with his own fear in the present. Remind scholars to choose a text structure, such as compare and contrast, to present their opinion.

- TE pg. 190
- Student Writing

Resources:

Performance-Based Assessment:

- TE pg. 192
- Reproducible pg. 196
- TE pg. 193
- Performance-Based Assessment
- TE pg. 193
- *Storm in the Night*, pg. 27
- *Knots on a Counting Rope*, pg. 8
- T-Chart Graphic Organizer TR39

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Create:** Have scholars revisit both texts and think about these questions: *What is the central message of each text? How does each text tell its message to the reader? Which message has the biggest effect on the reader?* Provide time for scholars to form and then share with a partner an original opinion and a reason or reasons to support the opinion.

Have partners work together to complete a T-Chart on pg. TR39 with their opinions in one column and quotations from the texts that support these opinions in the other column. Then have each scholar use this information to form an individual opinion about which text has the stronger central message: *Storm in the Night* or *Knots on a Counting Rope*.

Scholars will organize their information in a structure that works best to support their opinions. They will provide reasons and evidence as well as a conclusion. Tell scholars that they will then be placed with scholars who share their opinion and engage in a class debate about which text has a stronger central message.

- **Score Writing:** Use Opinion Writing Rubric
- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.
- **Reflect and Respond:** For learners receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.

Resources:

Performance-Based Assessment:

- TE pg. 194
- *Storm in the Night*
- *Knots on a Counting Rope*
- notebooks or a graphic organizer for note taking
- T-Chart Graphic Organizer TR39
- pencils
- paper for opinion writing
- Digital Options

- TE pg. 197 Opinion Writing Rubric

- TE pg. 198
- Digital Options

- TE pg. 199

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice 	Reader's & Writer's Journal <ul style="list-style-type: none"> • Prompts - Write in Response to Reading • Benchmark Vocabulary Practice
Small Group Options: <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading 	Small Group Options: <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension 	Small Group Options: <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading 	Small Group Options: <ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading

Grade 3 Reading/Writing

<ul style="list-style-type: none"> • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Unlock Language Learning • Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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Unit Three: Seeking Explanations - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.3.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.3.C.-**Decode multisyllable words.
- **L.RF.3.3.D.-**Read grade-appropriate irregularly spelled words.
- **L.RF.3.3.E.-**Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.3.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.3.4.A-**grade-level text with purpose and understanding.
- **L.RF.3.4.B-**Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading

- **RI.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CI.3.2.-** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- **RI.IT.3.3.-** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RI.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions).
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.PP.3.5.-**Distinguish their own point of view from that of the author of a text.

Grade 3 Reading/Writing

- **RI.MF.3.6.**-Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.**-Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RI.CT.3.8.**-Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
- **RI.CT.3.8.**- Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.ns, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

NJSLA Foundational Skills: Writing Language

- **L.KL.3.1** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.3.1.A-** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.WF.3.2-** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.2.A** - Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- **L.WF.3.2.C-** Identify language of word origin, as noted in dictionaries.
- **L.WF.3.2.F-** Change y to i (cried) in words with suffixes, when required.
- **L.WF.3.2.G-** Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- **L.WF.3.2.H-** Spell common words in English, including regular and irregular forms.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.WF.3.3.A-** Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- **L.WF.3.3.E-** Use appropriate pronouns with clear referents.
- **L.WF.3.3.F-** Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- **L.WF.3.3.G-** Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- **L.WF.3.3.H-** Paraphrase a main idea or event in order to vary sentence structure and word use.
- **L.WF.3.3.I-** Organize ideas into paragraphs with main ideas and supporting details.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A-** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.B-** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.VI.3.3.-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.3.3.A-**Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- **L.VI.3.3.B-** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

NJSLS ELA Writing

- **W.IW.3.2.** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.IW.3.2.A.** - Introduce a topic clearly
- **W.IW.3.2.B.** - Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
- **W.IW.3.2.C.** - Include text features (e.g.:illustrations, diagrams, captions) when useful to support comprehension.
- **W.IW.3.2.D.** - Link ideas within sections of information using transition words and phrases (e.g. then, because, also, another therefore).
- **W.IW.3.2.E.**- Provide a conclusion related to the information or explanation presented.

Grade 3 Reading/Writing

- **W.WP.3.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.4.A-** Identify audience, purpose, and intended length of composition before writing.
- **W.WP.3.4.B-** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.3.4.C-**With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.SE.3.6.-** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.-** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS ELA Speaking and Listening

- **SL.PE.3.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.3.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.3.1.B-** Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.3.1.C-** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.PE.3.1.D-** Explain their own ideas and understanding in light of the discussion.
- **SL.II.3.2.-** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.-** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.-** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.UM.3.5.-** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.-** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS Social Studies

- **6.1.5CivicsPI.1** - Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.GeoPP.2-** Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- **6.1.5.GeoSV.2-** Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
- **6.1.5.GeoHE.3-** Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- **6.1.5.EconGE.4-** Compare and contrast how the availability of resources affects people across the world differently.
- **6.1.5.CivicsPD.3-** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

NJSLS Science

- **3.ESS2-1.** - Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- **3.ESS2-2** -Obtain and combine information to describe climates in different regions of the world.
- **3.ESS3-1** - Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

NJSLS Health and Physical Education

Grade 3 Reading/Writing

- **2.1.4.D.1.** - Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.2.5.CAP.8** - Identify risks that individuals and households face.
- **9.4.5.CI.3** - Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.
- **9.4.5.CT.2** - Identify a problem and list types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.TL.3** - Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.
- **9.4.5.TL.5** - Collaborate digitally to produce an artifact.

Central Idea / Enduring Understanding:

- Readers understand that informational texts have various structures and features that aid the reader's comprehension
- Writers understand that related information goes together when presenting a topic with facts, definitions, and details.
- Learners understand scientific reasons for how and why things occur in nature.

Essential/Guiding Question:

How do readers use text structures and features to better comprehend texts?

How do writers introduce and develop a topic with facts, details, and linking words?

Content: (Module Goals)

- Readers will determine text structures and identify text features to better understand what they read.
- Writers will compose a news report that clearly conveys ideas and information.
- Learners will identify reasons that explain how and why things occur in nature.

Text Complexity Measures - TR48 - TR54

The following measures and considerations create a three-part model to gauge the difficulty of a particular text.

- **Quantitative Measures**
 - Lexile
- **Qualitative Measures**
 - Literary/Informational Text
 - Text Structure
 - Language and Vocabulary
 - Theme and Knowledge Demands
- **Reader and Task Consideration**
 - Motivation, Knowledge, Experiences of Students
 - Difficulty of the Task or Questions Posed

Skills(Objectives):

Reading:

- Ask and Answer Questions
- Scientific Ideas
- Word Relationships
- Information from Illustrations
- Literal and Nonliteral Meanings
- Real-Life Connections
- Compare and Contrast
- Use Illustrations
- Cause-and-Effect Relationships
- Contribution of Maps, Photographs, and Illustrations

Writing:

- Gather Information to Write
- Choose a Genre to Explain or Inform
- Choose Details to Explain a Topic
- Write an Introduction
- Develop a Topic
- Group Related Information
- Create an Illustration
- Use Linking Words and Phrases to Connect Ideas
- Write a Concluding Statement
- Write a Concluding Section
- Write Notes Using a Graphic Organizer
- Write a Paragraph from Notes
- Write Notes in Categories
- Write an Outline

Grade 3 Reading/Writing

	<ul style="list-style-type: none"> • Write a First Draft • Write a Revised Draft • Edit an Informational Essay • Publish and Present an Informational Essay
Stage 2: Assessment Evidence	
<p><u>Performance Task(s):</u></p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> • Informative/Explanatory Task: Write a News Report - Scholars will use information from <i>Weather</i> and <i>Living Through a Natural Disaster</i> to create an engaging news report that explains how weather affects people. • Scholars will: <ul style="list-style-type: none"> ○ introduce the topic. ○ convey information clearly. ○ develop the topic with facts, definitions, and details. ○ provide a conclusion. ○ include visual aids to help explain the topic. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ○ Benchmark Vocabulary Practice ○ Text Analysis Practice/Application ○ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ○ Reading/Language Analysis ○ Write in Response to Reading ○ Benchmark Vocabulary • Writing Keystones: <ul style="list-style-type: none"> ○ Checklists • Writing Rubrics: <ul style="list-style-type: none"> ○ Narrative ○ Informative/Explanatory ○ Opinion • Oral Reading Fluency Quick Checks <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Selection Test - Anchor Text • Performance-Based Assessment - Module A & B • End-of-Unit Assessment
Stage 3: Learning Plan	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - READING: Determine Main Ideas/ Details</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Syllable Pattern VCCCV <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Share the Enduring Understanding: <i>Writers understand that related information goes together when presenting a topic with facts, definitions, and details.</i> • Explore Resources - Read about weather tools. • Engage Scholars - Essential Questions: <i>How do readers use text structures and features to better comprehend texts? How do writers introduce and develop a topic with facts, details, and linking words.</i> • Read - Follow Shared Reading Routine to read pgs. 4-9, focusing on what the text is about. 	<p><u>Resources:</u></p> <p>Lesson 1 - READING: Determine Main Ideas/ Details</p> <ul style="list-style-type: none"> • TE pg. 212 • TE pg. 212 • <i>Tools for Measuring Weather</i>, TC, pg. 59 • TE pg. 212 • <i>Weather</i>, pgs. 4-9 • TE pg. 212 Shared Reading Routine TR10-11 • <i>Weather</i>, pgs. 4-9

Grade 3 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the weather on Earth is related to the atmosphere and why some areas of Earth are colder and hotter than others.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Ask/Answer Questions - Display and** complete the K-W-L Chart with class about the text.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Functions of Adverbs in Sentences** - Display sentences and guide scholars in using adverbs.

Set the Purpose:

- **Convey Ideas and Information** - Explain that informative/explanatory writing is used to convey information and ideas.

Teach and Model:

- **Convey Ideas and Information** - Explain that when writers convey information or explain something, they define important terms and use personal observations to help the reader understand the topic.

Prepare to Write:

- **Gather Information to Write** - Model narrowing a topic's focus and choosing information.

Independent Writing Practice:

- **Gather Information to Write** - Scholars complete a Four-Column Chart to document weather patterns in their area.

Share Writing:

- Volunteers share their graphic organizers with the class. The class discusses local weather.

- TE pg. 212 Think-Pair-Share Routine TR2-3
- *Weather*, pgs. 4-9

- TE pg. 213 *Weather*, pgs. 4-9
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 213-214
- By-the-Way Words - insolation, poles, polar air
- Benchmark Vocabulary - atmosphere, extends, intense, equator, exchange
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 214 K-W-L Chart TR35
- *Weather*, pgs. 4-9

Resources:

Lesson 1 - WRITING: Informative/Explanatory Writing

- TE pg. 221

- TE pg. 218

- TE pg. 218
- *Weather*, pg. 4

- TE pg. 219
- *Weather*, pgs. 4-9
- Teacher Modeled Writing

- TE pg. 220
- *Weather*, pgs. 4-9
- Four-Column Chart TR34
- Digital Options

- TE pg. 220
- Student Writing

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 2 - READING: Understand Related Scientific Ideas

Foundational Skills Mini-Lesson:

- **Syllable Pattern VCCCV**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand scientific reasons for how and why things occur in nature.*
- **Explore Resources** - Read about weather tools.
- **Engage Scholars** - Share the Essential Questions: *How do readers use text structures and features to better comprehend texts? How do writers introduce and develop a topic with facts, details, and linking words.*
- **Read** - Follow Shared Reading Routine to read pgs. 10-15, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what affects weather conditions.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Scientific Ideas** - Display and complete the cause and effect organizer to chart scientific Ideas.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Review of Adverbs in Sentences** - Display sentences and guide scholars in identifying adverbs.

Set the Purpose:

Resources:

Lesson 2 - READING: Understand Related Scientific Ideas

- TE pg. 222
- TE pg. 222
- *Weather*, Text Collection, pgs. 10-15
- *What Does the Thermometer Say*, TC, pg. 58
- TE pg. 222
- *Weather*, Text Collection, pgs. 10-15
- TE pg. 222
- *Weather*, Text Collection, pgs. 10-15
- Shared Reading Routine TR10-11
- TE pg. 222
- Think-Pair-Share Routine TR2-3
- TE pg. 223
- *Weather*, Text Collection, pgs. 10-15
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 223-224
- By-the-Way Words - wind belts, front
- Benchmark Vocabulary - rotation, currents, altitude, continuous, advances
- Benchmark Vocabulary Routine for Informational Text TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 224
- *Weather*, Text Collection, pgs. 10-15
- Cause and Effect Graphic Organizer TR32

Resources:

Lesson 2 - WRITING: Informative/Explanatory Writing

- TE pg. 231

Grade 3 Reading/Writing

- **Understand and Identify Genre** - Remind scholars that informative writing explains or gives information about something.

Teach and Model:

- **Understand and Identify Genre** - Through discussion, help scholars see that the writer of *Weather* is mainly concerned with explaining why things happen.

Prepare to Write:

- **Choose a Genre to Explain or Inform** - Model choosing a purpose and structure, and questions that scholars might ask to guide their research. Model an introductory sentence.

Independent Writing Practice:

- **Choose a Genre to Explain or Inform** - Scholars research a weather forecast and identify its genre by studying and taking notes, then identify the genre.

Share Writing:

- Volunteers share their graphic organizers with the class. The class discusses how weather is predicted to change, and how the text helps them understand changes in the forecast.

Learning Opportunities/Strategies:

Lesson 3 - READING: Ask and Answer Questions

Foundational Skills Mini-Lesson:

- **Syllable Pattern VCCCV**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that informational texts have various structures and features that aid the reader's comprehension.*
- **Explore Poetry** - Read poem and discuss.
- **Engage Scholars** - Share the Essential Questions: *How do readers use text structures and features to better comprehend texts? How do writers introduce and develop a topic with facts, details, and linking words.*
- **Read** - Follow Shared Reading Routine to read pgs. 16-21, focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why water in the air and clouds are so important to weather.

Close Read:

- TE pg. 228
- *Weather*, Text Collection, pgs. 10-15

- TE pg. 228
- *Weather*, Text Collection, pgs. 10, 12

- TE pg. 229
- Teacher Modeled Writing

- TE pg. 230
- Digital Options

- TE pg. 230
- Student Writing

Resources:

Lesson 3 - READING: Ask and Answer Questions

- TE pg. 232

- TE pg. 232
- *Weather*, Text Collection, pgs. 16-21

- *Weather*, Text Collection, pg. 64

- TE pg. 232
- *Weather*, Text Collection, pgs. 16-21

- TE pg. 232 Shared Reading Routine TR10-11
- *Weather*, Text Collection, pgs. 16-21

- TE pg. 232 Think-Pair-Share Routine TR2-3
- *Weather*, Text Collection, pgs. 16-21

Grade 3 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Relationships** - Complete Three-Column Chart with class to distinguish between literal and nonliteral meanings of words.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use of Comparative Adverbs** - Display sentences and guide scholars in using comparative adverbs.

Set the Purpose:

- **Choose Details** - Explain to scholars that informative writing uses details to develop a topic and convey ideas and information clearly.

Teach and Model:

- **Choose Details** - Explain to scholars that writers introduce a main topic and then use details to keep narrowing the topic and to provide more information.

Prepare to Write:

- **Choose Details to Explain a Topic** - Model identifying and analyzing details.

Independent Writing Practice:

- **Choose Details to Explain a Topic** - Scholars write a paragraph explaining how the author of *Weather* used key details to support the main idea of the text to inform readers about the topic.

Share Writing:

- Volunteers share their paragraphs with the class. The class discusses the details used in each paragraph.

- TE pg. 232
- *Weather*, Text Collection, pgs. 16-21
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 234
- By-the-Way Words - liquid, solid, water vapor, ice crystals
- Benchmark Vocabulary - properties, unstable, unsettled
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 234,
- Three -Column Chart TR40
- *Weather*, Text Collection, pgs. 16-21

Resources

Lesson 3 - WRITING: Informative/Explanatory Writing

- TE pg. 241
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- TE pg. 238

- TE pg. 238
- *Weather*, Text Collection, pg. 16

- TE pg. 239
- Teacher Modeled Writing

- TE pg. 240
- *Weather*, Text Collection, pgs. 16-21
- Digital Options

- TE pg. 240
- Student Writing

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 4 - READING: Use Illustrations and Words to Understand a Text

Foundational Skills Mini-Lesson:

- **Syllable Pattern VCCCV**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that informational texts have various structures and features that aid the reader's comprehension.*
- **Engage Scholars** - Introduce the text. Share the Essential Questions: *How do readers use text structures and features to better comprehend texts? How do writers introduce and develop a topic with facts, details, and linking words.*
- **Read** - Follow Shared Reading Routine to read pgs. 22-27, focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how precipitation forms in clouds and falls to earth.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Information from Illustrations** - Display and complete with class Web B organizer to chart information from a photo of snowflakes.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Superlative Adverbs** - Display sentences and guide scholars in using superlative adverbs.

Set the Purpose:

- **Introduce the Topic** - Tell scholars that the first step in writing an informative piece is to introduce the topic.

Resources:

Lesson 4 - READING: Use Illustrations and Words to Understand a Text

- TE pg. 242
- TE pg. 242
- *Weather*, pgs. 22-27
- TE pg. 242
- *Weather*, pgs. 22-27
- TE pg. 242 Shared Reading Routine TR10-11
- *Weather*, pgs. 22-27
- TE pg. 42 Think-Pair-Share Routine TR2-3
- *Weather*, pgs. 22-27
- TE pg. 243 *Weather*, pgs. 22-27
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 243-244
- By-the-Way Words - precipitation, dew, frost
- Benchmark Vocabulary - condensed, resistance, evaporates
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 244
- *Weather*, pg. 24
- Web B Graphic Organizer TR45

Resources

Lesson 4 - WRITING: Informative/Explanatory Writing

- TE pg. 251
- TE pg. 248

Grade 3 Reading/Writing

Teach and Model:

- **Introduce the Topic** - Explain that when writers introduce a topic, their goal is to catch the reader's interest so they will want to know more.

Prepare to Write:

- **Write an Introduction** - Model choosing and gathering information about a topic and planning an introduction based on the text.

Independent Writing Practice:

- **Write an Introduction** - Scholars choose a weather related topic of their choice, use a Main Idea graphic organizer to plan the main idea and key details, then write a sentence that will grab their reader's interest and attention.

Share Writing:

- Volunteers share their introductory paragraphs with the class. The class evaluates how well the paragraphs grabbed their interest and provided information about the topic.

Learning Opportunities/Strategies:

Lesson 5 - READING: Describe Scientific Relationships

Foundational Skills Mini-Lesson:

- **Syllable Pattern VCCCV**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand scientific reasons for how and why things occur in nature.*
- **Engage Scholars** - Continue to read the text. Share the Essential Questions: *How do readers use text structures and features to better comprehend texts? How do writers introduce and develop a topic with facts, details, and linking words.*
- **Read** - Follow Shared Reading Routine to read pgs. 28-32, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the kinds of devices scientists use to measure weather.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 248
- *Weather*, pg. 4

- TE pg. 249
- *Weather*, pgs. 22-27
- Teacher Modeled Writing

- TE pg. 250
- Digital Options
- *Weather*, pgs. 22-27
- Main Idea Graphic Organizer TR36

- TE pg. 250
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 5 - READING: Describe Scientific Relationships

- TE pg. 252

- TE pg. 252
- *Weather*, pgs. 28-32

- TE pg. 252
- *Weather*, pgs. 28-32

- TE pg. 252
- *Weather*, pgs. 28-32
- Shared Reading Routine TR10-11

- TE pg. 252
- *Weather*, pgs. 28-32
- Think-Pair-Share Routine TR2-3

- TE pg. 253
- *Weather*, pgs. 28-32
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 3 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Scientific Ideas** - Display and complete with class the Story Sequence organizer to list steps on how scientists learn about the weather.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Select Comparative or Superlative Adverbs** - Display sentences and guide scholars to write the superlative and comparative forms of words.

Set the Purpose:

- **Develop a Topic** - Explain to scholars that in informative/explanatory writing, writers develop a topic by finding facts, definitions, and other details to tell readers more about their topic.

Teach and Model:

- **Develop a Topic** - Through discussion, model how a writer introduces basic facts, then goes into more detail to support the facts.

Prepare to Write:

- **Develop a Topic** - Model gathering information about a topic, then choosing and organizing information.

Independent Writing Practice:

- **Develop a Topic** - Scholars use the graphic organizers they created in Lesson 4 to develop a topic with facts, definitions, and details for an informational news report.

Share Writing:

- Volunteers share their news reports with a partner, who provides feedback.

Learning Opportunities/Strategies:

Lesson 6 - READING: Use Details and Related Ideas to Understand Text

Foundational Skills Mini-Lesson:

- **Syllable Pattern CVVC**

Build Understanding:

- TE pgs. 253-254
- By-the-Way Words - instrument payloads, fossil fuels
- Benchmark Vocabulary - conditions, reduce, irritate
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 254
- *Weather*, pgs. 28-32
- Story Sequence B Graphic Organizer TR38

Resources

Lesson 5 - WRITING: Informative/Explanatory Writing

- TE pg. 261

- TE pg. 258

- TE pg. 258
- *Weather*, pgs. 28-32

- TE pg. 259
- Teacher Modeled Writing
- *Weather*, pgs. 28-32

- TE pg. 260
- Digital Options
- Student Writing

- TE pg. 260
- Student Writing

Resources:

Lesson 6 - READING: Use Details and Related Ideas to Understand Text

- TE pg. 262

Grade 3 Reading/Writing

<ul style="list-style-type: none"> • Set the Purpose - Share the Enduring Understanding: <i>Writers understand that related information goes together when presenting a topic with facts, definitions, and details.</i> • Engage Scholars - Share the Essential Questions: <i>How do readers use text structures and features to better comprehend texts? How do writers introduce and develop a topic with facts, details, and linking words.</i> • Read - Follow Shared Reading Routine to review the text, focusing on details and related ideas that help scholars' understanding. • Turn and Talk - Follow Think-Pair-Share Routine to discuss why weather patterns change. <p>Close Read:</p> <ul style="list-style-type: none"> • Cite Text Evidence - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence. • Benchmark Vocabulary - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words. <p>Reading Analysis:</p> <ul style="list-style-type: none"> • Ask and Answer Questions - Display and complete with class the K-W-L Chart using information from the text on pg. 30. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 6 - WRITING: Informative/Explanatory Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Select Comparative or Superlative Adverbs - Display sentences and guide scholars in selecting comparative or superlative adverbs. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Group Related Information - Explain to scholars that part of writing involves grouping related information together. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Group Related Information - Discuss with scholars how the writer of <i>Weather</i> groups together related information. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Group Related Information - Model reviewing facts and brainstorming categories. 	<ul style="list-style-type: none"> • TE pg. 262 • TE pg. 262 • <i>Weather</i> • TE pg. 262 • <i>Weather</i> • Shared Reading Routine TR10-11 • TE pg. 262 <i>Weather</i> • Think-Pair-Share Routine TR2-3 • TE pg. 263 • <i>Weather</i> • Whole Class Discussion Routine TR4-5 • Small Group Discussion TR6-7 • TE pgs. 263-264 • Benchmark Vocabulary - atmosphere, intense, absorbed • Benchmark Vocab. Routine for Info. TR24-27 • Generative Vocabulary Chart TE 202-205 • TE pg. 264 • <i>Weather</i> pg. 30 • K-W-L Chart Graphic Organizer TR35 <p><u>Resources</u></p> <p>Lesson 6 - WRITING: Informative/Explanatory Writing</p> <ul style="list-style-type: none"> • TE pg. 271 • TE pg. 268 • TE pg. 268 • <i>Weather</i>, pgs. 6,10 • TE pg. 269 • Teacher Modeled Writing
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Grade 3 Reading/Writing

Independent Writing Practice:

- **Group Related Information** - Scholars group related information for their news report, organize it into categories, and use the information in their news reports.

Share Writing:

- Volunteers share their graphic organizers with a partner. The partners examine the organizers to be sure the categories make sense.

Learning Opportunities/Strategies:

Lesson 7 - READING: Use Key Details to Support Main Ideas

Foundational Skills Mini-Lesson:

- **Syllable Pattern CVVC**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*
- **Engage Scholars** - Share the Essential Questions: *How do readers use text structures and features to better comprehend texts? How do writers introduce and develop a topic with facts, details, and linking words.*
- **Read** - Follow Shared Reading Routine to review the text, focusing on how the information supports each main idea.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how changes in temperature bring about changes in precipitation.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Literal and Nonliteral Meanings** - Display and complete the Three-Column Chart to show how authors use nonliteral meanings for words and phrases.

- TE pg. 270
- Digital Options
- Web B Graphic Organizer TR45

- TE pg. 270
- Student Writing

Resources:

Lesson 7 - READING: Use Key Details to Support Main Ideas

- TE pg. 272
- TE pg. 272
- *Weather*
- TE pg. 272
- *Weather*
- TE pg. 272
- *Weather*
- Shared Reading Routine TR10-11
- TE pg. 272
- *Weather*
- Think-Pair-Share Routine TR2-3
- TE pg. 273
- *Weather*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 273-274
- Benchmark Vocabulary -properties, unstable, unsettled
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 274
- *Weather*
- Three-Column Chart Graphic Organizer TR40

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Define Abstract Nouns** - Display sentences and guide scholars to locate and explain abstract nouns

Set the Purpose:

- **Use Illustrations** - Explain that writers often use illustrations to convey information and help readers understand the text.

Teach and Model:

- **Use Illustrations** - Through discussion, model how diagrams and other illustrations can help a writer make complex ideas easier for readers to understand.

Prepare to Write:

- **Create an Illustration** - Model choosing an illustration about a topic and writing labels and captions for an illustration.

Independent Writing Practice:

- **Create an Illustration** - Scholars create an illustration providing additional facts, definitions, details, and captions that support the main idea of their news report.

Share Writing:

- Volunteers share their illustrations with a partner. The partner examines the illustrations to be sure they provide additional information about the topic covered in the new report.

Learning Opportunities/Strategies:

Lesson 8 - READING: Use Details and Related Information to Support Main Ideas

Foundational Skills Mini-Lesson:

- **Syllable Pattern CVVC**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*
- **Engage Scholars** - Share the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*

Resources

Lesson 7 - WRITING: Informative/Explanatory Writing

- TE pg. 281
- TE pg. 278
- TE pg. 278
- *Weather*, pgs. 9, 14
- TE pg. 279
- Teacher Modeled Writing
- TE pg. 280
- Digital Options
- TE pg. 280
- Student Writing

Resources:

Lesson 8 - READING: Use Details and Related Information to Support Main Ideas

- TE pg. 282
- TE pg. 282
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pgs. 42-57
- TE pg. 282
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pgs. 42-57

Grade 3 Reading/Writing

- **Read** - Follow Shared Reading Routine to read pgs. 42-57, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the season for each location in the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Real-Life Connections** - Display and complete the Venn Diagram to compare and contrast words in text to real-life connections.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use Abstract Nouns** - Display sentences and guide scholars in using abstract nouns.

Set the Purpose:

- **Connect Ideas Within Categories** - In informative writing, writers use linking words and phrases to connect ideas within categories.

Teach and Model:

- **Connect Ideas Within Categories** - Explain the use of the words *and* and *but* to connect similar ideas

Prepare to Write:

- **Use Linking Words and Phrases to Connect Ideas** - Model brainstorming a list of linking words and phrases based on the text and connecting ideas with linking words and phrases.

Independent Writing Practice:

- **Use Linking Words and Phrases to Connect Ideas** - Scholars incorporate linking words and phrases that connect similar and contrasting ideas and events or actions into their news reports.

- TE pg. 282 Shared Reading Routine TR10-11
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pgs. 42-57
- TE pg. 282 Think-Pair-Share Routine TR2-3
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pgs. 42-57
- TE pg. 283
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pgs. 42-57
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 284
- By-the-Way Words - floes, pale
- Benchmark Vocabulary - hoist, axis, orbits, humid
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 284 Venn Diagram TR43
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pg. 54

Resources

Lesson 8 - WRITING: Informative/Explanatory Writing

- TE pg. 291
- TE pg. 288
- TE pg. 288
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pgs. 42-57
- TE pg. 289
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pgs. 42-57
- Teacher Modeled Writing
- TE pg. 290
- Digital Options

Grade 3 Reading/Writing

Share Writing:

- Volunteers share their paragraphs with the class. The class identifies linking words or phrases and the categories of ideas actions, or events they connect.

Learning Opportunities/Strategies:

Lesson 9 - READING: Relate Scientific Ideas and Concepts in a Text

Foundational Skills Mini-Lesson:

- Syllable Pattern CVVC

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand scientific reasons for how and why things occur in nature.*
- **Engage Scholars** - Share the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to review the text, focusing on an understanding of scientific ideas and concepts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what the details in the illustrations tell you about each place named in the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Scientific Ideas** - Display and complete the Cause and Effect organizer to show cause and effect relationships between scientific ideas and concepts.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- TE pg. 290
- Student Writing

Resources:

Lesson 9 - READING: Relate Scientific Ideas and Concepts in a Text

- TE pg. 292
- TE pg. 292
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection
- TE pg. 292
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pgs. 42-57
- TE pg. 292 Shared Reading Routine TR10-11
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pgs. 42-57
- TE pg. 292 Think-Pair-Share Routine TR2-3
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pgs. 42-57
- TE pg. 293
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pgs. 42-57
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 294
- Benchmark Vocabulary - hoist, axis
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 294
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pgs. 42-57
- Cause and Effect Graphic Organizer TR32

Resources

Lesson 9 - WRITING: Informative/Explanatory Writing

Grade 3 Reading/Writing

- **Form the Past Tense of Irregular Verbs** - Display sentences and guide scholars in forming the past tense of irregular verbs.

Set the Purpose:

- **Provide a Concluding Statement** - Explain that when writing an informative text, such as a news report, scholars will need to end the work with a concluding statement.

Teach and Model:

- **Provide a Concluding Statement** - Through discussion, help scholars understand how concluding statements are used in the text.

Prepare to Write:

- **Write a Concluding Statement** - Model reviewing a piece of writing to determine the main idea, supporting details and the connection between them.

Independent Writing Practice:

- **Write a Concluding Statement** - Scholars write a concluding statement for their news reports, reviewing their writing.

Share Writing:

- Volunteers share their writing with the class. The class gives feedback on the concluding statement.

Learning Opportunities/Strategies:

Lesson 10 - READING: Identify a Main Idea and Its Supporting Details

Foundational Skills Mini-Lesson:

- **Syllable Pattern CVVC**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*
- **Engage Scholars** - Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to review the texts.

- TE pg. 301

- TE pg. 298

- TE pg. 298
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pg. 56

- TE pg. 299
- *On the Same Day in March: A Tour of the World's Weather*, Text Collection, pgs. 42-57

- TE pg. 300
- Digital Options

- TE pg. 300
- Student Writing

Resources:

Lesson 10 - READING: Identify a Main Idea and Its Supporting Details

- TE pg. 302

- TE pg. 302
- *Weather*
- *On the Same Day in March: A Tour of the World's Weather*

- TE pg. 302
- *Weather*
- *On the Same Day in March: A Tour of the World's Weather*

- TE pg. 302
- *Weather*, *On the Same Day in March: A Tour of the World's Weather*
- Shared Reading Routine TR10-11

Grade 3 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what you learned in *Weather* will help to explain some of the weather in *On the Same Day in March*.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the the Venn Diagram with class to compare both texts .

Learning Opportunities/Strategies:

Lesson 10 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Use the Past Tense of Irregular Verbs** - Display sentences and guide scholars in using the past tense of irregular verbs.

Set the Purpose:

- **Provide a Concluding Section** - Explain to scholars that they will be using all the writing instruction from Lessons 4-9 to complete their news report.

Teach and Model:

- **Provide a Concluding Section** - Through discussion, help scholars understand how the concluding section in the text *Weather* brings closure to the entire text.

Prepare to Write:

- **Write a Concluding Section** - Model reviewing and summarizing writing, and brainstorming a concluding section.

Independent Writing Practice:

- **Write a Concluding Section** - Scholars write a concluding section for their news report, using their writing from Lessons 4-9 and this lesson to write a complete news report.

Share Writing:

- TE pg.302
- *Weather, On the Same Day in March: A Tour of the World's Weather*
- Think-Pair-Share Routine TR2-3

- TE pg. 303 *Weather, On the Same Day in March: A Tour of the World's Weather*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 304
- Benchmark Vocabulary - conditions, reduce, irritate, humid
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 304 Venn Diagram TR43
- *Weather, On the Same Day in March: A Tour of the World's Weather*

Resources

Lesson 10 - WRITING:Informative/Explanatory Writing

- TE pg. 311

- TE pg. 308

- TE pg. 308
- *Weather*, pgs. 4, 32

- TE pg. 309
- Teacher Modeled Writing
- *Weather*, pgs. 16-21

- TE pg. 310
- Digital Options

Grade 3 Reading/Writing

- Volunteers share their news reports with the class. The class discusses what they learned from each report.

Learning Opportunities/Strategies:

Lesson 11 - READING: Identify Key Details/Main Ideas

Foundational Skills Mini-Lesson:

- **Homophones**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*
- **Explore Poetry** - Read poem and discuss.
- **Engage Students** - Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 4-12, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Cyclone Tracy changed Darwin, Australia.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Real-Life Connections** - Display and complete the Three-Column Chart with class to make real life connections between words and their use in a text.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Function of Past-Tense Verbs** - Display sentences and guide scholars in using past tense verbs.

- TE pg. 310
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 11 - READING: Identify Key Details/Main Ideas

- TE pg. 312
- TE pg. 312
- *Living Through a Natural Disaster*, pgs. 4-12
- *Tornado Season*, Text Collection, pg. 63
- TE pg. 312
- *Living Through a Natural Disaster*, pgs. 4-12
- TE pg. 312
- *Living Through a Natural Disaster*, pgs. 4-12
- Shared Reading Routine TR10-11
- TE pg. 312
- *Living Through a Natural Disaster*, pgs. 4-12
- Think-Pair-Share Routine TR2-3
- TE pg. 312
- *Living Through a Natural Disaster*, pgs. 4-12
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 313-314
- By-the-Way Words - gale-force winds, drought, natural disaster
- Benchmark Vocabulary - predictable, damage, preparations, evacuate, devastated
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 314
- Three-Column Chart TR40
- *Living Through a Natural Disaster*, pgs. 4-12

Resources

Lesson 11 - WRITING: Informative/Explanatory Writing

- TE pg. 321

Grade 3 Reading/Writing

Set the Purpose:

- **Recall Information from Experiences** - Explain to scholars that informative writing can be based on information that they read about in books, magazines, or online, or it can be based on their personal experiences or observations.

Teach and Model:

- **Recall Information from Experiences** - Reread pg. 7 of the text, using the words in quotations as an example of a personal experience. Model how to record the main idea and details using a graphic organizer.

Prepare to Write:

- **Write Notes Using a Graphic Organizer** - Model using factual, firsthand experiences to gather information that can be used in informative/explanatory writing.

Independent Writing Practice:

- **Write Notes Using a Graphic Organizer** - Scholars complete a graphic organizer to recall information about a weather event from their own experience.

Share Writing:

- Volunteers share their webs. As scholars share, create opportunities to discuss main ideas and supporting details.

Learning Opportunities/Strategies:

Lesson 12 - READING: Use Illustrations to Answer Questions

Foundational Skills Mini-Lesson:

- **Homophones**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that informational texts have various structures and features that aid the reader's comprehension.*
- **Engage Scholars** - Review the two texts. Share the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 13-20, focusing on what the text is mainly about.

- TE pg. 318

- TE pg. 318
- *Living Through a Natural Disaster*, pg. 7
- Web A Graphic Organizer TR44

- TE pg. 319
- Teacher Modeled Writing
- *Living Through a Natural Disaster*, pgs. 4-12
- Web A Graphic Organizer TR44

- TE pg. 320
- Web A Graphic Organizer TR44
- Digital Options

- TE pg. 320
- Student Writing

Resources:

Lesson 12 - READING: Use Illustrations to Answer Questions

- TE pg. 322

- TE pg. 322

- TE pg. 322
- *Living Through a Natural Disaster*, pgs. 13-20

- TE pg. 322
- *Living Through a Natural Disaster*, pgs. 13-20
- Shared Reading Routine TR10-11

Grade 3 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the map on pg. 13 helps readers better understand the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Use Illustrations** - Display and complete the Web B organizer to show how to use information in illustrations and text features to increase understanding.

Learning Opportunities/Strategies:

Lesson 12 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Function of Irregular Past-Tense Verbs** - Display sentences and guide scholars in the function of irregular past-tense verbs.

Set the Purpose:

- **Take Brief Notes and Quote from a Text** - Remind scholars that the text *Living Through a Natural Disaster* is a source, or a place to find information.

Teach and Model:

- **Take Brief Notes and Quote from a Text** - Using the Student Model, model taking notes to answer a research question.

Prepare to Write:

- **Write a Paragraph from Notes** - Model asking research questions, note taking, and paraphrasing.

Independent Writing Practice:

- **Write a Paragraph from Notes** - Scholars write a paragraph that answers research questions, using their notes from the text.

Share Writing:

- Volunteers share their paragraphs and examples of how their notes helped them write their paragraphs.

- TE pg. 322
- *Living Through a Natural Disaster*, pg. 13
- Think-Pair-Share Routine TR2-3

- TE pg. 323
- *Living Through a Natural Disaster*, pgs. 13-20
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 324
- By-the-Way Words - vast, silt
- Benchmark Vocabulary - meanders, nourishes, erosion, irrigation
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 324
- *Living Through a Natural Disaster*, pgs. 13-20
- Web B Graphic Organizer TR45

Resources

Lesson 12 - WRITING:Informative/Explanatory Writing

- TE pg. 331

- TE pg. 328

- TE pg. 328
- *Living Through a Natural Disaster*, pgs. 18-19
- Student Model

- TE pg. 329
- Teacher Modeled Writing
- *Living Through a Natural Disaster*, pgs. 13-20

- TE pg. 330
- *Living Through a Natural Disaster*, pgs. 13-20
- Digital Options

- TE pg. 330
- Student Writing

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 13 - READING: Describe Relationships Between Scientific Reasons

Foundational Skills Mini-Lesson:

- **Homophones**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand scientific reasons for how and why things occur in nature.*
- **Engage Scholars** - Share the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 21-28, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how El Niño changes the normal weather patterns in Central America.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Cause-and-Effect Relationships** - Display and complete the Cause and Effect organizer to help explain events.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Form Irregular Past-Tense Verbs** - Guide scholars in using irregular past-tense verbs.

Set the Purpose:

- **Sort Evidence from Notes** - Explain to scholars that the purpose of sorting information into categories is to help writers organize their thoughts before writing.

Resources:

Lesson 13 - READING: Describe Relationships Between Scientific Reasons

- TE pg. 332
- TE pg. 332
- TE pg. 332
- *Living Through a Natural Disaster*, pgs. 21-28
- TE pg. 332
- *Living Through a Natural Disaster*, pgs. 21-28
- Shared Reading Routine TR10-11
- TE pg. 332
- *Living Through a Natural Disaster*, pgs. 21-28
- Think-Pair-Share Routine TR2-3
- TE pg. 333
- *Living Through a Natural Disaster*, pgs. 21-28
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 333-334
- By-the-Way Words - prone, reservoirs
- Benchmark Vocabulary - affects, diverse habitats, consequences, international
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE 334
- *Living Through a Natural Disaster*, pgs. 21-28
- Cause-and-Effect Graphic Organizer TR32

Resources

Lesson 13 - WRITING: Informative/Explanatory Writing

- TE pg. 341
- TE pg. 338

Grade 3 Reading/Writing

Teach and Model:

- **Sort Evidence from Notes** - Model how to use a graphic organizer to compare information from the text.

Prepare to Write:

- **Write Notes in Categories** - Model reviewing research material, asking research questions, and organizing and reorganizing information using a graphic organizer.

Independent Writing Practice:

- **Write Notes in Categories** - Scholars complete a graphic organizer to sort information from the text into categories.

Share Writing:

- Volunteers share their graphic organizers with the class, sharing examples of how their notes helped them write sentences.

Learning Opportunities/Strategies:

Lesson 14 - READING: Explain How Key Details Support the Main Idea

Foundational Skills Mini-Lesson:

- **Homophones**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that related information goes together when presenting a topic with facts, definitions, and details.*
- **Engage Students** - Share the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to read pgs. 29-31, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why studying weather is important for the future.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for

- TE pg. 338
- *Living Through a Natural Disaster*, pgs. 21-28
- Three-Column Chart TR40

- TE pg. 339
- Teacher Modeled Writing
- Three-Column Chart TR40
- *Living Through a Natural Disaster*, pgs. 21-28

- TE pg. 340
- *Living Through a Natural Disaster*, pgs. 21-28
- Three-Column Chart TR40
- Digital Options TE pg. 340

- TE pg. 340
- Student Writing

Resources:

Lesson 14 - READING: Explain How Key Details Support the Main Idea

- TE pg. 342

- TE pg. 342

- TE pg. 342
- *Living Through a Natural Disaster*, pgs. 29-31

- TE pg. 342
- *Living Through a Natural Disaster*, pgs. 29-31
- Shared Reading Routine TR10-11

- TE pg. 342
- *Living Through a Natural Disaster*, pgs. 29-31
- Think-Pair-Share Routine TR2-3

- TE pg. 343
- *Living Through a Natural Disaster*, pgs. 29-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 34
- By-the-Way Word - global warming

Grade 3 Reading/Writing

Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- **Climate Change Connection: Writing prompt: How do humans have a negative impact on our climate? What are some things that we can do to improve our climate? You can use ideas from Living Through a Natural Disaster to help you write a response. Students will present their responses to their peers.**

Language Analysis:

- **Real-Life Connections** - Display and complete the T-Chart to show how words from a text can be connected to real-life.

Learning Opportunities/Strategies:

Lesson 14 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Form Simple Verb Tenses** - Guide scholars in forming simple verb tenses.

Set the Purpose:

- **Plan and Prewrite** - Inform scholars that they will now begin the process of writing an informational essay about how climate has impacted their lives.

Teach and Model:

- **Plan and Prewrite** - Using the Student Model, explain that the table of contents is a simple outline that reveals the plan for the book to the readers.

Prepare to Write:

- **Write an Outline** - Model writing an outline, including the introduction, categories, and conclusion.

Independent Writing Practice:

- **Write an Outline** - Scholars write outlines of informational essays that will explain how climate has impacted their daily lives in some way.

Share Writing:

- Volunteers share their outlines, creating opportunities to compare how different scholars outlined similar kinds of information.

Learning Opportunities/Strategies:

Lesson 15 - READING: Describe Scientific Relationships

Foundational Skills Mini-Lesson:

- **Homophones**

- Benchmark Vocabulary - organizations, traumatized, monitor, invaluable
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 344

- *Living Through a Natural Disaster*, pgs. 21-28
- T-Chart TR39

Resources

Lesson 14 -WRITING: Informative/Explanatory Writing

- TE pg. 351

- TE pg. 348

- TE pg. 348
- *Living Through a Natural Disaster*, pgs. 21-28
- Student Model

- TE pg. 349
- Teacher Modeled Writing

- TE pg. 350
- *Living Through a Natural Disaster*, pgs. 21-28
- Digital Options

- TE pg. 350
- Student Writing

Resources:

Lesson 15 - READING: Discover Scientific Relationships

- TE pg. 352

Grade 3 Reading/Writing

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand scientific reasons for how and why things occur in nature.*
- **Engage Students** - Share the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to review the texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the scientific causes of drought.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Scientific Ideas** - Display and complete Web B organizer to chart what caused Cyclone Tracy.

Learning Opportunities/Strategies:

Lesson 15 - WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Form and Use Simple Verb Tenses** - Guide scholars in forming and using simple verb tenses.

Set the Purpose:

- **Draft an Informational Essay** - Remind scholars that they are in the process of writing an informational essay about how climate has impacted their lives.

Teach and Model:

- **Draft an Informational Essay** - Through discussion, help students analyze the structure of a paragraph from the text and understand its relationship to an outline.

Prepare to Write:

- **Write a First Draft** - Explain to scholars that after writers have planned and created an outline, they will

- TE pg. 352
- *Living Through a Natural Disaster*

- TE pg. 352
- *Living Through a Natural Disaster*

- TE pg. 352
- *Living Through a Natural Disaster*
- Shared Reading Routine TR10-11

- TE pg. 352
- *Living Through a Natural Disaster*
- Think-Pair-Share Routine TR2-3

- TE pg. 353
- *Living Through a Natural Disaster*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 154
- Benchmark Vocabulary - damage, preparations, evacuate
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 354
- *Living Through a Natural Disaster*
- Web B Graphic Organizer TR45

Resources

Lesson 15 - WRITING:Informative/Explanatory Writing

- TE pg. 361

- TE pg. 358

- TE pg. 358
- *Living Through a Natural Disaster*
- Student Model

- TE pg. 359
- Teacher Modeled Writing

Grade 3 Reading/Writing

write the outline in sentences and paragraphs to create a draft.

Independent Writing Practice:

- **Write a First Draft** - Scholars write drafts of informational essays that will explain how climate has impacted their daily lives in some way.
- **Climate Change Connection: Writing prompt:** Students will research how climate change is caused by human activities. Write an opinion essay on how humans can help to improve the environment so that there is less of an impact on the climate.

Share Writing:

- Volunteers share their drafts and review them with other scholars.

Learning Opportunities/Strategies:

Lesson 16 - READING: Use Illustrations and Words as Evidence

Foundational Skills Mini-Lesson:

- **Vowel Patterns** *a, au, aw, al, ough, ough*

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that informational texts have various structures and features that aid the reader's comprehension.*
- **Engage Scholars** - Share the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to review the texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the Earth's atmosphere and oceans interact.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

- TE pg. 360
- *Living Through a Natural Disaster*
- Digital Options

- TE pg. 360
- Student Writing

Resources:

Lesson 16 - READING: Use Illustrations and Words as Evidence

- TE pg. 362
- TE pg. 362
- TE pg. 362
- *Weather*
- *Living Through a Natural Disaster*
- TE pg. 362
- *Weather, Living Through a Natural Disaster*
- Shared Reading Routine TR10-11
- TE pg. 362
- *Weather, Living Through a Natural Disaster*
- Think-Pair-Share Routine TR2-3
- TE pg. 363
- *Weather, Living Through a Natural Disaster*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 364
- Benchmark Vocabulary - condensed, resistance, evaporates, affects, diverse, habitats
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

Grade 3 Reading/Writing

Reading Analysis:

- **Contribution of Maps, Photographs, and Illustrations** - Display and complete the Compare-Contrast organizer to compare and contrast a topic using visuals from both texts.

Learning Opportunities/Strategies:

Lesson 16 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Form Simple Sentences** - Guide scholars in forming simple sentences.

Set the Purpose:

- **Revise an Informational Essay** - Remind scholars that they are in the process of writing an informational essay about how climate has impacted their lives.

Teach and Model:

- **Revise an Informational Essay** - Through discussion, help scholars explore how adding details, changing sentences, and editing words can improve a text.

Prepare to Write:

- **Revise a Revised Draft** - Using the drafts scholars prepared in Lesson 15, model reviewing and revising their work, and peer reviewing a partner's work.

Independent Writing Practice:

- **Revise a Revised Draft** - Scholars revise their drafts of informational essays that explain how climate has impacted their daily lives.

Share Writing:

- Volunteers share their revisions and discuss, share, compare and contrast with other scholars.

Learning Opportunities/Strategies:

Lesson 17 - READING: Identify Details of a Main Idea

Foundational Skills Mini-Lesson:

- **Vowel Patterns *a, au, aw, al, augh, ough***

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that information and ideas can be compared and contrasted.*
- **Engage Students** - Review the texts. Share the Essential Questions: *How do photographs, illustrations, and details help readers understand*

- TE pg. 364
- *Weather, Living Through a Natural Disaster*
- Compare and Contrast Graphic Organizer TR33

Resources

Lesson 16 - WRITING: Informative/Explanatory Writing

- TE pg. 371

- TE pg. 368

- TE pg. 368
- *Weather, Living Through a Natural Disaster*
- Student Models

- TE pg. 369
- Teacher Modeled Writing

- TE pg. 370
- Digital Options

- TE pg. 170
- Student Writing

Resources:

Lesson 17 - READING: Identify Details of a Main Idea

- TE pg. 372

- TE pg. 372

- TE pg. 372
- *On the Same Day in March*
- *Living Through a Natural Disaster*

Grade 3 Reading/Writing

text? How do writers compare and contrast information and ideas?

- **Read** - Follow Shared Reading Routine to reintroduce the texts.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what the texts say about the weather in Australia.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the Two Sorting Boxes to show how texts covering the same topic often handle it differently.

Learning Opportunities/Strategies:

Lesson 17 -WRITING:Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Form Compound Sentences** - Guide scholars in using conjunctions to form compound sentences.

Set the Purpose:

- **Edit a Piece of Writing** - Tell scholars that the editing stage is an important step in the writing process.

Teach and Model:

- **Edit a Piece of Writing** - Through discussion, help scholars understand how good writer use varied sentences, good word choice, and correct grammar and mechanics in their writing.

Prepare to Write:

- **Edit an Informational Essay** - Model reviewing and summarizing writing and reviewing grammar in a piece of writing.

Independent Writing Practice:

- TE pg. 372 Shared Reading Routine TR10-11
- *On the Same Day in March, Living Through a Natural Disaster*

- TE pg. 372 Think-Pair-Share Routine TR2-3
- *On the Same Day in March, Living Through a Natural Disaster*

- TE pg. 373 *On the Same Day in March, Living Through a Natural Disaster*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 374
- Benchmark Vocabulary - orbits, nourishes, erosion, irrigation
- Benchmark Vocab. Routine for Info. TR24-31
- Generative Vocabulary Chart TE 202-205

- TE pg. 374
- *On the Same Day in March, Living Through a Natural Disaster*
- Two Sorting Boxes TR42

Resources

Lesson 17 - WRITING:Informative/Explanatory Writing

- TE pg. 381

- TE pg. 378

- TE pg. 378
- *On the Same Day in March*, pg. 52
- *Living Through a Natural Disaster*, pg. 14

- TE pg. 379
- *On the Same Day in March*
- *Living Through a Natural Disaster*
- Teacher Modeled Writing

Grade 3 Reading/Writing

- **Edit an Informational Essay** - Scholars edit their drafts that explain how climate has impacted their daily lives in some way.

Share Writing:

- Volunteers share their edited drafts with a partner. The partners give feedback, and scholars correct any errors and omissions in their writing.

Learning Opportunities/Strategies:

Lesson 18 - READING: Describe Related Scientific Ideas or Concepts in Texts

Foundational Skills Mini-Lesson:

- **Vowel Patterns** *a, au, aw, al, ough, ough*

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that there are similarities and differences in communities around the world.*
- **Engage Scholars** - Review the texts. Share the Essential Questions: *How do photographs, illustrations, and details help readers understand text? How do writers compare and contrast information and ideas?*
- **Read** - Follow Shared Reading Routine to review the texts, focusing on recalling what the texts are mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the advantages and disadvantages of living on a coastline.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Time Relationships** - Display and complete the Three Sorting Circles to describe relationships between scientific concepts or events,

- TE pg. 380
- Digital Options

- TE pg. 380
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 18 - READING: Describe Related Scientific Ideas or Concepts in Texts

- TE pg. 382

- TE pg. 382

- TE pg. 382
- *Weather*
- *On the Same Day in March*
- *Living Through a Natural Disaster*

- TE pg. 382
- *Weather, On the Same Day, Natural Disaster*
- Shared Reading Routine TR10-11

- TE pg. 382
- *Weather, On the Same Day, Natural Disaster*
- Think-Pair-Share Routine TR2-3

- TE pg. 383
- *Weather, On the Same Day, Natural Disaster*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 384
- Benchmark Vocabulary - altitude, continuous, advances, axis, traumatized, monitor, invaluable
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 384
- *Weather, On the Same Day, Natural Disaster*
- Three Sorting Circles TR41

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Informative/Explanatory Writing

Conventions Mini-Lesson:

- **Form Complex Sentences** - Guide scholars in using signal words when forming complex sentences.

Set the Purpose:

- **Publish and Present** - Tell scholars that now that they have completed four stages of the writing process, it's time to prepare their articles for publication and presentation.

Teach and Model:

- **Publish and Present** - Through discussion, model that how writers present their material adds to the meaning and impact of the content.

Prepare to Write:

- **Publish and Present an Informational Essay** - Model brainstorming ideas for publishing and presenting a piece of writing.

Independent Writing Practice:

- **Publish and Present an Informational Essay** - Challenge scholars to think of unusual ideas for presenting their work, then present their essays.

Share Writing:

- Scholars discuss their ideas for publishing their work, provide feedback, then publish and/or present.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Informative/Explanatory Task: Write a News Report** - Scholars will use information from *Weather* and *Living Through a Natural Disaster* to create an engaging news report that explains how weather affects people.
- **Scholars will:**
 - introduce the topic.
 - convey information clearly.
 - develop the topic with facts, definitions, and details.
 - provide a conclusion.
 - include visual aids to help explain the topic.

Prepare:

- **Review** - Discuss the Essential Questions: *How do readers use text structures and features to better*

Resources

Lesson 18 - WRITING: Informative/Explanatory Writing

- TE pg. 391
- TE pg. 388
- TE pg. 388
- *On the Same Day in March*, pgs. 48-49
- *Living Through a Natural Disaster*, pg. 9
- TE pg. 389
- *Weather*,
- *On the Same Day in March*,
- *Living Through a Natural Disaster*
- Teacher Modeled Writing
- TE pg. 390
- Digital Options
- TE pg. 390
- Student Writing
- Writing Keystone Checklist

Resources:

Performance-Based Assessment:

- TE pg. 392
- Reproducible pg. 396
- TE pg. 393
- Performance-Based Assessment

Grade 3 Reading/Writing

<p><i>comprehend texts? How do writers introduce and develop a topic with facts, details, and linking words?</i></p> <ul style="list-style-type: none">● Revisit the Text - Remind scholars that <i>Weather</i> provides information about how precipitation, temperature, and location affect weather, and <i>Living Through a Natural Disaster</i> recounts facts and experiences of people who have lived through cyclones, flooding and drought. Both texts offer important information about weather-related problems and how people deal with them. Display and read aloud excerpts from:<ul style="list-style-type: none">○ <i>Weather</i>, pg. 28○ <i>Living Through a Natural Disaster</i>, pg. 10 <p>Explain to scholars that for the Performance-Based Assessment they will need to choose an event from <i>Living Through a Disaster</i> and use information learned from both texts to develop their report. Scholars may find a Main Idea graphic organizer (TR36) helpful to organize their ideas before writing and a list of question starters - <i>who, what, when, where, why, how</i> - helpful to ensure all necessary information for an effective report.</p> <ul style="list-style-type: none">● Create: Guide scholars to revisit both texts with a partner to examine the photos and discuss possible topics for their news report. After students have determined a topic, encourage them to ask and answer questions as they gather and organize information by using a Main Idea graphic organizer (TR36). By working with a partner, scholars can get immediate feedback on ideas.● Score Writing: Use Informative Writing Rubric● Present: Follow suggestions for scholars to share their writing with the class or in small groups.● Reflect and Respond: For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.	<ul style="list-style-type: none">● TE pg. 393● <i>Weather</i>, pg. 28● <i>Living Through a Natural Disaster</i>, pg. 10● Main Idea Graphic Organizer TR36 <ul style="list-style-type: none">● TE pg. 394● notebooks or paper for note taking● <i>Weather</i>● <i>Living Through a Natural Disaster</i>● pencils● paper for informative/explanatory writing● Main Idea Graphic Organizer (TR36)● Digital Options <ul style="list-style-type: none">● TE pg. 397 Informative Writing Rubric <ul style="list-style-type: none">● TE pg. 398● Digital Options <ul style="list-style-type: none">● TE pg. 399		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice <p>Small Group Options:</p>	<p>On Grade Level Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice <p>Small Group Options:</p>	<p>Struggling Students</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice <p>Small Group Options:</p>	<p>Special Needs/ELL</p> <p>Reader's & Writer's Journal</p> <ul style="list-style-type: none">● Prompts - Write in Response to Reading● Benchmark Vocabulary Practice <p>Small Group Options:</p>

Grade 3 Reading/Writing

<ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Extension • Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<ul style="list-style-type: none"> • Guided Reading • Conference on Independent Reading • Reading Analysis Support • Sleuth • Foundational Skills • Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> • Games/Videos • Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> • Unlock the Text • Unlock the Writing • Unlock Language Learning • Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>
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Unit Four: Becoming an Active Citizen - Module A

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.3.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.3.A.-**Identify and know the meaning of the most common prefixes and derivational suffixes.
- **L.RF.3.3.C.-**Decode multisyllable words.
- **L.RF.3.3.D.-**Read grade-appropriate irregularly spelled words.
- **L.RF.3.3.E.-**Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.3.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.3.4.A-**grade-level text with purpose and understanding.
- **L.RF.3.4.B-**Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C-**Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading

- **RL.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

Grade 3 Reading/Writing

- **RL.CI.3.2.** -Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
- **RI.CI.3.2.-** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- **RL.IT.3.3.-** Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.
- **RI.IT.3.3.-** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RL.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RL.PP.3.5.** Distinguish their own point of view from that of the narrator or those of the characters.
- **RI.PP.3.5.-**Distinguish their own point of view from that of the author of a text.
- **RL.MF.3.6.-**Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RI.MF.3.6.-**Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.-**Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RI.CT.3.8.-**Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
- **RI.CT.3.8.-** Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.ns, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

NJSLA Foundational Skills: Writing Language

- **L.KL.3.1** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.3.1.A-** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.KL.3.1.B-** Choose words and phrases for effect.
- **L.KL.3.1.C-** Recognize and observe differences between the conventions of spoken and written English.
- **L.WF.3.2-** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.2.A** - Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- **L.WF.3.2.B** - Use a digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- **L.WF.3.2.C-** Identify language of word origin, as noted in dictionaries.
- **L.WF.3.2.D-** Spell singular and plural possessives (teacher's; teachers').
- **L.WF.3.2.F-** Change y to i (cried) in words with suffixes, when required.
- **L.WF.3.2.G-** Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- **L.WF.3.2.H-** Spell common words in English, including regular and irregular forms.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.WF.3.3.A-** Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- **L.WF.3.3.C-** Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- **L.WF.3.3.D-** Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- **L.WF.3.3.E-** Use appropriate pronouns with clear referents.
- **L.WF.3.3.F-** Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- **L.WF.3.3.H-** Paraphrase a main idea or event in order to vary sentence structure and word use.

Grade 3 Reading/Writing

- **L.WF.3.3.I-** Organize ideas into paragraphs with main ideas and supporting details.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A-** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.B-** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.VL.3.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.VL.3.2.D-** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **L.VI.3.3.-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.3.3.A-** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- **L.VI.3.3.B-** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- **L.VI.3.3.C-** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

NJSLS ELA Writing

- **W.AW.3.1.-** Write opinion texts to present an idea with reasons and information.
- **W.AW.3.1.A-** Introduce an opinion clearly.
- **W.AW.3.1.B-** Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
- **W.AW.3.1.C-** Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
- **W.AW.3.1.D-** Provide a conclusion related to the opinion presented.
- **W.WP.3.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.4.A-** Identify audience, purpose, and intended length of composition before writing.
- **W.WP.3.4.B-** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.3.4.C-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.WR.3.5.-** Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
- **W.SE.3.6.-** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.-** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS ELA Speaking and Listening

- **SL.PE.3.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.3.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.3.1.B-** Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.3.1.C-** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.PE.3.1.D-** Explain their own ideas and understanding in light of the discussion.
- **SL.II.3.2.-** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.-** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.PI.3.4.-** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Grade 3 Reading/Writing

- **SL.UM.3.5.-** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.-** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS Social Studies

- **6.1.2.CivicsPR.2-** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3-** Analyze classroom rules and routines and describe how they are designed to be fair, consistent, and respectful of the human rights of all people. Processes and rules benefit the common good.
- **6.1.2.CivicsPR.4-** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.1-** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- **6.1.2.CivicsCM.3-** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.5.CivicsHR.2-** Research and cite evidence for the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
- **6.1.5.CivicsHR.3-** Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
- **6.1.5.CivicsHR.4-** Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- **6.1.5.CivicsCM1-** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- **6.1.5.CivicsCM.3-** Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- **6.1.5.GeoPP.6-** Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- **6.1.5.HistoryUP.7-** Describe why it is important to understand the perspectives of other cultures in an interconnected world.

NJSLS Health and Physical Education

- **2.2.4.C.2.-** Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.5.CR.1** - Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.2.5.CAP.4** - Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- **9.4.5.CT.2** - Identify a problem and list types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1** - Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.TL.5** - Collaborate digitally to produce an artifact.

Central Idea / Enduring Understanding:

- Readers understand that literary and informational texts can be used to explore similar topics and ideas.
- Writers understand that opinions are supported with reasons and evidence.

Essential/Guiding Question:

How do readers learn about a topic through literary and informational texts?

How do writers support their point of view with reasons and evidence?

Grade 3 Reading/Writing

<ul style="list-style-type: none"> • Learners understand that active citizens can change the world when they stand up for what they believe in. 	
<p><u>Content: (Module Goals)</u></p> <ul style="list-style-type: none"> • Readers will explore a topic using both literary and informational texts. • Writers will compose an opinion essay in which their point of view is supported with reasons and evidence. • Learners will identify qualities of active citizenship. <p>Text Complexity Measures - TR48 - TR54 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> • Quantitative Measures <ul style="list-style-type: none"> ◦ Lexile • Qualitative Measures <ul style="list-style-type: none"> ◦ Literary/Informational Text ◦ Text Structure ◦ Language and Vocabulary ◦ Theme and Knowledge Demands • Reader and Task Consideration <ul style="list-style-type: none"> ◦ Motivation, Knowledge, Experiences of Students ◦ Difficulty of the Task or Questions Posed 	<p><u>Skills(Objectives):</u></p> <p>Reading:</p> <ul style="list-style-type: none"> • Character • Real-Life Connections Between Words and Their Use • Compare and Contrast • Use Illustrations and Words • Relationship Between Historical Events • Point of View • Main Idea and Key Details • Real-Life Connections Between Words and Their Use • Shades of Meaning • Determine the Central Message • Parts of Stories • Parts of Dramas <p>Writing:</p> <ul style="list-style-type: none"> • Write an Opinion About a Story • Write an Opinion About the Central Message of a Story • Write Questions • Write an Opinion Statement • Write an Introduction • Write Reasons to Support Opinions • Organize Ideas to Write an Opinion • Use Linking Words or Phrases in an Opinion Piece • Write a Concluding Statement and Develop a Concluding Section • Write a Concluding Section • Write a List of Sources • Write Notes About a Topic • Write Notes in Categories • Write an Outline • Write a First Draft • Revise a Draft of an Opinion Essay • Edit an Opinion Essay • Publish and Present Opinion Essays

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> • Opinion Task: Write About People or Characters - Scholars will choose one of the people or characters they read about. They will state and support an opinion about which person or character they think had the greatest effect on the events in the selection. • Scholars will: 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ◦ Benchmark Vocabulary Practice ◦ Text Analysis Practice/Application ◦ Write in Response to Reading • Reading Keystone Rubrics
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Grade 3 Reading/Writing

- introduce the person or character they are writing about.
- state their opinion about the person or character they chose.
- create an organizational structure listing reasons that support their opinion.
- use linking words and phrases to connect the opinion and reasons.
- provide a conclusion.

- Reading/Language Analysis
- Write in Response to Reading
- Benchmark Vocabulary
- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Explain How Characters' Actions Affect Sequence

Foundational Skills Mini-Lesson:

- **Vowel Patterns *ei, eigh***

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that literary and informational texts can be used to explore similar topics and ideas.*
- **Engage Scholars** - Introduce the text. Share the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 65-79, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss where the boy and his mother are.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Resources:

Lesson 1 - READING: Explain How Characters' Actions Affect Sequence

- TE pg. 12
- *Back of the Bus*, Text Collection, pgs. 65-79
- TE pg. 12
- TE pg. 12
- *Back of the Bus*, Text Collection, pgs. 65-79
- TE pg. 12
- *Back of the Bus*, Text Collection, pgs. 65-79
- Shared Reading Routine TR10-11
- TE pg. 12
- *Back of the Bus*, Text Collection, pgs. 65-79
- Think-Pair-Share Routine TR2-3
- TE pg. 13
- *Back of the Bus*, Text Collection, pgs. 65-79
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 13-14
- By-the-Way Word - grooves
- Benchmark Vocabulary - scratchy, fierce, belong, pale, punchy
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

Grade 3 Reading/Writing

Reading Analysis:

- **Character** - Display and complete the Web B organizer with class to describe characters.

Learning Opportunities/Strategies:

Lesson 1 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Identify Nouns** - Display sentence and guide scholars in identifying nouns in sentences.

Set the Purpose:

- **Write About Genre: Historical Fiction** - Remind scholars that there are different kinds, or genres of texts.

Teach and Model:

- **Write About Genre: Historical Fiction** - Through discussion, guide scholars in identifying fictional and nonfictional elements in a historical fiction text.

Prepare to Write:

- **Write an Opinion About a Story** - Model identifying fact and fiction by completing a graphic organizer.

Independent Writing Practice:

- **Write an Opinion About a Story** - Scholars write a paragraph in which they explain what is fiction and what is fact in the historical fiction text, *Back of the Bus*.

Share Writing:

- Volunteers share their opinions with the class. The class discusses if the evidence from the text supports the opinion.

Learning Opportunities/Strategies:

Lesson 2 - READING: Explain How Characters Affect Plot and Theme

Foundational Skills Mini-Lesson:

- **Vowel Patterns ei, eigh**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that active citizens can change the world when they stand up for what they believe in.*
- **Engage Scholars** - Share the Essential Questions: *How do readers use evidence from texts to understand what they read? How do writers include*

- TE pg. 14
- *Back of the Bus*, Text Collection, pgs. 65-79
- Web B Graphic Organizer TR45

Resources:

Lesson 1 - WRITING: Opinion Writing

- TE pg. 21
- TE pg. 18
- TE pg. 18
- *Back of the Bus*, Text Collection, pgs. 66, 69
- TE pg. 19
- *Back of the Bus*, Text Collection, pgs. 65-79
- Teacher Modeled Writing
- T-Chart Graphic Organizer TR39
- TE pg. 20
- *Back of the Bus*, Text Collection, pgs. 65-79
- T-Chart Graphic Organizer TR39
- Digital Options
- TE pg. 20
- Student Writing

Resources:

Lesson 2 - READING: Explain How Characters Affect Plot and Theme

- TE pg. 22
- TE pg. 22
- TE pg. 22
- *Back of the Bus*, Text Collection

Grade 3 Reading/Writing

character dialogue and actions to affect the events in a story?

- **Read** - Follow Shared Reading Routine to review the text, focusing on reading for a clearer understanding of the plot and theme.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why the bus sits still for so long.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Character** - Display and complete the Three Sorting Circles with class to show that details about characters contribute to the plot and theme of the story.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Form Regular Plural Nouns** - Display sentences and guide learners in forming regular plural nouns.

Set the Purpose:

- **Write About Theme** - Remind students that the *theme* is the big idea or central message of a text.

Teach and Model:

- **Write About Theme** - Through discussion, model finding clues in the text to determine what the author thinks about the historical event.

Prepare to Write:

- **Write an Opinion About the Central Message of a Story** - Explain to scholars that before they begin writing, they should analyze the characters in a story to help identify the theme. Model thinking about theme.

Independent Writing Practice:

- **Write an Opinion About the Central Message of a Story** - Scholars write a paragraph that tells their

- TE pg. 22
- *Back of the Bus*, Text Collection
- Shared Reading Routine TR10-11

- TE pg. 22
- *Back of the Bus*, Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 23
- *Back of the Bus*, Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 23-24
- By-the-Way Word - angry
- Benchmark Vocabulary - scratchy, fierce, belong, pale, punchy
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 24
- *Back of the Bus*, Text Collection
- Three Sorting Circles Graphic Organizer TR41

Resources:

Lesson 2 - WRITING: Opinion Writing

- TE pg. 31

- TE pg. 28
- *Back of the Bus*, Text Collection

- TE pg. 28
- *Back of the Bus*, Text Collection, pgs. 74, 77

- TE pg. 29
- Teacher Modeled Writing
- *Back of the Bus*, Text Collection

- TE pg. 30
- *Back of the Bus*, Text Collection

Grade 3 Reading/Writing

opinion about the author's central message in the text.

Share Writing:

- Volunteers share their writing with the class. The class discusses if the evidence from the text supports the theme scholars have identified.

Learning Opportunities/Strategies:

Lesson 3 - READING: Identify Real-Life Connections Between Words

Foundational Skills Mini-Lesson:

- **Vowel Patterns** *ei, eigh*

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that opinions are supported with reasons and evidence.*
- **Engage Scholars** - Review the text. Share the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to review the text, focusing on word use, real-life connections, and other details they may have missed.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the boy and his mother react when Mrs. Parks is taken off the bus.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Real Life Connections Between Words and Their Use** - Display and complete the Three-Column Chart with class to show how words in a text have real-life connections.

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- Digital Options

- TE pg. 30
- Student Writing

Resources:

Lesson 3 - READING: Identify Real-Life Connections Between Words

- TE pg. 32

- TE pg. 32
- *Back of the Bus*, Text Collection

- TE pg. 32
- *Back of the Bus*, Text Collection

- TE pg. 32
- *Back of the Bus*, Text Collection
- Shared Reading Routine TR10-11

- TE pg. 32
- *Back of the Bus*, Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 33
- *Back of the Bus*, Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 34
- Benchmark Vocabulary - aisle, jammed, growly, hush
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 34
- *Back of the Bus*, Text Collection
- Three-Column Chart Graphic Organizer TR40

Resources

Lesson 3 - WRITING: Opinion Writing

Grade 3 Reading/Writing

- **Form Irregular Plural Nouns** - Display sentences and guide learners in forming irregular plural nouns.

Set the Purpose:

- **Author's Purpose and Forming Opinions** - Explain to scholars that authors have a purpose when writing opinion.

Teach and Model:

- **Author's Purpose and Forming Opinions** - Scholars review the text to look for characters' actions and supporting reasons.

Prepare to Write:

- **Write Questions** - Explain that asking questions can help scholars form their own opinion and find reasons to support it. Model how to generate questions.

Independent Writing Practice:

- **Write Questions** - Scholars think of ten interview questions they would ask Rosa Parks, then write a sentence stating an opinion on Rosa Parks's impact on the United States.

Share Writing:

- Scholars role-play the parts of an interviewer and Rosa Parks.

Learning Opportunities/Strategies:

Lesson 4 - READING: Compare and Contrast Historical Events

Foundational Skills Mini-Lesson:

- **Vowel Patterns *ei*, *eigh***

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that active citizens can change the world when they stand up for what they believe in.*
- **Engage Scholars** - Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read texts, focusing on the real-life events that the stories are based upon.

- TE pg. 41

- TE pg. 38

- TE pg. 38
- *Back of the Bus*, Text Collection, pg. 77

- TE pg. 39
- *Back of the Bus*, Text Collection
- Teacher Modeled Writing

- TE pg. 40
- Digital Options TE pg. 40

- TE pg. 40
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 4 - READING: Compare and Contrast Historical Events

- TE pg. 42

- TE pg. 42
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, TC, p. 120

- TE pg. 42
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, TC, p. 120

- TE pg. 42 Shared Reading Routine TR10-11
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, Text Collection

Grade 3 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the result of Rosa Parks's refusal to move to the back of the bus.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast - Display and** complete the T-Chart with class to describe how Rosa Park's actions in both texts affected historical events.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Irregular Plural Nouns** - Display sentences and guide scholars in using irregular plural nouns.

Set the Purpose:

- **State an Opinion** - Remind scholars that when writers state their opinion about a topic, they say what they think, feel, or believe about the topic.

Teach and Model:

- **State an Opinion** - Using Student Models, model thinking about already formed opinions, and brainstorm ways to express their points of view as opinion statements.

Prepare to Write:

- **Write an Opinion Statement** - Model forming an opinion statement

Independent Writing Practice:

- **Write an Opinion Statement** - Using prompts and sentence frames, scholars write an opinion statement.

- TE pg. 42 Think-Pair-Share Routine TR2-3
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, Text Collection

- TE pg. 43
- *Back of the Bus*, Text Collection,
- *Rosa Parks: Hero of Our Time*, Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 43-44
- By-the-Way Words - released
- Benchmark Vocabulary - bravery, dignity
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 2-5

- TE pg. 44
- *Back of the Bus*, Text Collection,
- *Rosa Parks: Hero of Our Time*, Text Collection
- T-Chart TR39

Resources

Lesson 4 - WRITING: Opinion Writing

- TE pg. 51

- TE pg.48

- TE pg. 48
- *Back of the Bus*, Text Collection,
- *Rosa Parks: Hero of Our Time*, Text Collection
- Student Models

- TE pg. 49
- *Back of the Bus*, Text Collection,
- *Rosa Parks: Hero of Our Time*, Text Collection
- Teacher Modeled Writing

- TE pg. 50
- Digital Options
- *Back of the Bus*, Text Collection,
- *Rosa Parks: Hero of Our Time*, Text Collection

Grade 3 Reading/Writing

Share Writing:

- Volunteers share their opinion statements with the class.

Learning Opportunities/Strategies:

Lesson 5 - READING: Understand Words and Illustrations in a Text

Foundational Skills Mini-Lesson:

- **Vowel Patterns** *ei, igh*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that literary and informational texts can be used to explore similar topics and ideas.*
- **Engage Scholars** - Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 4-11, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss when and where Clara lives.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Use Illustrations and Words** - Display and complete with class the Four-Column Chart with class to show that readers use the words and illustrations in a text to help scholars understand their reading.

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Suffixes and Base Words** - Display sentences and guide scholars in identifying base words and suffixes to determine word meaning.

- TE pg. 50
- Student Writing

Resources:

Lesson 5 - READING: Understand Words and Illustrations in a Text

- TE pg. 52
- TE pg. 52
- TE pg. 52
- *Brave Girl*, pgs. 4-11
- TE pg. 52
- *Brave Girl*, pgs. 4-11
- Shared Reading Routine TR10-11
- TE pg.52
- *Brave Girl*, pgs. 4-11
- Think-Pair-Share Routine TR2-3
- TE pg. 53
- *Brave Girl*, pgs. 4-11
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 53-54
- By-the-Way Word - grit
- Benchmark Vocabulary - immigrants, hire, filthy, fined, fired, inspected
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 54
- *Brave Girl*, pgs. 4-11
- Four-Column Chart TR34

Resources

Lesson 5 - WRITING: Opinion Writing

- TE pg. 61

Grade 3 Reading/Writing

Set the Purpose:

- **Introduce the Topic**- Remind scholars that a writer of an opinion piece needs to introduce the topic or text that he or she is writing about.

Teach and Model:

- **Introduce the Topic** - Use Student Models to discuss an opinion statement.

Prepare to Write:

- **Write an Introduction** - Explain to scholars that before they begin writing their introduction, they should develop their ideas about a topic. Model thinking about introducing a topic.

Independent Writing Practice:

- **Write an Introduction** - Scholars write a few sentences that introduce the topic for their opinion piece about what makes a good citizen.

Share Writing:

- Volunteers share their introductions with the class. Encourage scholars to ask questions about the reasons for their opinion on the topic.

Learning Opportunities/Strategies:

Lesson 6 - READING: Describe Cause-and-Effect Relationships

Foundational Skills Mini-Lesson:

- **Suffixes -y, -ish, -hood, -ment**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that active citizens can change the world when they stand up for what they believe in.*
- **Engage Scholars** - Share the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 12-19, focusing on the events taking place.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what Clara does at night after work.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 58

- TE pg. 58
- *Brave Girl*, pgs. 4-11
- Student Models

- TE pg. 59
- Teacher Modeled Writing
- *Brave Girl*, pgs. 4-11

- TE pg. 60
- Digital Options
- *Brave Girl*, pgs. 4-11

- TE pg. 60
- Student Writing

Resources:

Lesson 6 - READING: Describe Cause-and-Effect Relationships

- TE pg. 62

- TE pg. 62

- TE pg. 62
- *Brave Girl*, pgs. 12-19

- TE pg. 62
- *Brave Girl*, pgs. 12-19
- Shared Reading Routine TR10-11

- TE pg.62
- *Brave Girl*, pgs. 12-19
- Think-Pair-Share Routine TR2-3

- TE pg. 63
- *Brave Girl*, pgs. 12-19
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 3 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Relationship Between Historical Events** - Display and complete with class the Cause and Effect organizer with class to show how Clara Lemlich's actions affect events in her own life and events in her time.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Prefixes and Base Words** - Display sentences and guide scholars in identifying base words and prefixes to determine word meaning.

Set the Purpose:

- **Provide Reasons to Support an Opinion** - Remind scholars that at the beginning of an opinion piece, the writer tells what the topic of the opinion piece is and states an opinion about the topic from his or her point of view.

Teach and Model:

- **Provide Reasons to Support an Opinion** - Through discussion, model that when a writer provides strong reasons to support his/her opinions, readers are more likely to take the writer's opinions seriously.

Prepare to Write:

- **Write Reasons to Support Opinions** - Explain to scholars that before they begin developing their reasons to support their opinions, they should develop a plan for their writing. Model thinking about reasons that support a strong opinion.

Independent Writing Practice:

- **Write Reasons to Support Opinions** - Scholars write sentences stating reasons that support their opinion about what makes a good citizen

Share Writing:

- Volunteers share their opinion statements from Lesson 4 and their reasons from this lesson. The class ask questions about each other's opinions and reasons.

- TE pgs. 63-64
- By-the-Way Words - uncrushable, strike
- Benchmark Vocabulary - imagined, union, punished, pickets, arrest
- Benchmark Vocab. Routine for Info. TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 64
- *Brave Girl*, pgs. 12-19
- Cause and Effect Graphic Organizer TR32

Resources

Lesson 6 - WRITING: Opinion Writing

- TE pg. 68

- TE pg.68
- *Brave Girl*, pgs. 12-19

- TE pg. 68
- *Brave Girl*, pgs. 12-19
- Student Model

- TE pg. 69
- Teacher Modeled Writing
- *Brave Girl*, pgs. 12-19

- TE pg. 70
- Digital Options
- *Brave Girl*, pgs. 12-19

- TE pg. 70
- Student Writing

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 7 - READING: Distinguish Between Points of View

Foundational Skills Mini-Lesson:

- **Suffixes -y, -ish, -hood, -ment**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that opinions are supported with reasons and evidence.*
- **Engage Scholars** - Share the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 20-29, focusing on understanding how the book ends.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why Clara calls for a general strike at the union meeting.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Point of View** - Display and complete the T-Chart with class to record points of view.

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Define Abstract Nouns** - Display sentences and guide scholars in identifying abstract nouns.

Set the Purpose:

- **Create an Organizational Structure** - Remind scholars that an opinion piece needs an organizational structure that will make sense to the reader.

Resources:

Lesson 7 - READING: Distinguish Between Points of View

- TE pg. 72
- TE pg. 72
- TE pg. 72
- *Brave Girl*, pgs. 20-29
- TE pg. 72
- *Brave Girl*, pgs. 20-29
- Shared Reading Routine TR10-11
- TE pg.72
- *Brave Girl*, pgs. 20-29
- Think-Pair-Share Routine TR2-3
- TE pg. 73
- *Brave Girl*, pgs. 20-29
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 73-74
- By-the-Way Word - general strike
- Benchmark Vocabulary - speech, meeting, proposes, patience, revolt, bravest
- Benchmark Vocab. Routine for Info. TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 74
- *Brave Girl*, pgs. 20-29
- T-Chart TR39

Resources

Lesson 7 - WRITING: Opinion Writing

- TE pg. 81
- TE pg.78
- *Brave Girl*, pgs. 20-29

Grade 3 Reading/Writing

Teach and Model:

- **Create an Organizational Structure** - Through discussion, model one way to organize an opinion essay.

Prepare to Write:

- **Organize Ideas to Write an Opinion** - Model thinking about using an outline to organize reasons.

Independent Writing Practice:

- **Organize Ideas to Write an Opinion** - Scholars add to the introduction they wrote in Lesson 5, organizing their ideas to support their opinions.

Share Writing:

- Volunteers exchange paragraphs with a partner. They evaluate if the reasons are listed in order of importance and ask questions of each other.

Learning Opportunities/Strategies:

Lesson 8 - READING: Determine Main Idea and Key Words

Foundational Skills Mini-Lesson:

- **Suffixes -y, -ish, -hood, -ment**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that active citizens can change the world when they stand up for what they believe in.*
- **Engage Scholars** - Share the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 30-31, focusing on understanding the main ideas and details in the background information.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss where most of the garment workers in 1909 came from.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words.

- TE pg. 78
- *Brave Girl*, pgs. 20-29
- Student Model

- TE pg. 79
- Teacher Modeled Writing

- TE pg. 80
- Digital Options

- TE pg. 80
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 8 - READING: Determine Main Idea and Key Words

- TE pg. 82

- TE pg. 82

- TE pg. 82
- *Brave Girl*, pgs. 30-31

- TE pg. 82
- *Brave Girl*, pgs. 30-31
- Shared Reading Routine TR10-11

- TE pg. 82
- *Brave Girl*, pgs. 30-31
- Think-Pair-Share Routine TR2-3

- TE pg. 83
- *Brave Girl*, pgs. 30-31
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 84
- By-the-Way Words - rampant, plight

Grade 3 Reading/Writing

Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Idea and Key Details** - Display and complete the Main Idea organizer with the class to chart key details to determine the main idea.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Abstract Nouns** - Display sentences and guide scholars to identify abstract nouns.

Set the Purpose:

- **Use Linking Words and Phrases** - Remind scholars that writers use linking words and phrases to connect ideas.

Teach and Model:

- **Use Linking Words and Phrases** - Through discussion, model the use of linking words and phrases to connect the opinion and the reasons.

Prepare to Write:

- **Use Linking Words or Phrases in an Opinion Piece** - Model thinking about selecting linking words or phrases.

Independent Writing Practice:

- **Use Linking Words or Phrases in an Opinion Piece** - Scholars add linking words and phrases to the introductions and the paragraphs they wrote in Lesson 7 to link their reasons to their opinion.

Share Writing:

- Volunteers share their revised paragraphs. The class identifies any linking words and phrases the writer used.

Learning Opportunities/Strategies:

Lesson 9 - READING: Identify Real-Life Connections Between Words

Foundational Skills Mini-Lesson:

- **Suffixes -y, -ish, -hood, -ment**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that literary and*

- Benchmark Vocabulary - industry, abuses, affluent, publicize, negotiate, hazardous
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 2-5

- TE pg. 84
- *Brave Girl*, pgs. 30-31
- Main Idea Graphic Organizer TR36

Resources

Lesson 8 - WRITING: Opinion Writing

- TE pg. 91

- TE pg.88

- TE pg. 88
- *Brave Girl*, pgs. 30-31
- Student Model

- TE pg. 89
- Teacher Modeled Writing
- *Brave Girl*, pgs. 30-31

- TE pg. 90
- Digital Options
- *Brave Girl*, pgs. 30-31

- TE pg. 90
- Student Writing

Resources:

Lesson 9 - READING: Identify Real-Life Connections Between Words

- TE pg. 92

- TE pg. 92

Grade 3 Reading/Writing

informational texts can be used to explore similar topics and ideas.

- **Engage Scholars** - Share the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to review the text, focusing on key details and word choices to make real-life connections.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why Clara became a garment worker.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Real Life Connections Between Words and Their Use** - Display and complete the Three-Column Chart to show that words in a text usually have real-life connections readers can use to better understand the text.

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Define Pronouns** - Display sentences and guide scholars in defining pronouns.

Set the Purpose:

- **Provide Concluding Statement and Develop Concluding Section** - Remind scholars that an opinion piece needs a conclusion to provide closure for the reader.

Teach and Model:

- **Provide Concluding Statement and Develop Concluding Section** - Through discussion, model developing a concluding section.

Prepare to Write:

- **Write a Concluding Statement and Develop a Concluding Section** - Model thinking about the concluding statement.

- TE pg. 92
- *Brave Girl*

- TE pg. 92
- *Brave Girl*
- Shared Reading Routine TR10-11

- TE pg.92
- *Brave Girl*
- Think-Pair-Share Routine TR2-3

- TE pg. 93
- *Brave Girl*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 94
- Benchmark Vocabulary - immigrants, arrest, proposes, negotiate
- Benchmark Vocab. Routine for Info. TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 94
- *Brave Girl*
- Three-Column Chart TR40

Resources

Lesson 9 - WRITING: Opinion Writing

- TE pg. 101

- TE pg. 98

- TE pg. 98
- Student Model

- TE pg. 99
- Teacher Modeled Writing

Grade 3 Reading/Writing

Independent Writing Practice:

- **Write a Concluding Statement and Develop a Concluding Section** - Scholars write a concluding statement and develop a concluding section about how Clara and Rosa Parks are active citizens.

Share Writing:

- Volunteers share their concluding statements with the class. Peers constructively critique if the concluding statement wraps up the writer's opinion piece.

Learning Opportunities/Strategies:

Lesson 10 - READING: Compare and Contrast Texts

Foundational Skills Mini-Lesson:

- **Suffixes -y, -ish, -hood, -ment**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that opinions are supported with reasons and evidence.*
- **Engage Scholars** - Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to review the texts, focusing on remembering the people and characters in both selections.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what makes Rosa Parks and Clara good leaders.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the T-Chart with class to compare and contrast both texts by looking at the similarities and differences between characters, people, and events.

- TE pg. 100
- Digital Options
- *Back of the Bus*
- *Brave Girl*

- TE pg. 100
- Student Writing

Resources:

Lesson 10 - READING: Compare and Contrast Texts

- TE pg. 102

- TE pg. 102

- TE pg. 102
- *Back of the Bus*
- *Brave Girl*

- TE pg. 102
- *Back of the Bus*
- *Brave Girl*
- Shared Reading Routine TR10-11

- TE pg.102
- *Back of the Bus*
- *Brave Girl*
- Think-Pair-Share Routine TR2-3

- TE pg. 103
- *Back of the Bus, Brave Girl*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 104
- Benchmark Vocabulary - jammed, growly, hire, meeting, industry
- Benchmark Vocab. Routine for Info./Lit. TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 104
- *Back of the Bus*
- *Brave Girl*
- T-Chart Graphic Organizer TR39

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Pronouns** - Display sentences and guide scholars in using pronouns.

Set the Purpose:

- **Provide a Concluding Section** - Remind scholars that opinion writing needs a conclusion.

Teach and Model:

- **Provide a Concluding Section** - Using the Student Model, explain to scholars that a concluding section has the same purpose as a concluding statement but uses more than one sentence.

Prepare to Write:

- **Write a Concluding Section** - Model thinking about the concluding section.

Independent Writing Practice:

- **Write a Concluding Section** - Scholars write a concluding section based on the outline they created in Lesson 9.

Share Writing:

- Volunteers share their concluding sections with the class. The class identifies the opinion that is restated in the concluding section.

Learning Opportunities/Strategies:

Lesson 11 - READING: Distinguish Shades of Meaning

Foundational Skills Mini-Lesson:

- **Vowel Digraphs oo, ew, ue, iu**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that literary and informational texts can be used to explore similar topics and ideas.*
- **Engage Scholars** - Share the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 122-123, focusing on what the selection is about.

Resources

Lesson 10 - WRITING: Opinion Writing

- TE pg. 111
- TE pg. 108
- *Back of the Bus*
- *Brave Girl*
- TE pg. 108
- *Back of the Bus*
- *Brave Girl*
- Student Model

- TE pg. 109
- Teacher Modeled Writing
- *Back of the Bus*
- *Brave Girl*

- TE pg. 110
- Digital Options
- *Back of the Bus*
- *Brave Girl*

- TE pg. 110
- Student Writing

Resources:

Lesson 11 - READING: Distinguish Shades of Meaning

- TE pg. 112
- TE pg. 112
- *The Little Black-Eyed Rebel*, Text Collection, pgs. 122-123
- TE pg. 112
- *The Little Black-Eyed Rebel*, Text Collection, pgs. 122-123
- TE pg. 112 Shared Reading Routine TR10-11
- *The Little Black-Eyed Rebel*, Text Collection, pgs. 122-123

Grade 3 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why the black-eyed rebel is watching the boy.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Shades of Meaning** - Use examples to explain that words that have similar meanings are related.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Function of Pronouns** - Display sentences and guide scholars in using pronouns correctly.

Set the Purpose:

- **Research: Gather Information** - Remind scholars that writers of opinion pieces support their opinions with reasons.

Teach and Model:

- **Research: Gather Information** - Through discussion, model how gathering facts, quotations, and other types of details is important to writing a good opinion piece.

Prepare to Write:

- **Write a List of Sources** - Model evaluating sources and thinking about paraphrasing.

Independent Writing Practice:

- **Write a Lists of Sources** - Scholars find sources to support their opinion writing, then list their sources, as well as an explanation of why each source was helpful.

Share Writing:

- TE pg.112 Think-Pair-Share Routine TR2-3
- *The Little Black-Eyed Rebel*, Text Collection, pgs. 122-123

- TE pg. 112
- *The Little Black-Eyed Rebel*, Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 113-114
- By-the-Way Words - British-governed, homespun
- Benchmark Vocabulary - sly, freedom, resolve, clambered, spry, absent
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 114
- *The Little Black-Eyed Rebel*, Text Collection, pgs. 122-123

Resources

Lesson 11 - WRITING: Opinion Writing

- TE pg. 121

- TE pg. 118
- *The Little Black-Eyed Rebel*, Text Collection, pgs. 122-123

- TE pg. 118
- *The Little Black-Eyed Rebel*, Text Collection, pgs. 122-123

- TE pg. 119
- Teacher Modeled Writing
- *The Little Black-Eyed Rebel*, Text Collection, pgs. 122-123

- TE pg. 120
- Digital Options
- *The Little Black-Eyed Rebel*, Text Collection, pgs. 122-123

Grade 3 Reading/Writing

- Volunteers share their sources with the class. The class considers whether the sources will help students respond to the prompt when writing.

Learning Opportunities/Strategies:

Lesson 12 - READING: Determine the Central Message

Foundational Skills Mini-Lesson:

- **Vowel Digraphs oo, ew, ue, iu**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that opinions are supported with reasons and evidence.*
- **Engage Scholars** - Share the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read the poems, focusing on what each poem is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why the first letter of each line in “*Dare*” is a different color than the rest of the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Determine the Central Message - Display and** complete the Main Idea organizer with class to show that the central message is the *big idea*.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Functions of Pronouns in Particular Sentences** - Display sentences and guide scholars to correctly use pronouns in sentences.

Set the Purpose:

- TE pg. 120
- Student Writing

Resources:

Lesson 12 - READING: Determine the Central Message

- TE pg. 122
- TE pg. 122
- TE pg. 122
- *Brother Against Brother, Dare, Where?* Text Collection, pgs. 121, 124
- TE pg. 122
- *Brother Against Brother, Dare, Where?* Text Collection, pgs. 121, 124
- Shared Reading Routine TR10-11
- TE pg.122
- *Brother Against Brother, Dare, Where?* Text Collection, pgs. 121, 124
- Think-Pair-Share Routine TR2-3
- TE pg. 123
- *Brother Against Brother, Dare, Where?*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 124
- By-the-Way Word - human rights
- Benchmark Vocabulary - loyal, dare, race, justice, opportunity
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 124
- *Brother Against Brother, Dare, Where?*
- Main Idea Graphic Organizer TR36

Resources

Lesson 12 - WRITING: Opinion Writing

- TE pg. 131

Grade 3 Reading/Writing

- **Research: Take Notes** - Remind scholars that writers of opinion pieces gather facts, explanations, and details to support the reasons for their opinions.

Teach and Model:

- **Research: Take Notes** - Through discussion, model that regardless of where facts are found, writers must take notes about them.

Prepare to Write:

- **Write Notes About a Topic** - Model thinking about taking notes when researching facts and details.

Independent Writing Practice:

- **Write Notes About a Topic** - Scholars take notes on the interview they will conduct with a classmate, using their interview questions from Lesson 3.

Share Writing:

- Volunteers share their notes with the class, then discuss what they thought was most difficult about taking notes during the interview.

Learning Opportunities/Strategies:

Lesson 13 - READING: Explain How Characters' Actions Affect Events

Foundational Skills Mini-Lesson:

- **Vowel Digraphs oo, ew, ue, iu**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that active citizens can change the world when they stand up for what they believe in.*
- **Engage Scholars** -Share the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read pgs. 4-21, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the facts about the *Titanic* that scholars learned from the first three chapters.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 128
- *Brother Against Brother, Dare, Where?* Text Collection, pgs. 121, 124

- TE pg. 128
- *Brother Against Brother, Dare, Where?* Text Collection, pgs. 121, 124
- Student Model

- TE pg. 129
- Teacher Modeled Writing
- *Brother Against Brother, Dare, Where?* Text Collection, pgs. 121, 124

- TE pg. 130
- *Brother Against Brother, Dare, Where?* Text Collection, pgs. 121, 124
- Digital Options

- TE pg. 130
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 13 - READING: Explain How Characters' Actions Affect Events

- TE pg. 132

- TE pg. 132

- TE pg. 132
- *Below Deck: A Titanic Story*, pgs. 4-21

- TE pg. 132
- *Below Deck: A Titanic Story*, pgs. 4-21
- Shared Reading Routine TR10-11

- TE pg. 132
- *Below Deck: A Titanic Story*, pgs. 4-21
- Think-Pair-Share Routine TR2-3

- TE pg. 133
- *Below Deck: A Titanic Story*, pgs. 4-21
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 3 Reading/Writing

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Shades of Meaning** - Display and complete the T-Chart with class to show how readers look for shades of meaning among related words to better understand what the author is saying.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Ensure Pronoun-Antecedent Agreement** - Display sentences and guide scholars to achieve pronoun-antecedent agreement.

Set the Purpose:

- **Sort Evidence into Categories** - Remind scholars that they have already had experience sorting facts into categories.

Teach and Model:

- **Sort Evidence into Categories** - Model how to sort information into categories.

Prepare to Write:

- **Write Notes in Categories** - Scholars select topics for their opinion essays.

Independent Writing Practice:

- **Write Notes in Categories** - Scholars sort the evidence about Rosa Parks from lesson 11 into categories.

Share Writing:

- Volunteers share their charts and sentences. The class compares how different students sorted the same information.

Learning Opportunities/Strategies:

Lesson 14 - READING: Describe How Events Build in a Story

Foundational Skills Mini-Lesson:

- **Vowel Digraphs oo, ew, ue, iu**

Build Understanding:

- TE pgs. 133-134
- By-the-Way Words - cabin, stewards
- Benchmark Vocabulary - *Titanic*, voyage, cramped, decks, longingly
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 134
- *Below Deck: A Titanic Story*, pgs. 4-21
- T-Chart TR39

Resources

Lesson 13 - WRITING: Opinion Writing

- TE pg. 141
- TE pg. 138
- *Below Deck: A Titanic Story*, pgs. 4-21
- TE pg. 138
- *Below Deck: A Titanic Story*, pgs. 4-21
- Teacher Modeled Writing
- TE pg. 139
- Teacher Modeled Writing
- *Below Deck: A Titanic Story*, pgs. 4-21
- TE pg. 140
- Digital Options
- TE pg. 140
- Student Writing

Resources:

Lesson 14 - READING: Describe How Events Build in a Story

- TE pg. 142

Grade 3 Reading/Writing

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that literary and informational texts can be used to explore similar topics and ideas.*
- **Engage Scholars** - Share the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to read the text, focusing on what the text is mainly about.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what scholars learned from the last two chapters about what happened to the *Titanic*.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Parts of Stories** - Display and complete the Story Sequence organizer charting events to show how parts of a story are connected.

Learning Opportunities/Strategies:

Lesson 14 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Form Possessives** - Display sentences and guide learners to form possessive nouns.

Set the Purpose:

- **Plan and Pre-Write an Opinion Essay** - Inform scholars that they will begin the process of writing an opinion essay about Rosa Parks.

Teach and Model:

- **Plan and Pre-Write an Opinion Essay** - Using the Student Model, help scholars understand the connection between the points of an outline and the categories into which they sorted notes in Lesson 13.

Prepare to Write:

- TE pg. 142

- TE pg. 142
- *Below Deck: A Titanic Story*, pgs. 22-40

- TE pg. 142
- *Below Deck: A Titanic Story*, pgs. 22-40
- Shared Reading Routine TR10-11

- TE pg. 142
- *Below Deck: A Titanic Story*, pgs. 22-40
- Think-Pair-Share Routine TR2-3

- TE pg. 143
- *Below Deck: A Titanic Story*, pgs. 22-40
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 144
- By-the-Way Words - bow, crew, agony
- Benchmark Vocabulary - stationary, abandon, chaos, panic
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 144
- *Below Deck: A Titanic Story*
- Story Sequence B Graphic Organizer TR38

Resources

Lesson 14 - WRITING: Opinion Writing

- TE pg. 151

- TE pg. 148
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, Text Collection

- TE pg. 148
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, Text Collection
- Student Model

Grade 3 Reading/Writing

- **Write an Outline** - Model writing the introductory section of an outline, topics for opinions, and concluding section.

Independent Writing Practice:

- **Write an Outline** - Scholars plan and write their outlines of opinion essays about Rosa Parks.

Share Writing:

- Volunteers share their outlines. The class compares how different students sorted the same kinds of information.

Learning Opportunities/Strategies:

Lesson 15 - READING: Determine the Central Message of a Story

Foundational Skills Mini-Lesson:

- **Vowel Digraphs oo, ew, ue, iu**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that opinions are supported with reasons and evidence.*
- **Engage Scholars** - Review the text. Share the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to review the text, focusing on reading for key details to determine the central message.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the central message of the story.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Determine the Central Message** - Display and complete the Web B organizer with the class to show that the central message is what authors want readers to learn about the story.

- TE pg. 149
- Teacher Modeled Writing
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, Text Collection

- TE pg. 150
- Digital Options

- TE pg. 150
- Student Writing

Resources:

Lesson 15 - READING: Determine the Central Message of a Story

- TE pg. 152

- TE pg. 152

- TE pg. 152
- *Below Deck: A Titanic Story*

- TE pg. 152
- *Below Deck: A Titanic Story*
- Shared Reading Routine TR10-11

- TE pg. 152
- *Below Deck: A Titanic Story*
- Think-Pair-Share Routine TR2-3

- TE pg. 153
- *Below Deck: A Titanic Story*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 154
- Benchmark Vocabulary - future, rooted, launched
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 154
- *Below Deck: A Titanic Story*
- Web B Graphic Organizer TR45

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Using Possessives** - Guide scholars in correctly using the possessive form of nouns.

Set the Purpose:

- **Draft an Opinion Essay** - Remind scholars that they are in the process of writing an opinion essay, and remind them of the prompt.

Teach and Model:

- **Draft an Opinion Essay** - Through discussion, help scholars understand the relationship between an outline and a completed draft.

Prepare to Write:

- **Write a First Draft** - Model writing a draft, creating an outline, and the elements of opinion writing.

Independent Writing Practice:

- **Write a First Draft** - Scholars write drafts of opinion essays about Rosa Parks and the impact of her actions on her community.

Share Writing:

- Volunteers read their drafts. Scholars discuss the elements and offer suggestions.

Learning Opportunities/Strategies:

Lesson 16 - READING: Compare and Contrast Two Texts

Foundational Skills Mini-Lesson:

- **Schwa**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that active citizens can change the world when they stand up for what they believe in.*
- **Engage Scholars** - Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to review both texts, focusing on remembering the characters and people in both selections.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how Clara and Grace are similar.

Resources

Lesson 15 - WRITING: Opinion Writing

- TE pg. 161
- TE pg. 158
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, Text Collection
- TE pg. 158
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, Text Collection
- Student Model
- TE pg. 159
- Teacher Modeled Writing
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, Text Collection
- TE pg. 160
- Digital Options
- TE pg. 160
- Student Writing

Resources:

Lesson 16 - READING: Compare and Contrast Two Texts

- TE pg. 162
- TE pg. 162
- *Brave Girl*
- *Below Deck: A Titanic Story*
- TE pg. 162
- *Brave Girl*
- *Below Deck: A Titanic Story*
- TE pg. 162
- *Brave Girl*
- *Below Deck: A Titanic Story*
- Shared Reading Routine TR10-11
- TE pg. 162
- *Brave Girl*

Grade 3 Reading/Writing

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the T-Chart with class to look for similarities and differences between the characters, people, and events in both selections.

Learning Opportunities/Strategies:

Lesson 16 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Commas in Dialogue** - Guide scholars in using commas in dialogue.

Set the Purpose:

- **Revise a Draft** - Remind scholars that writers follow a process when they write.

Teach and Model:

- **Revise a Draft** - Using the Student Model, remind scholars that the main purpose of a first draft is to get ideas down on paper in a logical order.

Prepare to Write:

- **Revise a Draft of an Opinion Essay** - Model thinking about adding or changing details to make things clearer and thinking about adding linking words or phrases.

Independent Writing Practice:

- **Revise a Draft of an Opinion Essay** - Scholars revise their opinion piece.

Share Writing:

- Volunteers share and explain their revisions with the class. Then discuss how the revisions make their opinion pieces better.

- *Below Deck: A Titanic Story*
- Think-Pair-Share Routine TR2-3

- TE pg. 163
- *Brave Girl, Below Deck: A Titanic Story*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 164
- Benchmark Vocabulary - imagined, patience, hazardous, decks, longingly, abandon
- Benchmark Vocab. Routine for Info./Lit. TR24-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 164
- *Brave Girl*
- *Below Deck: A Titanic Story*
- T-Chart TR39

Resources

Lesson 16 - WRITING: Opinion Writing

- TE pg. 171

- TE pg. 168
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, Text Collection

- TE pg. 168
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, Text Collection
- Student Model

- TE pg. 168
- Teacher Modeled Writing
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, Text Collection

- TE pg. 170
- *Back of the Bus*, Text Collection
- *Rosa Parks: Hero of Our Time*, Text Collection
- Digital Options

- TE pg. 170
- Student Writing

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 17 - READING: Compare-Contrast Key Details

Foundational Skills Mini-Lesson:

- **Schwa**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that literary and informational texts can be used to explore similar topics and ideas.*
- **Engage Scholars** - Review both texts. Share the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine focusing on remembering each selection.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss Clara Lemlich's occupation.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational and Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the Three-Column Chart to compare and contrast characters.

Learning Opportunities/Strategies:

Lesson 17 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Use Quotations Marks in Dialogue** - Guide scholars in correctly using quotation marks in dialogue.

Set the Purpose:

Resources:

Lesson 17 - READING: Compare-Contrast Key Details

- TE pg. 172
- TE pg. 172
- *Back of the Bus, Brave Girl, Below Deck: A Titanic Story*
- TE pg. 172
- *Back of the Bus, Brave Girl, Below Deck: A Titanic Story*
- TE pg. 172 Shared Reading Routine TR10-11
- *Back of the Bus, Brave Girl, Below Deck: A Titanic Story*
- TE pg. 172 Think-Pair-Share Routine TR2-3
- *Back of the Bus, Brave Girl, Below Deck: A Titanic Story*
- TE pg. 173
- *Back of the Bus, Brave Girl, Below Deck: A Titanic Story*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 174
- Benchmark Vocabulary - fierce, punchy, bravest, longingly
- Benchmark Vocab. Routine for Info./Lit. TR28-31
- Generative Vocabulary Chart TE 2-5
- TE pg. 174
- *Back of the Bus, Brave Girl, Below Deck: A Titanic Story*
- Three Column Chart TR40

Resources

Lesson 17 - WRITING: Opinion Writing

- TE pg. 181

Grade 3 Reading/Writing

- **Edit an Opinion Piece** - Remind scholars that writers follow a process when they write and that this writing process has five stages.

Teach and Model:

- **Edit an Opinion Piece** - Through discussion, explain to scholars that good writers read their writing multiples times.

Prepare to Write:

- **Edit an Opinion Essay** - Remind scholars that editing is an important step in the writing process. Model thinking about conventions.

Independent Writing Practice:

- **Edit an Opinion Piece** - Scholars edit their opinion piece.

Share Writing:

- Volunteers share their opinion pieces with the class. Discuss how the editing stage improved their writing.

Learning Opportunities/Strategies:

Lesson 18 - READING: Determine Key Details that Support a Central Message

Foundational Skills Mini-Lesson:

- **Schwa**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that opinions are supported with reasons and evidence.*
- **Engage Scholars** - Review the texts. Share the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Read** - Follow Shared Reading Routine to review the texts, focusing on what the drama is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the central message and other big ideas in the text.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- TE pg. 178
- *Back of the Bus*
- *Brave Girl*

- TE pg. 179
- *Back of the Bus*
- *Brave Girl*
- Student Model

- TE pg. 179
- Teacher Modeled Writing

- TE pg. 180
- Digital Options

- TE pg. 180
- Student Writing

Resources:

Lesson 18 - READING: Determine Key Details that Support a Central Message

- TE pg. 182

- TE pg. 182

- TE pg. 182
- *Rescue the Pufflings!*, pg. TR71-76

- TE pg. 182
- *Rescue the Pufflings!*, pg. TR71-76
- Shared Reading Routine TR10-11

- TE pg. 182
- *Rescue the Pufflings!*, pg. TR71-76
- Think-Pair-Share Routine TR2-3

- TE pg. 183
- *Rescue the Pufflings!*, pg. TR71-76
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

Grade 3 Reading/Writing

- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Literary Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Parts of Dramas** - Display and complete the Four-Column Chart with class to analyze scene one.

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Using Commas in Addresses** - Guide scholars in correctly using commas in addresses.

Set the Purpose:

- **Publish and Present Opinion Essays** - Remind scholars of the stages of the writing process and inform them that they have reached the last stage.

Teach and Model:

- **Publish and Present Opinion Essays** - Through discussion, help scholars understand how a writer might produce a final, polished draft of an opinion piece.

Prepare to Write:

- **Publish and Present Opinion Essays** - Model proofreading and discuss various ways of publishing an opinion piece.

Independent Writing Practice:

- **Publish and Present Opinion Essays** - Scholars publish and present their opinion pieces.

Share Writing:

- Scholars share their opinion pieces. The class discusses the opinion pieces.

Learning Opportunities/Strategies:

Performance-Based Assessment:

- **Opinion Task: Write About People or Characters** - Scholars will choose one of the people or characters they read about. They will state and support an opinion about which person or character they think had the greatest effect on the events in the selection.
- **Learners will:**
 - introduce the person or character they are writing about.
 - state their opinion about the person or character they chose.

- TE pg. 184
- Benchmark Vocabulary - burrows, release, beams, harbor, plunked
- Benchmark Vocab. Routine for Literary TR28-31
- Generative Vocabulary Chart TE 2-5

- TE pg. 184
- *Rescue the Pufflings!*, pg. TR71-76
- Four-Column Chart TR34

Resources

Lesson 18 - WRITING: Opinion Writing

- TE pg. 191

- TE pg. 188

- TE pg. 188
- Student Models

- TE pg. 188
- Teacher Modeled Writing

- TE pg. 190
- Digital Options

- TE pg. 190
- Student Writing

Resources:

Performance-Based Assessment:

- TE pg. 192
- Reproducible pg. 196

Grade 3 Reading/Writing

- create an organizational structure listing reasons that support their opinion.
- use linking words and phrases to connect the opinion and reasons.
- provide a conclusion.

Prepare:

- **Review** - Discuss the Essential Questions: *How do readers learn about a topic through literary and informational texts? How do writers support their point of view with reasons and evidence?*
- **Revisit the Text** - Recall the people and characters in *Back of the Bus*, *Rosa Parks: Hero of Our Time*, *Brave Girl*, *"Little Black-Eyed Rebel,"* and *Below Deck: A Titanic Story*. Have scholars consider the actions these people and characters took, and changes that resulted, and how the people and characters affected the events in the selections. Display and read aloud excerpts from:
 - *Brave Girl* pg. 19
 - *Rosa Parks: Hero of Our Time*, pg. 120

Explain that scholars will review the texts in this module, choose a person or character, and then form an opinion about the impact of their chosen person's or character's actions within the selection. After developing an opinion, scholars may consider using a separate Web B graphic organizer for each reason. One reason can be recorded in the center oval and supporting evidence in the connecting ovals. In addition, scholars may consider using a Cause and Effect graphic organizer or other graphic organizer to develop the organizational structure of their opinion.

- **Create:** After scholars have chosen a person or character, have them complete a Cause and Effect graphic organizer with information and quotations from the text that support their opinions. Students will organize their information in a structure that works best to support their opinions. They will provide reasons and evidence as well as a conclusion. Tell scholars that they will then present their opinions to the class.
- **Score Writing:** Use Opinion Writing Rubric
- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.
- **Reflect and Respond:** For learners receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.

- TE pg. 193
- Performance-Based Assessment
- TE pg. 193
- *Brave Girl* pg. 19
- *Rosa Parks: Hero of Our Time*, pg. 120
- Web B Graphic Organizer TR45
- Cause and Effect Graphic Organizer TR32

- TE pg. 194
- *Back of the Bus*
- *Rosa Parks: Hero of Our Time*
- *Brave Girl*
- *"Little Black-Eyed Rebel"*
- *Below Deck: A Titanic Story*
- notebooks or graphic organizer for note taking
- pencils
- paper for opinion writing
- Digital Options
- TE pg. 197 Opinion Writing Rubric
- TE pg. 198
- Digital Options
- TE pg. 199

Grade 3 Reading/Writing

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Unlock Language Learning Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>

Unit Four: Becoming an Active Citizen - Module B

Stage 1: Desired Results

Standards & Indicators:

NJSLS Foundational Skills: Reading Language

- **L.RF.3.3.-** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **L.RF.3.3.A.-**Identify and know the meaning of the most common prefixes and derivational suffixes.
- **L.RF.3.3.B.-**Decode words with common Latin suffixes.
- **L.RF.3.3.C.-**Decode multisyllable words.
- **L.RF.3.3.D.-**Read grade-appropriate irregularly spelled words.

Grade 3 Reading/Writing

- **L.RF.3.3.E.** -Analyze the parts of high-frequency words that are regular and the parts that are irregular.
- **L.RF.3.4.-** Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.3.4.A**-grade-level text with purpose and understanding.
- **L.RF.3.4.B**-Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.3.4.C**-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Reading

- **RI.CR.3.1.-** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CI.3.2.-** Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
- **RI.IT.3.3.-** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RL.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RI.TS.3.4.-** Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions).
- **RI.MF.3.6.** Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RL.PP.3.5.-** Distinguish their own point of view from that of the narrator or those of the characters.
- **RI.PP.3.5.-** Distinguish their own point of view from that of the author of a text.
- **RI.MF.3.6.-**Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **RI.AA.3.7.-**Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
- **RI.CT.3.8.-**Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
- **RI.CT.3.8.-** Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.ns, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.

NJSLA Foundational Skills: Writing Language

- **L.KL.3.1** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.KL.3.1.A-** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
- **L.WF.3.2-** Demonstrate command of the conventions of encoding and spelling.
- **L.WF.3.2.A** - Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- **L.WF.3.2.B** - Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- **L.WF.3.2.C-** Identify language of word origin, as noted in dictionaries.
- **L.WF.3.2.D-** Spell singular and plural possessives (teacher's; teachers').
- **L.WF.3.2.F-** Change y to i (cried) in words with suffixes, when required.
- **L.WF.3.2.G**-Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- **L.WF.3.2.H-** Spell common words in English, including regular and irregular forms.
- **L.WF.3.3.** Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
- **L.WF.3.3.A-** Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- **L.WF.3.3.E-** Use appropriate pronouns with clear referents.

Grade 3 Reading/Writing

- **L.WF.3.3.F-** Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- **L.WF.3.3.G-** Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- **L.WF.3.3.H-** Paraphrase a main idea or event in order to vary sentence structure and word use.
- **L.WF.3.3.I-** Organize ideas into paragraphs with main ideas and supporting details.
- **L.VL.3.2.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.VL.3.2.A-** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.VL.3.2.B-** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.VL.3.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.VL.3.2.D-** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **L.VI.3.3.-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.3.3.A-** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- **L.VI.3.3.B-** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

NJSLS ELA Writing

- **W.AW.3.1.-** Write opinion texts to present an idea with reasons and information.
- **W.AW.3.1.A-** Introduce an opinion clearly.
- **W.AW.3.1.B-** Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
- **W.AW.3.1.C-** Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
- **W.AW.3.1.D-** Provide a conclusion related to the opinion presented.
- **W.WP.3.4.-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.WP.3.4.A-** Identify audience, purpose, and intended length of composition before writing.
- **W.WP.3.4.B-** Consider writing as a process, including self-evaluation, revision and editing.
- **W.WP.3.4.C-** With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.
- **W.SE.3.6.-** Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- **W.RW.3.7.-** Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

NJSLS ELA Speaking and Listening

- **SL.PE.3.1.-** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.3.1.A-** Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- **SL.PE.3.1.B-** Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.3.1.C-** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.PE.3.1.D-** Explain their own ideas and understanding in light of the discussion.
- **SL.II.3.2.-** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.ES.3.3.-** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Grade 3 Reading/Writing

- **SL.PI.3.4.-** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **SL.UM.3.5.-** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **SL.AS.3.6.-** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS Social Studies

- **6.1.5.CivicsPI.1-** Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- **6.1.5.CivicsPI.2-** Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
- **6.1.5.CivicsPI.3-** Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- **6.1.5.CivicsPI.4-** Describe the services our government provides the people in the community, state and across the United States.
- **6.1.5.CivicsPI.5-** Explain how government functions at the local, county, and state level government.
- **6.1.5.CivicsPI.6-** Distinguish the roles and responsibilities of the three branches of the national
- **6.1.5.CivicsPI.7-** Explain how national and state governments share power in the federal system of government.
- **6.1.5.CivicsPI.8-** Describe how the United States Constitution defines and limits the power of government.
- **6.1.5.CivicsPI.9-** Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
- **6.1.5.CivicsPD.1-** Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- **6.1.5.CivicsPD.2-** Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
- **6.1.5.CivicsPD.3-** Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- **6.1.5.CivicsPD.4-** Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
- **6.1.5.CivicsCM.6-** Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
- **6.1.5.HistoryCC.1-** Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- **6.1.5.HistoryCC.2-** Use a variety of sources to illustrate how the American identity has evolved over time.

NJSLS - Career Readiness, Life Literacies, and Key Skills

- **9.1.5.FI.1** - Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
- **9.1.5.FP.3** - Analyze how spending choices and decision-making can result in positive or negative consequences.
- **9.4.5.CT.2** - Identify a problem and list types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.
- **9.4.5.CT.4** - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.DC.4** - Model safe, legal, and ethical behavior when using online or offline technology.
- **9.4.5.IML.6** - Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
- **9.4.5.TL.5** - Collaborate digitally to produce an artifact.

Central Idea / Enduring Understanding:

- Readers understand that texts contain main ideas and details that support them.
- Writers understand that reasons, linking words and phrases, and a conclusion strengthen an opinion.

Essential/Guiding Question:

How do readers identify main ideas and key details in texts?

How do writers use linking words and phrases and a conclusion to strengthen their opinion?

Grade 3 Reading/Writing

<ul style="list-style-type: none"> • Learners understand that different types of governments around the world have varied structures and processes. 	
<p><u>Content: (Module Goals)</u></p> <ul style="list-style-type: none"> • Readers will use details in texts to determine the main ideas. • Writers will state and support their opinion including linking words and phrases and a strong conclusion. • Learners will demonstrate understanding that governments around the world differ. <p>Text Complexity Measures - TR48 - TR54 The following measures and considerations create a three-part model to gauge the difficulty of a particular text.</p> <ul style="list-style-type: none"> • Quantitative Measures <ul style="list-style-type: none"> ◦ Lexile • Qualitative Measures <ul style="list-style-type: none"> ◦ Literary/Informational Text ◦ Text Structure ◦ Language and Vocabulary ◦ Theme and Knowledge Demands • Reader and Task Consideration <ul style="list-style-type: none"> ◦ Motivation, Knowledge, Experiences of Students ◦ Difficulty of the Task or Questions Posed 	<p><u>Skills(Objectives):</u></p> <p>Reading:</p> <ul style="list-style-type: none"> • Main Ideas and Details • Text Features and Search Tools • Distinguish Points of View • Literal and Nonliteral Meanings • Text Features and Search Tools • Historical Events • Word Relationships • Academic and Domain-Specific Words • Word Relationships • Distinguish Points of View • Compare and Contrast • Main Ideas and Details <p>Writing:</p> <ul style="list-style-type: none"> • Write Different Points of View • Write an Opinion About an Opinion Genre • Write About Reading • Write an Introduction • State an Opinion • Support an Opinion with Reasons • Use an Organizational Structure to Write an Opinion • Add Linking Words to Connect Ideas • Write a Concluding Statement • Write a Concluding Section • Gather Information to Write an Opinion • Take Notes on Key Facts and Details • Rewrite and Sort Notes into Categories • Write an Outline • Write a Draft of an Opinion Essay • Revise a Draft • Edit and Opinion Essay • Publish and Present an Opinion

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Performance Based Assessment:</p> <ul style="list-style-type: none"> • Opinion Task: Write About Our Government - Scholars will research the various ways that governments help their people. They will combine what they learned on pg. 4-5 of <i>What is a Government?</i> with their research to state and support their opinion on which aspect of government they think is most important. • Scholars will: <ul style="list-style-type: none"> ◦ introduce the topic they are writing about and state their opinion. ◦ create an organizational structure listing reasons that support their opinion. 	<p><u>Other Evidence:</u></p> <p>Beginning of Year Assessment:</p> <ul style="list-style-type: none"> • Baseline Assessment <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Keystones <ul style="list-style-type: none"> ◦ Benchmark Vocabulary Practice ◦ Text Analysis Practice/Application ◦ Write in Response to Reading • Reading Keystone Rubrics <ul style="list-style-type: none"> ◦ Reading/Language Analysis ◦ Write in Response to Reading ◦ Benchmark Vocabulary
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Grade 3 Reading/Writing

- use linking words and phrases (e.g., *because, therefore, since, for example*) to connect their opinion and reasons.
- provide a strong conclusion.

- Writing Keystones:
 - Checklists
- Writing Rubrics:
 - Narrative
 - Informative/Explanatory
 - Opinion
- Oral Reading Fluency Quick Checks

Summative Assessments:

- Selection Test - Anchor Text
- Performance-Based Assessment - Module A & B
- End-of-Unit Assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Lesson 1 - READING: Main Idea and Supporting Details

Foundational Skills Mini-Lesson:

- Schwa

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that texts contain main ideas and details that support them.*
- **Explore Poetry** - Read poem and discuss.
- **Engage Scholars** - Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 4-9, focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the educational activities the government might support.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

Resources:

Lesson 1 - READING: Main Idea and Supporting Details

- TE pg. 212
- TE pg. 212
- *America*, Text Collection, pg.125
- TE pg. 212
- *What Is a Government?* pgs. 4-9
- TE pg. 212
- *What Is a Government?* pgs. 4-9
- Shared Reading Routine TR10-11
- TE pg. 212
- *What Is a Government?* pgs. 4-9
- Think-Pair-Share Routine TR2-3
- TE pg. 213
- *What Is a Government?* pgs. 4-9
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 213-214
- By-the-Way Words - livestock, armed services
- Benchmark Vocabulary - system, goods, export
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

Grade 3 Reading/Writing

<ul style="list-style-type: none"> • Main Ideas and Details - Display and complete the Main Idea organizer with class to show that key details tell more about the main idea. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 1 - WRITING: Opinion Writing</p> <p>Conventions Mini-Lesson:</p> <ul style="list-style-type: none"> • Subject-Verb Agreement - Display sentences and guide scholars in achieving subject-verb agreement in sentences. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Express a Point of View - Explain to scholars that when someone has an opinion, he or she has a particular point of view. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Express a Point of View - Through discussion, help scholars understand there are many ways to express a point of view. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Write Different Points of View - Model expressing a point of view, citing details from the text. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Write Different Points of View - Scholars write a sentence expressing their own point of view and another sentence expressing an opposing point of view about something they read in the text. <p>Share Writing:</p> <ul style="list-style-type: none"> • Volunteers share their writing with the class. The class identifies the words and phrases that signal the writer's point of view statements. <p><u>Learning Opportunities/Strategies:</u></p> <p>Lesson 2 - READING: Use Illustrations and Words to Understand a Text</p> <p>Foundational Skills Mini-Lesson:</p> <ul style="list-style-type: none"> • Schwa <p>Build Understanding:</p> <ul style="list-style-type: none"> • Set the Purpose - Share the Enduring Understanding: <i>Writers understand that reasons, linking words, and a conclusion strengthen their opinion.</i> • Engage Scholars - Share the Essential Questions: <i>How do readers identify the main ideas and key details in texts? How do writers use linking words</i> 	<ul style="list-style-type: none"> • TE pg. 214 • <i>What Is a Government?</i> pgs. 4-9 • Main Idea Graphic Organizer TR36 <p><u>Resources:</u></p> <p>Lesson 1 - WRITING: Opinion Writing</p> <ul style="list-style-type: none"> • TE pg. 221 • TE pg. 218 • TE pg. 218 • <i>What Is a Government?</i> pgs. 4-9 • Student Model • TE pg. 219 • <i>What Is a Government?</i> pg. 8 • T-Chart Graphic Organizer TR39 • Teacher Modeled Writing • TE pg. 220 • <i>What Is a Government?</i> pgs. 4-9 • Digital Options • TE pg. 220 • Student Writing • Writing Keystone Checklist <p><u>Resources:</u></p> <p>Lesson 2 - READING: Use Illustrations and Words to Understand a Text</p> <ul style="list-style-type: none"> • TE pg. 222 • TE pg. 222 • <i>What Is a Government?</i> pgs. 10-15 • TE pg. 222 • <i>What Is a Government?</i> pgs. 10-15
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Grade 3 Reading/Writing

and phrases and a conclusion to strengthen their opinion?

- **Read** - Follow Shared Reading Routine to read pgs. 10-15, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how different ancient civilizations governed themselves.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Text Features and Search Tools** - Display and complete the Two Sorting Boxes with class to show that writers use text features to give information about a subject.

Learning Opportunities/Strategies:

Lesson 2 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Ensure Subject-Verb Agreement** - Display sentences and guide scholars in achieving subject-verb agreement in sentences.

Set the Purpose:

- **Understand Genres** - Remind scholars that there are three basic modes of writing.

Teach and Model:

- **Understand Genres** - Through discussion, help scholars understand that writers use different genres in opinion writing for different purposes.

Prepare to Write:

- **Write an Opinion About an Opinion Genre** - Model identifying a genre of opinion writing, and an opinion expressed and the reasons supporting it, based on the text.

Independent Writing Practice:

- TE pg. 222
- *What Is a Government?* pgs. 10-15
- Shared Reading Routine TR10-11

- TE pg. 222
- *What Is a Government?* pgs. 10-15
- Think-Pair-Share Routine TR2-3

- TE pg. 223
- *What Is a Government?* pgs. 10-15
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 223-224
- By-the-Way Words - absolute, imperial
- Benchmark Vocabulary - expectations, inspired, exception, influential, ruthlessness
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 224
- *What Is a Government?* pgs. 10-15
- Two Sorting Boxes TR42

Resources:

Lesson 2 - WRITING: Opinion Writing

- TE pg. 231

- TE pg. 228
- *What Is a Government?* pgs. 10-15

- TE pg. 228
- *What Is a Government?* pgs. 10-15
- Student Models

- TE pg. 229
- Teacher Modeled Writing

Grade 3 Reading/Writing

- **Write an Opinion About an Opinion Genre** - Scholars will write sentences stating their opinion about one opinion genre they have recently read.

Share Writing:

- Volunteers share their writing with a partner. The partner evaluates the writer's opinion of the opinion piece.

Learning Opportunities/Strategies:

Lesson 3 - READING: Understand a Series of Historical Events in a Text

Foundational Skills Mini-Lesson:

- **Schwa**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that different types of governments around the world have varied structures and processes.*
- **Engage Scholars** - Share the Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 16-21, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss who has the most control in each type of government.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Distinguish Points of View** - Display and complete the Venn Diagram with class to compare and contrast points of view.

- TE pg. 230
- Digital Options

- TE pg. 230
- Student Writing

Resources:

Lesson 3 - READING: Understand a Series of Historical Events in a Text

- TE pg. 232

- TE pg. 232
- *What Is a Government?* pgs. 16-21

- TE pg. 232
- *What Is a Government?* pgs. 16-21

- TE pg. 232
- *What Is a Government?* pgs. 16-21
- Shared Reading Routine TR10-11

- TE pg. 232
- *What Is a Government?* pgs. 16-21
- Think-Pair-Share Routine TR2-3

- TE pg. 232
- *What Is a Government?* pgs. 16-21
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 234
- By-the-Way Words - figurehead, enforced
- Benchmark Vocabulary - representatives, consulted, intervene
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 234
- *What Is a Government?* pgs. 16-21
- Venn Diagram Graphic Organizer TR43

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 3 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Subject-Verb Agreement** - Display sentences and guide scholars in achieving subject-verb agreement.

Set the Purpose:

- **Write About Reading** - Remind scholars that in some cases, they will be asked to state their opinion about something they have read.

Teach and Model:

- **Write About Reading** - Emphasize that scholars cannot simply give their opinion about a text, but need to give reasons to support their opinion by citing evidence from the text.

Prepare to Write:

- **Write About Reading** - Model giving an opinion about the entire section of text, then writing an opinion about one of the forms of government listed in the text.

Independent Writing Practice:

- **Write About Reading** - Scholars write a paragraph expressing an opinion about one of the types of government described in the text.

Share Writing:

- Volunteers share their paragraphs with the class. The class points out different ways that writers offered his/her opinion, and if they provided sufficient reasons.

Learning Opportunities/Strategies:

Lesson 4 - READING: Explain How Key Details Support Main Ideas

Foundational Skills Mini-Lesson:

- Schwa

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that texts contain main ideas and details that support them.*
- **Engage Scholars** - Share the Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 22-27, focusing on what the text is mainly about.

Resources

Lesson 3 - WRITING: Opinion Writing

- TE pg. 241
- TE pg. 238
- TE pg. 238
- *What Is a Government?* pgs. 16-21
- Student Model
- TE pg. 239
- Teacher Modeled Writing
- TE pg. 240
- *What Is a Government?* pgs. 16-21
- Digital Options
- TE pg. 240
- Student Writing

Resources:

Lesson 4 - READING: Explain How Key Details Support Main Ideas

- TE pg. 242
- TE pg. 242
- *What Is a Government?* pgs. 22-27
- TE pg. 242
- *What Is a Government?* pgs. 22-27
- TE pg. 242
- *What Is a Government?* pgs. 22-27

Grade 3 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the role citizens play in changing various types of government.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Literal and Nonliteral Meanings** - Display and complete the Three-Column Chart with class to show that writers often use nonliteral words in informational text.

Learning Opportunities/Strategies:

Lesson 4 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Ensure Subject-Verb Agreement in Past Tense** - Display sentences and guide scholars in ensuring subject-verb agreement in the past tense.

Set the Purpose:

- **Introduce the Topic** - Explain to scholars that responding to a prompt, such as *What, in your opinion, is the most important function of government?*, is like starting a conversation with the reader.

Teach and Model:

- **Introduce the Topic** - Through discussion, help scholars understand that writers use a variety of ways to introduce topics.

Prepare to Write:

- **Write an Introduction** - Model gathering information for introducing a topic and writing an introduction.

Independent Writing Practice:

- **Write an Introduction** - Scholars decide which function of a government is the most important, and

- Shared Reading Routine TR10-11

- TE pg. 42
- *What Is a Government?* pgs. 22-27
- Think-Pair-Share Routine TR2-3

- TE pg. 243
- *What Is a Government?*, pgs. 22-27
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 243-244
- By-the-Way Words - suffrage, abdicated
- Benchmark Vocabulary - candidates, opposition, colonies
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 244
- *What Is a Government?* pgs. 22-27
- Three-Column Chart TR40

Resources

Lesson 4 - WRITING: Opinion Writing

- TE pg. 251

- TE pg. 248

- TE pg. 248
- *What Is a Government?* pgs. 22-27
- Student Models

- TE pg. 249
- *What Is a Government?* pgs. 22-27
- Teacher Modeled Writing

- TE pg. 250
- Digital Options
- *What Is a Government?* pgs. 22-27

Grade 3 Reading/Writing

write two or three sentences to respond to the prompt.

Share Writing:

- Volunteers share their introductions with the class. The class discusses how interesting each introduction is and whether it captures the reader's attention.

Learning Opportunities/Strategies:

Lesson 5 - READING: Use Illustrations and Words to Understand a Text

Foundational Skills Mini-Lesson:

- Schwa

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that reasons, linking words, and a conclusion strengthen their opinion.*
- **Engage Scholars** - Share the Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 28-32, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss some ways your voice can be heard beyond voting.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Text Features and Search Tools** - Display and complete the T-Chart with class to show how writers use a glossary to help readers find information efficiently.

- Main Idea Graphic Organizer TR36

- TE pg. 250
- Student Writing

Resources:

Lesson 5 - READING: Use Illustrations and Words to Understand a Text

- TE pg. 252
- TE pg. 252
- *What Is a Government?* pgs. 28-32
- TE pg. 252
- *What Is a Government?* pgs. 28-32
- TE pg. 252
- *What Is a Government?* pgs. 28-32
- Shared Reading Routine TR10-11
- TE pg.252
- *What Is a Government?* pgs. 28-32
- Think-Pair-Share Routine TR2-3
- TE pg. 253
- *What Is a Government?* pgs. 28-32
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 253-254
- By-the-Way Words - association, petition
- Benchmark Vocabulary - participating, issue, protest, occupation
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 254
- *What Is a Government?* pgs. 28-32
- T-Chart TR39

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 5 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Ensure Subject-Verb Agreement in Present Tense**
- Display sentences and guide scholars to ensure subject-verb agreement in present tense.

Set the Purpose:

- **State an Opinion** - Explain to scholars that once they have introduced a topic, they will need to state their opinion about it.

Teach and Model:

- **State an Opinion** - Through discussion, help scholars understand they will connect their opinion statement to the introduction that they developed in Lesson 4.

Prepare to Write:

- **State an Opinion-** Model forming and writing an opinion statement.

Independent Writing Practice:

- **State an Opinion** - Using their introduction from Lesson 4, scholars will form an opinion about which function of government is more important, including a key fact or detail.

Share Writing:

- Volunteers share their introductions and opinion statements with the class. The class identifies words or phrases that might signal the writer's opinion statement.

Learning Opportunities/Strategies:

Lesson 6 - READING: Understand a Series of Historical Events in a Text

Foundational Skills Mini-Lesson:

- **Final Syllables**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that different types of governments around the world have varied structures and processes.*
- **Engage Scholars** - Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*

Resources

Lesson 5 - WRITING: Opinion Writing

- TE pg. 261
- TE pg. 258
- TE pg. 258
- *What Is a Government?* pgs. 28-32
- Student Models
- TE pg. 259
- Teacher Modeled Writing
- *What Is a Government?* pgs. 28-32
- TE pg. 260
- Digital Options
- Student Writing
- TE pg. 260
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 6 - READING: Understand a Series of Historical Events in a Text

- TE pg. 262
- TE pg. 262
- TE pg. 262
- *What Is a Government?*

Grade 3 Reading/Writing

- **Read** - Follow Shared Reading Routine to review the text, focusing on understanding relationships between historical events.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what forms of ancient government most resemble modern governments in the world today.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Historical Events** - Display and complete the Three-Column Chart with class to show relationships between historical events.

Learning Opportunities/Strategies:

Lesson 6 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Ensure Subject-Verb Agreement in Future Tense** - Display sentences and guide scholars in ensuring subject-verb agreement in future tense.

Set the Purpose:

- **Support an Opinion with Reasons** - Remind scholars that in Lessons 4 and 5 they learned to introduce their topic and state their opinion about it. Now they will need to develop a list of reasons to support their opinions.

Teach and Model:

- **Support an Opinion with Reasons** - Through discussion, help scholars understand how to develop a list of reasons to support what they think or feel about their topic.

Prepare to Write:

- **Support an Opinion with Reasons** - Model finding information and writing a list of reasons.

Independent Writing Practice:

- **Support an Opinion with Reasons** - Scholars refer to the text, their introduction from Lesson 4, and their opinion statement from Lesson 5, then lists three

- TE pg. 262
- *What Is a Government?*
- Shared Reading Routine TR10-11

- TE pg. 262
- *What Is a Government?*
- Think-Pair-Share Routine TR2-3

- TE pg. 263
- *What Is a Government?*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 264
- Benchmark Vocabulary - inspired, influential
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 264
- *What Is a Government?*
- Three-Column Chart TR40

Resources

Lesson 6 - WRITING: Opinion Writing

- TE pg. 271

- TE pg. 268

- TE pg. 268
- *What Is a Government?*
- Student Model

- TE pg. 269
- Teacher Modeled Writing

- TE pg. 270
- Digital Options

Grade 3 Reading/Writing

reasons that support their opinion and provide additional details for each reason.

Share Writing:

- Volunteers share their reasons with a partner. The partners ask questions to ensure that all reasons have been listed and support the opinion statement.

Learning Opportunities/Strategies:

Lesson 7 - READING: Use Illustrations and Words to Understand a Text

Foundational Skills Mini-Lesson:

- **Final Syllables**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that reasons, linking words, and a conclusion strengthen their opinion.*
- **Engage Scholars** - Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 82-85, focusing on what the text is about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss what the ordinary Athenians and the American colonists have in common.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Relationships** - Display and complete the Three Sorting Circles with class to show that there are real-life connections between words and their use.

- TE pg. 270
- Student Writing

Resources:

Lesson 7 - READING: Use Illustrations and Words to Understand a Text

- TE pg. 272
- TE pg. 272
- *Who Really Created Democracy?* Text Collection, pgs. 82-85
- TE pg. 272
- *Who Really Created Democracy?* Text Collection, pgs. 82-85
- TE pg. 272
- *Who Really Created Democracy?* Text Collection, pgs. 82-85
- Shared Reading Routine TR10-11
- TE pg. 272
- *Who Really Created Democracy?* Text Collection, pgs. 82-85
- Think-Pair-Share Routine TR2-3
- TE pg. 273
- *Who Really Created Democracy?* TC, pgs. 82-85
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 273-274
- By-the-Way Words - oligarchy, city-state
- Benchmark Vocabulary - centuries, merchant
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 274
- Three Sorting Circles Chart TR41
- *Who Really Created Democracy?* Text Collection, pgs. 82-85

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 7 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Identify Antecedents for Pronouns** - Display sentences and guide scholars in identifying antecedents for pronouns.

Set the Purpose:

- **Create an Organizational Structure** - Explain to scholars that their writing should follow a structure, or way of putting information together.

Teach and Model:

- **Create an Organizational Structure** - Through discussion, help scholars understand that their opinions need the support of reasons, and reasons need the support of key details.

Prepare to Write:

- **Use an Organizational Structure to Write an Opinion** - Model brainstorming ways to organize reasons and details and choosing an organizational structure.

Independent Writing Practice:

- **Use an Organizational Structure to Write an Opinion** - Scholars create an organizational structure before they write their opinion piece.

Share Writing:

- Volunteers share their organizational structure and opinion pieces a small group. The group gives feedback on whether the reasons and details adequately support a scholar's opinion and follows a logical order.

Learning Opportunities/Strategies:

Lesson 8 - READING: Relationship of Historical Events

Foundational Skills Mini-Lesson:

- **Final Syllables**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Learners understand that different types of governments around the world have varied structures and processes.*
- **Engage Scholars** - Share the Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*

Resources

Lesson 7 - WRITING: Opinion Writing

- TE pg. 281
- TE pg. 278
- TE pg. 278
- *Who Really Created Democracy?* Text Collection, pgs. 82-85
- Student Models
- TE pg. 279
- Teacher Modeled Writing
- TE pg. 280
- Digital Options
- TE pg. 280
- Student Writing

Resources:

Lesson 8 - READING: Relationship of Historical Events

- TE pg. 282
- TE pg. 282
- *Who Really Created Democracy?* Text Collection, pgs. 86-91
- TE pg. 282
- *Who Really Created Democracy?* Text Collection, pgs. 86-91

Grade 3 Reading/Writing

- **Read** - Follow Shared Reading Routine to read pgs. 86-91, focusing on what the text is mainly about.

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the governments in Athens and Britain reacted to the people's growing unrest.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Academic and Domain-Specific Words** - Display and complete the Four Column Chart with class to determine the meaning of words and phrases in text.

Learning Opportunities/Strategies:

Lesson 8 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Ensure Pronoun-Antecedent Agreement** - Display sentences and guide scholars in ensuring pronoun-antecedent agreement.

Set the Purpose:

- **Use Linking Words to Connect Ideas** - Remind scholars that writers are always trying to make things clear for the reader.

Teach and Model:

- **Use Linking Words to Connect Ideas** - Through discussion, help scholars understand they need to use linking words and phrases to clarify relationships between their opinions and reasons, and between their reasons and supporting details.

Prepare to Write:

- **Add Linking Words to Connect Ideas** - Model brainstorming and using a list of linking words and phrases based on the text.

Independent Writing Practice:

- TE pg. 282
- *Who Really Created Democracy?* Text Collection, pgs. 86-91
- Shared Reading Routine TR10-11

- TE pg. 282
- *Who Really Created Democracy?* Text Collection, pgs. 86-91
- Think-Pair-Share Routine TR2-3

- TE pg. 283
- *Who Really Created Democracy?* TC, pgs. 86-91
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 283-284
- By-the-Way Words - debtors
- Benchmark Vocabulary - aristocrat, unrest, trials
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 284
- Four-Column Chart TR34
- *Who Really Created Democracy?* Text Collection, pgs. 86-91

Resources

Lesson 8 - WRITING: Opinion Writing

- TE pg. 291

- TE pg. 288

- TE pg. 288
- *Who Really Created Democracy?* Text Collection, pgs. 86-91
- Student Models

- TE pg. 289
- *Who Really Created Democracy?* Text Collection, pgs. 86-91
- Teacher Modeled Writing

Grade 3 Reading/Writing

- **Add Linking Words to Connect Ideas** - Scholars use linking words and phrases to connect opinions and reasons in their opinion essay from Lesson 7.

Share Writing:

- Volunteers share their writing before and after adding linking words and phrases. The class gives feedback on the difference in the two texts.

Learning Opportunities/Strategies:

Lesson 9 - READING: Key Details Support Main Idea

Foundational Skills Mini-Lesson:

- **Final Syllables**

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Readers understand that texts contain main ideas and details that support them.*
- **Engage Scholars** - Share the Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 92-95, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the obstacles the Athenians and the colonists faced in their efforts to create a democracy.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Word Relationships** - Display and complete the Three-Column Chart with class to show real-life connections between words and their use.

- TE pg. 290
- Digital Options

- TE pg. 290
- Student Writing

Resources:

Lesson 9 - READING: Key Details Support Main Idea

- TE pg. 292
- TE pg. 292
- *Who Really Created Democracy?* Text Collection, pgs. 92-95
- TE pg. 292
- *Who Really Created Democracy?* Text Collection, pgs. 92-95
- TE pg. 292
- *Who Really Created Democracy?* Text Collection, pgs. 92-95
- Shared Reading Routine TR10-11
- TE pg. 292
- *Who Really Created Democracy?* Text Collection, pgs. 92-95
- Think-Pair-Share Routine TR2-3
- TE pg. 293
- *Who Really Created Democracy?* TC, pgs. 92-95
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 293-294
- By-the-Way Word - channels
- Benchmark Vocabulary - control, serve
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 294
- *Who Really Created Democracy?* TC, pgs. 92-95
- Three-Column Chart TR40

Grade 3 Reading/Writing

Learning Opportunities/Strategies:

Lesson 9 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Produce Simple Sentences** - Display sentences and guide scholars in producing simple sentences.

Set the Purpose:

- **Provide a Concluding Statement** - Explain to scholars that when writing an opinion piece, writers provide concluding statements.

Teach and Model:

- **Provide a Concluding Statement** - Through discussion, help scholars understand that when the concluding statement comes at the end of the piece, it helps “wrap up” the piece.

Prepare to Write:

- **Write a Concluding Statement** - Model brainstorming developing ideas for a concluding statement, then writing a concluding statement.

Independent Writing Practice:

- **Write a Concluding Statement** - Scholars write a concluding statement for their opinion piece.

Share Writing:

- Volunteers share their concluding statements with a partner or small group. The group evaluates them and the writers revise their statements based on the feedback.

Learning Opportunities/Strategies:

Lesson 10 - READING: Determine a Text’s Main Idea

Foundational Skills Mini-Lesson:

- **Final Syllables**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that texts contain main ideas and details that support them.*
- **Engage Scholars** - Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 96-98, focusing on what the text is mainly about.

Resources

Lesson 9 - WRITING: Opinion Writing

- TE pg. 301
- TE pg. 298
- TE pg. 298
- *Who Really Created Democracy?* Text Collection, pgs. 92-95
- Student Models
- TE pg. 299
- *Who Really Created Democracy?* Text Collection, pgs. 92-95
- TE pg. 300
- Digital Options
- Web B Graphic Organizer TR45
- Student Writing
- TE pg. 300
- Student Writing

Resources:

Lesson 10 - READING: Determine a Text’s Main Idea

- TE pg. 302
- TE pg. 302
- *Who Really Created Democracy?* Text Collection, pgs. 96-98
- TE pg. 302
- *Who Really Created Democracy?* Text Collection, pgs. 96-98
- TE pg. 302 Shared Reading Routine TR10-11
- *Who Really Created Democracy?* Text Collection, pgs. 96-98

Grade 3 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the illustration on pg. 96 symbolizes Athen's success and what is new about each form of democracy in Athens/US.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Distinguish Points of View** - Display and complete the Three-Column Chart to show how scholars may have a different point of view than the author does.

Learning Opportunities/Strategies:

Lesson 10 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Produce Compound Sentences** - Display sentences and guide scholars in producing compound sentences.

Set the Purpose:

- **Provide a Concluding Section** - Explain to scholars that when writing an opinion piece, writers include a section at the end of the piece that is like a concluding statement, but is longer.

Teach and Model:

- **Provide a Concluding Section** - Through discussion, help scholars understand how to write a concluding section.

Prepare to Write:

- **Write a Concluding Section** - Model reviewing the reasons supporting scholars' opinion, based on the text.

Independent Writing Practice:

- **Write a Concluding Section** - Scholars write a concluding section for their opinion piece.

Share Writing:

- TE pg.302 Think-Pair-Share Routine TR2-3
- *Who Really Created Democracy?* Text Collection, pgs. 96-98

- TE pg. 303
- *Who Really Created Democracy?* TC, pgs. 96-98
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pgs. 303-30
- By-the-Way Words: assembly, lots
- Benchmark Vocabulary - council, judicial, executive, legislative, hurdles
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 304
- Three-Column Chart TR40
- *Who Really Created Democracy?* Text Collection, pgs. 96-98

Resources

Lesson 10 - WRITING: Opinion Writing

- TE pg. 311

- TE pg. 308

- TE pg. 308
- *Who Really Created Democracy?* Text Collection, pgs. 96-98
- Student Model

- TE pg. 309
- Teacher Modeled Writing
- *Who Really Created Democracy?* Text Collection, pgs. 96-98

- TE pg. 310
- Web B Graphic Organizer TR45
- Digital Options

Grade 3 Reading/Writing

- Volunteers share their news reports with the class. The class discusses what they learned from each report.

Learning Opportunities/Strategies:

Lesson 11 - READING: Relationship of Historical Events

Foundational Skills Mini-Lesson:

- Prefixes *im-*, *in-*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that different types of governments around the world have varied structures and processes.*
- **Engage Students** - Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to review the texts, focusing on understanding historical events and relationship to one another.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the texts are alike and different.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the T-Chart with class to compare the main ideas in both texts.

Learning Opportunities/Strategies:

Lesson 11 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Produce Complex Sentences** - Display sentences and guide scholars in producing complex sentences.

- TE pg. 310
- Student Writing
- Writing Keystone Checklist

Resources:

Lesson 11 - READING: Relationship of Historical Events

- TE pg. 312
- TE pg. 312
- *What Is a Government?*
- *Who Really Created Democracy?*
- TE pg. 312
- *What Is a Government?*
- *Who Really Created Democracy?*

- TE pg. 312
- *What Is a Government?*
- *Who Really Created Democracy?*
- Shared Reading Routine TR10-11

- TE pg. 312
- *What Is a Government?*
- *Who Really Created Democracy?*
- Think-Pair-Share Routine TR2-3

- TE pg. 312
- *What Is a Government?*
- *Who Really Created Democracy?*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 314
- Benchmark Vocabulary - representatives, candidate, aristocrat, unrest
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 314 T-Chart TR39
- *What is a Government?*
- *Who Really Created Democracy?*

Resources

Lesson 11 - WRITING: Opinion Writing

- TE pg. 321

Grade 3 Reading/Writing

Set the Purpose:

- **Gather Information to Build Knowledge** - Explain to scholars that before writing an opinion piece, writers must gather information.

Teach and Model:

- **Gather Information to Build Knowledge** - Through discussion, help scholars see that the writers of the texts had to gather information on the topic before starting to write.

Prepare to Write:

- **Gather Information to Write an Opinion** - Model using reliable sources and paraphrasing.

Independent Writing Practice:

- **Gather Information to Write an Opinion** - Scholars find print and digital sources on forms of government or individual rights and list the titles of the sources, the information they provide, and why each is reliable.

Share Writing:

- Volunteers share their sources. The class makes suggestions about what information could be used in an opinion piece.

Learning Opportunities/Strategies:

Lesson 12 - READING: Main Ideas and Details

Foundational Skills Mini-Lesson:

- **Prefixes *im-*, *in-***

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that texts contain main ideas and details that support them.*
- **Explore Poetry** - Read and discuss poem.
- **Engage Scholars** - Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 99-104, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the key details that support the main idea.

Close Read:

- TE pg. 318

- TE pg. 318
- *What Is a Government?*
- *Who Really Created Democracy?*
- Student Models

- TE pg. 319
- Teacher Modeled Writing
- *What Is a Government?*
- *Who Really Created Democracy?*

- TE pg. 320
- Digital Options

- TE pg. 320
- Student Writing

Resources:

Lesson 12 - READING: Main Ideas and Details

- TE pg. 322

- TE pg. 322

- TE pg. 322 *Washington, D.C.*

- TE pg. 322
- *A More Perfect Union*, Text Collection, pgs. 99-104

- TE pg. 322 Shared Reading Routine TR10-11
- *A More Perfect Union*, Text Collection, pgs. 99-104

- TE pg. 322 Think-Pair-Share Routine TR2-3
- *A More Perfect Union*, Text Collection, pgs. 99-104

Grade 3 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.

- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Idea and Details** - Display and complete the Main Idea organizer to show that there can be a main idea for an entire text and a main idea for different sections.

Learning Opportunities/Strategies:

Lesson 12 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Produce Simple, Compound, and Complex Sentences** - Display sentences and guide scholars in producing simple, compound, and complex sentences.

Set the Purpose:

- **Take Brief Notes on Sources** - Explain to scholars that writers take brief notes on their sources to help them remember where they found certain facts, details, and definitions.

Teach and Model:

- **Take Brief Notes on Sources** - Explain that for both kinds of sources, scholars should write a brief description of each important act, definition, or detail that the source provides.

Prepare to Write:

- **Take Notes on Key Facts and Details** - Model using a graphic organizer to take notes on important facts and details.

Independent Writing Practice:

- **Take Notes on Key Facts and Details** - Scholars take notes on key facts and details using a T-Chart graphic organizer.

Share Writing:

- TE pg. 323
- *A More Perfect Union*, TC, pgs. 99-104
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 323-324
- By-the-Way Words - convention, platform
- Benchmark Vocabulary - cooperating, delegates, anxious
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 324
- Main Idea Graphic Organizer TR36
- *A More Perfect Union*, Text Collection, pgs. 99-104

Resources

Lesson 12 - WRITING: Opinion Writing

- TE pg. 331

- TE pg. 328

- TE pg. 328
- *A More Perfect Union*, Text Collection, pgs. 99-104
- Student Model

- TE pg. 329
- Teacher Modeled Writing
- *A More Perfect Union*, Text Collection, pgs. 99-104
- T-Chart TR 39

- TE pg. 330
- *A More Perfect Union*, Text Collection, pgs. 99-104
- T-Chart TR39
- Digital Options

Grade 3 Reading/Writing

- Volunteers share their notes with the class. The class identifies the page number where the fact, definition, or detail was found.

Learning Opportunities/Strategies:

Lesson 13 - READING: Understand How Details Support Main Ideas

Foundational Skills Mini-Lesson:

- Prefixes *im-*, *in-*

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that texts contain main ideas and details that support them.*
- **Engage Scholars** - Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 105-109, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss why delegates from smaller states disagreed with delegates from larger states.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Main Idea and Details** - Display and complete the Main Idea organizer with class to show that there can be a main idea for an entire text and a main idea for different sections.

Learning Opportunities/Strategies:

Lesson 13 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Capitalize Appropriate Words in Titles** - Guide scholars in capitalizing appropriate words in titles.

- TE pg. 330
- Student Writing

Resources:

Lesson 13 - READING: Understand How Details Support Main Ideas

- TE pg. 332
- TE pg. 332
- TE pg. 332
- *A More Perfect Union*, Text Collection, pgs. 105-109
- TE pg. 332
- *A More Perfect Union*, Text Collection, pgs. 105-109
- Shared Reading Routine TR10-11
- TE pg. 332
- *A More Perfect Union*, Text Collection, pgs. 105-109
- Think-Pair-Share Routine TR2-3
- TE pg. 333
- *A More Perfect Union*, TC, pgs. 105-109
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pgs. 333-334
- By-the-Way Words - ordinary, bitterly
- Benchmark Vocabulary - compromise, documents
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 334
- Main Idea Graphic Organizer TR36
- *A More Perfect Union*, Text Collection, pgs. 105-109

Resources

Lesson 13 - WRITING: Opinion Writing

- TE pg. 341

Grade 3 Reading/Writing

Set the Purpose:

- **Sort Evidence** - Explain to scholars that sorting evidence is an important step in the research process.

Teach and Model:

- **Sort Evidence** - Discuss with scholars ways in which they can sort facts from the selection into categories.

Prepare to Write:

- **Rewrite and Sort Notes into Categories** - Model using a graphic organizer by drawing one similar to Web B.

Independent Writing Practice:

- **Rewrite and Sort Notes into Categories** - Scholars rewrite their notes from Lesson 12 by sorting them into categories.

Share Writing:

- Volunteers share their sorted notes with the class. The class discusses if the notes were sorted properly.

Learning Opportunities/Strategies:

Lesson 14 - READING: How Illustrations Support Text

Foundational Skills Mini-Lesson:

- **Prefixes *im-*, *in-***

Build Understanding:

- **Set the Purpose** - Share the Enduring Understanding: *Writers understand that reasons, linking words, and a conclusion strengthen their opinion.*
- **Engage Students** - Share the Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to read pgs. 110-119, focusing on what the text is mainly about.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the key details that support a main idea.

Close Read:

- TE pg. 338

- TE pg. 338
- *A More Perfect Union*, Text Collection, pgs. 105-109

- TE pg. 339
- Teacher Modeled Writing
- Web B Graphic Organizer TR45
- *A More Perfect Union*, Text Collection, pgs. 105-109

- TE pg. 340
- *A More Perfect Union*, Text Collection, pgs. 105-109
- Digital Options

- TE pg. 340
- Student Writing

Resources:

Lesson 14 - READING: How Illustrations Support Text

- TE pg. 342

- TE pg. 342

- TE pg. 342
- *A More Perfect Union*, Text Collection, pgs. 110-119

- TE pg. 342
- *A More Perfect Union*, Text Collection, pgs. 110-119
- Shared Reading Routine TR10-11

- TE pg. 342
- *A More Perfect Union*, Text Collection, pgs. 110-119
- Think-Pair-Share Routine TR2-3

Grade 3 Reading/Writing

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **By-the-Way Words & Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Language Analysis:

- **Literal and Nonliteral Meanings** - Display and complete the T-Chart with class to show that a word's literal meaning is its most obvious.

Learning Opportunities/Strategies:

Lesson 14 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Define Adverbs** - Display sentences and guide scholars in defining adverbs.

Set the Purpose:

- **Plan and Prewrite** - Remind scholars that planning to write is as important as writing itself.

Teach and Model:

- **Plan and Prewrite** - Tell scholars that many writers use a graphic organizer or outline to organize their thoughts as they prepare to write their draft.

Prepare to Write:

- **Write an Outline** - Remind scholars that making an outline will help them plan the order in which their opinion, reasons, and evidence will appear in their writing. Model making an outline.

Independent Writing Practice:

- **Write an Outline** - Scholars plan and pre write an outline to express their opinions, using evidence from the text to support their opinions.

Share Writing:

- Scholars share their outlines with a partner who examine them for thoroughness.

Learning Opportunities/Strategies:

Lesson 15 - READING: Describe Relationships Between Historical Events

Foundational Skills Mini-Lesson:

- TE pg. 343
- *A More Perfect Union*, TC, pgs. 110-119
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 343-344
- By-the-Way Words - ratified
- Benchmark Vocabulary - unanimous, proposed
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 344
- T-Chart TR39
- *A More Perfect Union*, Text Collection, pgs. 110-119

Resources

Lesson 14 - WRITING: Opinion Writing

- TE pg. 351

- TE pg. 348

- TE pg. 348
- *A More Perfect Union*, Text Collection, pgs. 110-119
- Student Model

- TE pg. 349
- Teacher Modeled Writing

- TE pg. 350
- *A More Perfect Union*, Text Collection, pgs. 110-119
- Digital Options

- TE pg. 350
- Student Writing

Resources:

Lesson 15 - READING: Describe Relationships Between Historical Events

Grade 3 Reading/Writing

- **Prefixes *im-*, *in-***

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that different types of governments around the world have varied structures and processes.*
- **Engage Students** - Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to review text, focusing on how the government of the United States developed over time.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss some of the most important steps in the process of creating a new government for the United States.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Historical Events** - Display and complete the Cause-Effect organizer with class to find relationships between pairs of events.

Learning Opportunities/Strategies:

Lesson 15 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Functions of Adverbs** - Guide scholars in understanding the function of adverbs.

Set the Purpose:

- **Draft** - Point out that the drafting step is when writers' ideas begin to take shape.

Teach and Model:

- **Draft** - Scholars review the outline they wrote during Lesson 14.

Prepare to Write:

- TE pg. 352

- TE pg. 352
- *A More Perfect Union*, Text Collection

- TE pg. 352
- *A More Perfect Union*, Text Collection

- TE pg. 352
- *A More Perfect Union*, Text Collection
- Shared Reading Routine TR10-11

- TE pg. 352
- *A More Perfect Union*, Text Collection
- Think-Pair-Share Routine TR2-3

- TE pg. 353
- *A More Perfect Union*, Text Collection
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 154
- Benchmark Vocabulary - cooperating, compromise
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

- TE pg. 354
- *A More Perfect Union*, Text Collection
- Cause and Effect Graphic Organizer TR32

Resources

Lesson 15 - WRITING: Opinion

- TE pg. 361

- TE pg. 358

- TE pg. 358
- *A More Perfect Union*, Text Collection
- Student Model

Grade 3 Reading/Writing

- **Write a Draft of an Opinion Essay** - Model drafting and using an outline to write an opinion piece.

Independent Writing Practice:

- **Write a Draft of an Opinion Essay** - Scholars write a first draft that expresses their opinions on either forms of government or individual rights as presented in this unit.

Share Writing:

- Volunteers share their drafts with the class. The class discusses whether the draft includes the required components of a opinion piece.

Learning Opportunities/Strategies:

Lesson 16 - READING: Compare and Contrast Texts

Foundational Skills Mini-Lesson:

- **Related Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Readers understand that texts contain main ideas and details that support them.*
- **Engage Scholars** - Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to review texts, focusing on remembering each selection.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss which sections of *What Is a Government?* give information about the basic operations of government, and the phrases in *A More Perfect Union* that give this kind of information.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- TE pg. 359
- Teacher Modeled Writing
- Outline from Lesson 14
- TE pg. 360
- *A More Perfect Union*, Text Collection
- Digital Options

- TE pg. 360
- Student Writing

Resources:

Lesson 16 - READING: Compare and Contrast Texts

- TE pg. 362
- TE pg. 362
- TE pg. 362
- *What Is a Government?*
- *A More Perfect Union*
- TE pg. 362 Shared Reading Routine TR10-11
- *What Is a Government?*
- *A More Perfect Union*
- TE pg. 362 Think-Pair-Share Routine TR2-3
- *What Is a Government?*
- *A More Perfect Union*
- TE pg. 363
- *What Is a Government? A More Perfect Union*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 364
- Benchmark Vocabulary - absolute, exception, delegates, unanimous
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205

Grade 3 Reading/Writing

- **Compare and Contrast** - Display and complete the Venn Diagram to compare and contrast the ideas in both texts.

Learning Opportunities/Strategies:

Lesson 16 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Function of Adverbs** - Guide scholars in the function of adverbs.

Set the Purpose:

- **Revise** - Remind scholars that the revision step is the time to strengthen their writing.

Teach and Model:

- **Revise** - Scholars review and revise the draft they wrote during Lesson 15.

Prepare to Write:

- **Revise a Draft** - Scholars work with a partner to revise a draft, then meet with peers to review each other's drafts.

Independent Writing Practice:

- **Revise a Draft** - Scholars revise the drafts they wrote in Lesson 15.

Share Writing:

- Volunteers share their original and revised drafts with the class. The class identifies ways in which the revisions improved each draft.

Learning Opportunities/Strategies:

Lesson 17 - READING: Compare and Contrast Texts

Foundational Skills Mini-Lesson:

- **Related Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Writers understand that reasons, linking words, and a conclusion strengthen their opinion.*
- **Engage Students** - Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to review the texts, focusing on remembering the forms of government in each selection.

- TE pg. 364
- *What Is a Government?* *A More Perfect Union*
- Venn Diagram TR43

Resources

Lesson 16 - WRITING: Opinion Writing

- TE pg. 371

- TE pg. 368

- TE pg. 368
- *What Is a Government?*
- *A More Perfect Union*
- Student Models

- TE pg. 369
- Teacher Modeled Writing
- *What Is a Government?*
- *A More Perfect Union*

- TE pg. 370
- Digital Options

- TE pg. 170
- Student Writing

Resources:

Lesson 17 - READING: Compare and Contrast Texts

- TE pg. 372

- TE pg. 372

- TE pg. 372
- *Who Really Created Democracy?*
- *A More Perfect Union*

- TE pg. 372
- *Who Really Created Democracy?*
- *A More Perfect Union*
- Shared Reading Routine TR10-11

Grade 3 Reading/Writing

- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss the information about the formation of the United States presented in each book.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the Venn Diagram with class to identify similarities and differences in both texts.

Learning Opportunities/Strategies:

Lesson 17 -WRITING: Opinion Writing

Conventions Mini-Lesson:

- **Comparative and Superlative Adverbs** - Guide scholars in using comparative and superlative adverbs.

Set the Purpose:

- **Editing** - Remind scholars that during the editing step of the writing process, writers take the time to go through their writing slowly and carefully to correct and errors they may have made.

Teach and Model:

- **Editing** - Scholars review and edit the revised draft they wrote during Lesson 16.

Prepare to Write:

- **Edit an Opinion Essay** - Remind scholars that writers sometimes read their work aloud to themselves to make sure the writing flows smoothly, and follows the basic rules of grammar.

Independent Writing Practice:

- **Edit an Opinion Essay** - Scholars edit their revised drafts from Lesson 16.

Share Writing:

- TE pg. 372
- *Who Really Created Democracy?*
- *A More Perfect Union*
- Think-Pair-Share Routine TR2-3

- TE pg. 373
- *Who Really Created Democracy*
- *A More Perfect Union*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7

- TE pg. 374
- Benchmark Vocabulary - aristocrat, council, anxious
- Benchmark Vocab. Routine for Info. TR24-31
- Generative Vocabulary Chart TE 202-205

- TE pg. 374
- *Who Really Created Democracy*
- *A More Perfect Union*
- Venn Diagram TR43

Resources

Lesson 17 - WRITING: Opinion Writing

- TE pg. 381

- TE pg. 378

- TE pg. 378
- *Who Really Created Democracy*
- *A More Perfect Union*
- Student Model

- TE pg. 379
- *Who Really Created Democracy*
- *A More Perfect Union*
- Teacher Modeled Writing

- TE pg. 380
- Digital Options

Grade 3 Reading/Writing

- Volunteers share their revised drafts from Lesson 16 and their edited drafts from this lesson. The class identifies ways in which the edits have strengthened and polished their work.

Learning Opportunities/Strategies:

Lesson 18 - READING: Relationship of Historical Events

Foundational Skills Mini-Lesson:

- **Related Words**

Build Understanding:

- **Set the Purpose** - Enduring Understanding: *Learners understand that different types of governments around the world have varied structures and processes.*
- **Engage Scholars** - Essential Questions: *How do readers identify the main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?*
- **Read** - Follow Shared Reading Routine to review the texts, focusing on the relationships between historical events.
- **Turn and Talk** - Follow Think-Pair-Share Routine to discuss how the texts tell about democracy.

Close Read:

- **Cite Text Evidence** - Use DOK questions and follow Whole Class/Small Group Discussion Routine asking scholars to support their answers with evidence.
- **Benchmark Vocabulary** - Follow the Benchmark Vocabulary Routine for Informational Text to teach the meanings of words. Use the Generative Vocabulary Chart to generate related words.

Reading Analysis:

- **Compare and Contrast** - Display and complete the Three-Column Chart with class to compare and contrast points of view.

Learning Opportunities/Strategies:

Lesson 18 - WRITING: Opinion Writing

Conventions Mini-Lesson:

- TE pg. 380
- Student Writing

Resources:

Lesson 18 - READING: Relationship of Historical Events

- TE pg. 382
- TE pg. 382
- TE pg. 382
- *What Is a Government? Who Really Created Democracy? A More Perfect Union*
- TE pg. 382
- *What Is a Government? Who Really Created Democracy? A More Perfect Union*
- Shared Reading Routine TR10-11
- TE pg. 382
- *What Is a Government? Who Really Created Democracy? A More Perfect Union*
- Think-Pair-Share Routine TR2-3
- TE pg. 383
- *What Is a Government? Who Really Created Democracy? A More Perfect Union*
- Whole Class Discussion Routine TR4-5
- Small Group Discussion TR6-7
- TE pg. 384
- Benchmark Vocabulary - expectations, consulted, legislative, judicial, executive, document, proposed
- Benchmark Vocab. Routine for Info. TR24-27
- Generative Vocabulary Chart TE 202-205
- TE pg. 384 Three-Column Chart TR40
- *What Is a Government? Who Really Created Democracy? A More Perfect Union*

Resources

Lesson 18 - WRITING: Opinion Writing

Grade 3 Reading/Writing

<ul style="list-style-type: none"> • Comparative and Superlative Adverbs - Guide scholars in using comparative and superlative adverbs. <p>Set the Purpose:</p> <ul style="list-style-type: none"> • Publish and Present - Tell scholars that the final step in the writing process is publishing and presenting their work. <p>Teach and Model:</p> <ul style="list-style-type: none"> • Publish and Present - Using the texts, model what a finished, published piece of writing looks like. <p>Prepare to Write:</p> <ul style="list-style-type: none"> • Publish and Present an Opinion - Model using characteristics of published works and exploring opinions. <p>Independent Writing Practice:</p> <ul style="list-style-type: none"> • Publish and Present an Opinion - Scholars plan their presentations. <p>Share Writing:</p> <ul style="list-style-type: none"> • Scholars present their writing. Provide feedback to scholars about the growth and development you've witnessed in their writing from planning to publishing. <p><u>Learning Opportunities/Strategies:</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> • Opinion Task: Write About Our Government - Scholars will research the various ways that governments help their people. they will combine what they learned on pg. 4-5 of <i>What is a Government?</i> with their research to state and support their opinion on which aspect of government they think is most important • Scholars will: <ul style="list-style-type: none"> ○ introduce the topic they are writing about and state their opinion. ○ create an organizational structure listing reasons that support their opinion. ○ use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect their opinion and reasons. ○ provide a strong conclusion. <p>Prepare:</p> <ul style="list-style-type: none"> • Review - Discuss the Essential Questions: <i>How do readers identify main ideas and key details in texts? How do writers use linking words and phrases and a conclusion to strengthen their opinion?</i> • Revisit the Text - Recall with scholars that the three texts in this unit explore different aspects of government. <i>What Is a Government?</i> focuses on the 	<ul style="list-style-type: none"> • TE pg. 391 <ul style="list-style-type: none"> • TE pg. 388 <ul style="list-style-type: none"> • TE pg. 388 • <i>What Is a Government? Who Really Created Democracy? A More Perfect Union</i> <ul style="list-style-type: none"> • TE pg. 389 • <i>What Is a Government? Who Really Created Democracy? A More Perfect Union</i> • Teacher Modeled Writing <ul style="list-style-type: none"> • TE pg. 390 • Digital Options <ul style="list-style-type: none"> • TE pg. 390 • Student Writing <p><u>Resources:</u></p> <p>Performance-Based Assessment:</p> <ul style="list-style-type: none"> • TE pg. 392 • Reproducible pg. 396 <ul style="list-style-type: none"> • TE pg. 393 • Performance-Based Assessment <ul style="list-style-type: none"> • TE pg. 393 • <i>What Is a Government?</i> pg. 4 • <i>A More Perfect Union</i>
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Grade 3 Reading/Writing

variety of governments around the world. Display and read aloud excerpts from:

- *What Is a Government?* pg. 4

To prepare for the Performance-Based Assessment, first students will conduct research to examine how governments work. Then students will synthesize the information from multiple sources - including the other two texts in the module (*A More Perfect Union* and *Who Really Created Democracy?*) - to develop an opinion about the most important aspect of government. Scholars may consider using the sentence frame _____ *is the most important aspect of government because* _____ to determine reasons that can be supported by facts and evidence.

- **Create:** Have scholars work in groups to conduct research, encouraging them to share information to answer inquiry questions. Provide opportunities for scholars to give and receive feedback from more than one partner during the writing process as they develop their opinion writing and presentation.

Have scholars work to complete a Three-Column Chart graphic organizer so that they can choose what they think is the most important aspect of government. At the top of the columns, scholars should list three aspects they think are important. In the column below each aspect, scholars should list evidence and reasons about the aspect's importance. The column with the most evidence will point the way to the writer's opinion and help scholars choose.

After scholars introduce the topic and state their opinion about it, they will use the best organization structure to list the reasons that support their opinion. They will connect their opinion and reason with linking words and phrases as well as provide a strong conclusion to their piece. Scholars will work with peers and be placed into groups to present their opinions.

- **Score Writing:** Use Opinion Writing Rubric
- **Present:** Follow suggestions for scholars to share their writing with the class or in small groups.
- **Reflect and Respond:** For scholars receiving a score of 0, 1, or 2, follow If...then... suggestions to support them as they complete other Performance-Based Assessments.

- *Who Really Created Democracy?*

- TE pg. 394
- notebooks or graphic organizer for note taking
- *What is a Government?*
- *A More Perfect Union*
- *Who Really Created Democracy?*
- pencils
- paper for opinion writing
- Three-Column Chart Graphic Organizer (TR40)
- Digital Options

- TE pg. 397 Opinion Writing Rubric
- TE pg. 398
- Digital Options
- TE pg. 399

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Grade 3 Reading/Writing

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Extension Sleuth <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Text Club Routines TR24-27</p> <p>Reading or Language Analysis - Practice/Apply Using Small Group Discussion Routine</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Performance-Based Assessment Lesson <p>Scaffolded Instruction - Strategic Support If...then...Quick Check</p> <p>ReadyUp! Intervention</p>	<p>Reader's & Writer's Journal</p> <ul style="list-style-type: none"> Prompts - Write in Response to Reading Benchmark Vocabulary Practice <p>Small Group Options:</p> <ul style="list-style-type: none"> Guided Reading Conference on Independent Reading Reading Analysis Support Sleuth Foundational Skills Guided Writing <p>Realize Online Platform</p> <ul style="list-style-type: none"> Games/Videos Listen to Reading <p>Scaffolded Strategies Handbook:</p> <ul style="list-style-type: none"> Unlock the Text Unlock the Writing Unlock Language Learning Performance-Based Assessment Lesson <p>Scaffolded Instruction - English Language Learners If...then...Quick Check</p> <p>ReadyUp! Intervention</p>

Grade 3 Reading/Writing

ReadyGen 2024-2025 Reading Pacing Guide - Grade 3

	Units	Unit Days	Cumulative TOTAL
MP 1	ReadyGEN Unit 1 - Observing the World Around Us <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ <i>The Case of the Gasping Garbage (8)</i> ○ <i>Thunder Cake (3)</i> ○ <i>Compare The Case of the Gasping Garbage and Thunder Cake (1)</i> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ <i>Short vowels & syllables VC/CV (pen/cil, win/ter, sis/ter, Sun/day, pub/lic, can/dy, prob/lem, pub/lish, sim/ple)</i> ○ <i>Plurals s, es, ies (dogs, beakers, glasses, pouch, porch, businesses, supply, specialty, University, laboratory, campus, desk, bridge, activity, business, match, lab, glass, starch, sugar, case, elbow)</i> ○ <i>Base words & endings (dog, sleep, sleepy, small, smaller, wave, waving, waved, divide, scribble, decide, survey, surveyed, surveying, give, love, rattle, tumble, tumbling, bake, flash, make, hurry, cook, fade, baking, stammered, hugged, hurried, measured)</i> ○ <i>Vowel Digraphs ee, ea, ai, ay, oa, ow (know, floated, reached, nail, way, yeast, cheese, loaves, paid)</i> ○ <i>High Frequency Words (FS 3, 6, 9, 12)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>Labor Day-1st Monday</i> ○ <i>Hispanic Heritage Month - September 15-October 15</i> ○ <i>Commodore Barry Day - September 13th</i> ○ <i>Constitution Day - September 17th</i> ● Flex Days (4 days) ● Notes: 	12 4 4	20
MP 1	ReadyGEN Unit 1 - Observing the World Around Us <ul style="list-style-type: none"> ● Module B <ul style="list-style-type: none"> ○ <i>Treasure in the Trees (6)</i> ○ <i>About Earth (7)</i> ○ <i>Compare Treasure in the Trees and About Earth (2)</i> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 202-205 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> ○ <i>Vowel teams/digraphs ee, ea, ai, ay, oa, ow (three, keep, see, Earth, east, daylight, daytime, grow, tree, deep, real, show, reveal, say, meals, bee, wait, boat, low, say, team, bee/team, wait/say, boat/low, please, feed, clean, needed)</i> ○ <i>Vowel teams/diphthongs ou, ow, oi, oy (oil, boy, house, pointing, destroyed, toy, boil, brown, sounds, voices, foul, noise, enjoy, frown, mouth, destroyed, down, now, found, without, cloud, loud, coin)</i> 	15	

Grade 3 Reading/Writing

	<ul style="list-style-type: none"> ○ Syllable Patterns V/CV, VC/V (<i>tu/lip med/al, hu/man, riv/ers, ti/ger, mo/tor, des/ert, fro/zen, bro/ken, tra/vel, pla/ces, ho/tel, cab/in, pet/al, ri/ses, re/cent, plan/et, trav/el, clos/er, Lo/ma</i>) ○ Final syllable consonant +le (<i>ti/tle, ca/ble, bea/gle, chuck/le, sim/ple, wrin/kle, bat/tle, guz/zle, mid/dle, lit/tle, rum/ble, sad/dle, pad/dle, wad/dle, wag/gle, wig/gle, wrig/gle, wran/gle</i>) ○ High Frequency Words (FS 15, 18, 21, 24) ● Holidays & Observances <ul style="list-style-type: none"> ○ National Indigenous People Day - 2nd Monday ○ Veteran's Day - November 11th ● Flex Days (3 days) ● Unit 1-Assessments (1-4 days) ● PBA Assessment-Narrative (use writing block) ● Unit Assessment ● Notes: 	<div>2</div> <div>3</div> <div>4</div>	44
	Units	Unit Days	Cumulative TOTAL
MP 2	ReadyGEN Unit 2 - Connecting Character, Culture, and Community <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ <i>The Athabascans: Old Ways and New Ways (2)</i> ○ <i>The Year of Miss Agnes (10)</i> ○ <i>Compare The Athabascans: Old Ways and New Ways and The Year of Miss Agnes (1)</i> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ <i>Compound Words (waterproof, underground, dogsleds, snowshoes, schoolhouse, flashlights, everything, suitcases, washbasin, sometimes, without, homemade, doghouse, notebook, schoolroom, blackboard, cardboard, everything, anything, everyplace, trapline, snowflakes, girlfriend)</i> ○ <i>Consonant blends tr, sw, gl, mp, cl, nd, st, str, spl, scr, spr (store, trap, swim, sled, lamp, clap, sand, clock, best, jump, bend, must, speak, hand, rest, started, spell, kind, street, string, splash, screw, spring, straight, split, scrub, spread, splash, spray, spruce, sprinkling, sprain, sprawl, spread)</i> ○ <i>Consonant digraphs ch, ph, sh, wh, th, kn (teach, phone, shark, what, match, fish, teacher, nephew, shutter, English, snowshoe, shores, shoulders, reached, chief)</i> ○ <i>Contractions (I'm, you'll, he's, they've, isn't, didn't, she'll, couldn't, wouldn't, shouldn't)</i> ○ High Frequency Words (FS 3, 6, 9, 12) ● Holidays & Observances <ul style="list-style-type: none"> ○ Thanksgiving - 4th Thursday ● Flex Days (7 days) ● Notes: 	<div>13</div> <div>1</div> <div>7</div>	65
MP 2	ReadyGEN Unit 2 - Connecting Character, Culture, and Community <ul style="list-style-type: none"> ● Module B 	12	

Grade 3 Reading/Writing

	<ul style="list-style-type: none">○ <i>City Homes (3)</i>○ <i>Deep Down and Other Extreme Places to Live (8)</i>○ <i>Compare City Homes and Deep Down and Other Extreme Places to Live (1)</i>○ Climate Change Connection Lesson 12: How are the communities in "City Homes" and "Deep Down and Other Extreme Places to Live" affected by climate change? Use a 2 column chart to compare two climates from one community in each story. <ul style="list-style-type: none">● Generative Vocabulary to Unlock Text<ul style="list-style-type: none">○ Pages 202-205○ All vocabulary/generative vocabulary must be taught using module resources as needed.● Foundational Skills (Use Foundational Skills Lessons FS 14-25)<ul style="list-style-type: none">○ <i>Prefixes un-, re-, mis-, dis-, non- (disagree, unspoken return, misspell, nonfiction, unspoken, untold, unknown, return, replace, replay, mistake, misplace, misfortune, disagree, disappear, nonfiction, nonsense, nonliteral, unfriendly, redo, mistake, distrust, nonsense, revisited, unbelievable, disapproved mistreated)</i>○ <i>Spellings of /j/, /s/, /k/ (cereal, submarine, region, city, nomadic, called, could, canyon, place, snow, village, donkey, jungle, Arctic, circle, sun, sets, jogged, giant, large, skis, can, sausage, village, kept, colors, medicinal, cows, cone, jump, sound, city, huge, music, gentle, keep, coin, locket, less, echo)</i>○ <i>Suffixes -ly, -ful, -ness, -less, -able, -ible (traditionally, kind, safe, bad, slowly, frightful, painful, thankful, useless, hopeless, merciless, forgiveness, happiness, sickness, useful, hopeful, merciful, painless, thankless, drinkable, visible, terrible, horrible, edible, care, careless, careful, carefully, use, useless, useful, usable, happy, happiness, happily, sadly, hopeful, kindness, shoeless, drinkable)</i>○ <i>Consonant Patterns wr, kn, gn, st, nb (knives, wrong, signs, climb, listen, know, knew, sign, wreaths, climbed, knees)</i>○ <i>High Frequency Words (FS 15, 18, 21, 24)</i>● Holidays & Observances<ul style="list-style-type: none">○ <i>Muslim Heritage month</i>○ <i>Dr. Martin Luther King, Jr. Day - 3rd Monday in January</i>○ <i>Holocaust Remembrance Day - January 27th</i>● Flex Days (7 days)● Unit 2-Assessments (1-4 days)● PBA Assessment - Informative (use writing block)● Unit Assessment● Notes:	2	7	4	88
	Units	Unit Days	Cumulative TOTAL		
MP 3	ReadyGEN Unit 3 - Seeking Explanations <ul style="list-style-type: none">● Module A<ul style="list-style-type: none">○ <i>Knots on a Counting Rope (4)</i>○ <i>Storm in the Night (5)</i>○ <i>Knots on a Counting Rope & Storm in the Night (1)</i>○ <i>Paul Bunyan (5)</i>○ <i>Compare Storm in the Night and Paul Bunyan (1)</i>	17			

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	<ul style="list-style-type: none"> ○ Compare <i>Storm in the Night</i>, <i>Knots on a Counting Rope</i> and <i>Paul Bunyan</i> (1) ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ Irregular Plurals: (<i>child, children, woman,/women, goose/geese,, mouse/mice, foot/feet, person/people, tooth/teeth, man/men</i>) ○ Irregular Plurals -s, -es: (<i>hero, potato, tomato, photo, piano, video, zoo, knots,, knife, leaf, life, scarf, volcanoes, radios</i>) ○ Irregular Plurals changing -fe to -ves: (<i>wolf/wolves, wife/wives, leaf/leaves, knife/knives</i>) ○ Irregular Plurals do not change form: (<i>deer, moose, trout, salmon, aircraft, sheep</i>) ○ r-Controlled Vowels ur, or, ar, ir, er, ear, ore, are: (<i>turned, story, or, force, sport, board, roar, morning, snore, porch, fur, arms, forth, scared, skirt, bird, board, march, serve, bear, purple, thorn, story, heart</i>) ○ Prefixes pre-, mid-, over-, bi-, out-, de-: (<i>oversized, precook, midday, bicycle, outrun, defrost, midsummer, prehistoric, overdo, biweekly, outthink, deconstruct, overgrown, outfox, preview, midmorning, overeate, bimonthly, deforest, preschool, midsentence, overinflate, biannual, outsmart, decompose, overcook</i>) ○ Suffixes -er, -or, -ess, -ist: (<i>painter, storyteller, tourist, inventor, writer, counselor, actress, artist, trainer, meteorologist, hostess, sculptor, finalist, professor, vocalist, catcher, editor, worker</i>) ○ High Frequency Words (FS 3, 6, 9, 12) ● Holidays & Observances <ul style="list-style-type: none"> ○ Black History Month - February ○ Freedom Day - February 1st ○ Presidents' Day - 3rd Monday in February ○ Women's History Month - March ● Flex Days (6 days) ● Notes: 	4 6	113
MP 3	<p>ReadyGEN Unit 3 - Seeking Explanations</p> <ul style="list-style-type: none"> ● Module B <ul style="list-style-type: none"> ○ <i>Living Through a Natural Disaster</i> (5) ○ Climate Change Connection Lesson 14: How do humans have a negative impact on our climate? What are some things that we can do to improve our climate? You can use ideas from <i>Living Through a Natural Disaster</i> to help you write a response. Students will present their responses to their peers. ○ Climate Change Connection Lesson 15: Students will research how climate change is caused by human activities. Write an opinion essay on how humans can help to improve the environment so that there is less of an impact on the climate. ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 202-205 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. 	5	

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	<ul style="list-style-type: none"> ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> ○ Syllable Pattern VCCCV: (con/stant, de/scribe, rum/ble com/plex, bat/tle, sur/prise, sub/stance, pump/kin, sub/tract, pit/cher, trans/form, part/ner, hun/dreds, con/crete, mon/ster, ad/dress) ○ Syllable Pattern CVVC: (cre/ate, du/et, re/act, gi/ant, ne/on, di/al, li/on, tr/io, pi/ano, vi/olin, stadi/um, cere/al, deni/al, qui/et, di/ary, sci/ence, radi/o) ○ Homophones: (right, write; one, won; two, to, too; I, eye; plane, plain; tail, tale; poll, pole; bear, bare; flair, flare; deer, dear; medal, meddle; maze, maize; no, know; see, sea; do, due, dew; tents, tense; weather, whether; residents, residence; hour, our; passed, past; lesson, lessen; steal, steel; their, they're, there) ○ Vowel Patterns a, au, aw, al, augh, ough: (brought, launch, halt, caught, pawn, sauce, daughter, small, crawl, sought, fought, taught, thought, naughty, small, fall, fault, pause, claw, straw, bought, distraught) ○ High Frequency Words (FS 15, 18, 21, 24) ● Holidays & Observances <ul style="list-style-type: none"> ○ April - Celebrate Diversity Month ● Flex Days (8 days) ● Unit 3 - Assessments (1-4 days) ● PBA Assessment - Opinion (use writing block) ● Unit Assessment ● Notes: 	1 8 4	131
	Units	Unit Days	Cumulative TOTAL
MP 4	ReadyGEN Unit 4 - Becoming an Active Citizen <ul style="list-style-type: none"> ● Module A <ul style="list-style-type: none"> ○ Back of the Bus (3) ○ Compare Back of the Bus and Rosa Parks: Hero of Our Time (1) ○ Brave Girl (5) ○ Compare Back of the Bus and Brave Girl (1) ○ Below Deck: A Titanic Story (3) ○ Compare Brave Girl and Below Deck (1) ○ Compare Back of the Bus, Brave Girl and Below Deck (1) ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 2-5 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 1-13) <ul style="list-style-type: none"> ○ Vowel Patterns ei, eigh: (perceived, weight, freight, neighbor, leisure, receive, weigh, neighbor, ceiling, sleigh, height, ceiling, eight, receipt) ○ Suffixes -y, -ish, -hood, -ment: (government, encouragement, employment, childhood, motherhood, boyhood, fatherhood, parenthood, chilly, babyish, childish, scary, excitement, neighborhood, juicy, requirement, sisterhood, grumpy, foolish treatment, movement, commitment, curly, argument, muddy, adulthood) ○ Vowel Digraphs oo, ew, ue, ui: (food, shrewdness, boom, mood, stool, chew, flew, threw, blue, hue, suit, juice, true, blue, suit, room, 	15	

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	<p><i>threw, suitcase, soon, crew, true, newspapers, rooted, stewards, suit, true)</i></p> <ul style="list-style-type: none"> ○ <i>Schwa: (alone, carrot, comma, agree, problem, parrot, support, adult, better, family, balloon, gallon)</i> ○ <i>High Frequency Words (FS 3, 6, 9, 12)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>Emancipation Day - April 16th</i> ○ <i>Earth Day - April 22nd</i> ○ <i>Arbor Day - Last Friday in April</i> ● Flex Days (9 days) ● Notes: 	<p>3</p> <p>9</p>	<p>158</p>
MP 4	<p>ReadyGEN Unit 4 - Becoming an Active Citizen</p> <ul style="list-style-type: none"> ● Module B <ul style="list-style-type: none"> ○ <i>What is Government? (6)</i> ● Generative Vocabulary to Unlock Text <ul style="list-style-type: none"> ○ Pages 202-205 ○ All vocabulary/generative vocabulary must be taught using module resources as needed. ● Foundational Skills (Use Foundational Skills Lessons FS 14-25) <ul style="list-style-type: none"> ○ <i>Schwa: (system, denim, problems, seven, people, again, agreed elections, women, equal, considered, local, pencil, cabin, metal)</i> ○ <i>Final Syllables -tion, -sion, -ion, -tive, -ture, -ize: (education, decision, onion, cultures, election, active, organize, realize, positive, decision, future, situation, vocalize, action, festive, profession, capture)</i> ○ <i>Prefixes im-, in-: (imperfect, impossible, inactive, impatient, incorrect, impolite, indirect, insane, immature, incomplete, imperfect, inexpensive, invisible, improbable, inappropriate, imprecise, incompatible, immeasurable, incapable, impractical, inedible)</i> ○ <i>Related Words/Generative Vocabulary: (govern, governed, governing, government, governmental, governor, governance; depend, dependent, depending, depended, dependence, independent, independence; colony, colonist, colonize, colonizing, colonized, colonial; rule, ruler, ruling, ruled; lead, leader, leading, led, leadership; delegate, delegating, delegated, delegation; add, additional; human, humanity; industry, industrious)</i> ○ <i>High Frequency Words (FS 15, 18, 21, 24)</i> ● Holidays & Observances <ul style="list-style-type: none"> ○ <i>Asian American Pacific Islander (AAPI) Month - May</i> ○ <i>Memorial Day - Last Monday in May</i> ○ <i>Flag Day - June 14th</i> ○ <i>Juneteenth - June 19th</i> ● Flex Days (8 days) ● Unit 4 - Assessments (1-4 days) ● PBA Assessment - Opinion (use writing block) ● Unit Assessment ● Notes: 	<p>6</p> <p>4</p> <p>8</p> <p>4</p>	<p>180</p>