



## Grade 3 ELA



Grade 3 | English Language Arts | District Elementary School | 2014-2015

Thursday, July 24, 2014, 8:23AM



### Standards & Benchmarks

#### Unit 1, Lesson 1 (Week 1, 2 Weeks)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### Integration of Knowledge and Ideas

- RL.3.7 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).

#### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### Text Support

#### UNIT 1, LESSON 1

**ANCHOR TEXT:** A Fine, Fine School (Humorous Fiction)

**Connected Text:** One-Room Schoolhouses (Informational)

**Essential Question:** How is learning at school different from learning at home?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T14-T15 (SL.3.3)**

**Phonics: Short Vowels TE pp. T16-T17 (RF.3.3c)**

**Introduce Vocabulary TE pp. T18-T19 (L.3.6)**

**First Read: Think Through the Text (Use Text Evidence) TE pp. T22-T33 (RL.3.3, RL.3.7, RL.3.10, RF.3.4a, W.3.10)**

**Grammar: Simple Sentences TE p. T34 (L.3.1i)**

**Narrative Writing: Introduce the Model TE p. T35**

#### “DAY 2”

**Dig Deeper: Story Structure/Analyze**

**Illustrations TE p. T38 (RL.3.3, RL.3.7)**

**Second Read: Analyze the Text TE p. T39**

(RL.3.3, RL.3.7)

**Your Turn TE p. T40 (RL.3.1, RL.3.3, SL.3.1a, SL.3.1d)**

**Write About Reading Performance Task TE p.**

**T41 (W.3.1a, W3.1b, W3.1d, W3.10)**

**Grammar: Simple Sentences TE p. T42 (L.3.1a)**

**Spelling: Short Vowels TE p. T42 (L.3.2f)**

**Narrative Writing: Word Choice TE p. T43**

(L.3.3a)

#### “DAY 3”

**Phonics: Words with the VCCV Pattern TE p.**

**T46 (RF.3.3c, L.3.2f)**

**Readers Guide TE p. T48 (RL.3.1, RL.3.2,**

### Resources

#### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Schools Then and Now T79
- Describe Characters Sentence Frames T30
- Differentiate Comprehension T81
- Differentiate Vocabulary Strategies Context Clues T89
- Audio: A Fine, Fine School ELL 1.1
- Video Clip: A School Play
- Vocabulary in Context Cards 1-8 Talk It Over Activities ELL 1.2
- Anchor Text: One-Room Schoolhouses ELL 1.3
- English Language Learner Tab:
- E 2 (Speaking and Listening/Develop Target Vocabulary) Leveled Practice ELL 1.1-1.4
- E 3 (Scaffold Comprehension: Fine, Fine School) ELL 1.5
- E 4 (Scaffold Comprehension: Fine, Fine School)
- E 7 (Context Clues)
- E 8 (Scaffold Informational Text: One-Room Schoolhouse)
- E 10 (Compare Texts/ Build Academic Sentence Structures)

## Standards & Benchmarks

### Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., 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.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing  
Text Types and Purposes

## Text Support

SL.3.1a, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T50** (L.3.5b, L.3.6)

**Grammar: Simple Sentences TE p. T52** (L.3.1i)

**Narrative Writing: Prewrite TE p. T53** (W.3.5)

“DAY 4”

**Connect to the Topic: Informational Text TE p. T56** (RI.3.7, RI.3.10)

**Compare Texts TE p. T57** (RL.3.1, RI.3.1, RI.3.9, SL.3.6)

**Narrative Writing: Draft TE p. T61** (W.3.3a, W.3.3b, W.3.3d, W.3.4, W.3.8)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T64** (L.3.6)

**Speaking and Listening: Hold a Discussion or Conversation TE p. T65** (SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d)

**Grammar: Simple Sentences TE p. T66** (L.3.1i)

**Spelling: Short Vowels TE p. T66** (L.3.2e)

**Narrative Writing: Revise and Proofread TE p. T68** (W.3.5, L.3.3a)

## Resources

- Leveled Reader: We Love You, Ms. Pinkerville T87

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...



### Grammar Snap Video: Complete Sentences (1:34)

## Standards & Benchmarks

## Text Support

## Resources

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1d Provide a concluding statement or section.
  
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3,

## Standards & Benchmarks

## Text Support

## Resources

Speaking and Listening  
Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language  
Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.\*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2e Use conventional spelling for high-

## Standards & Benchmarks

frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.3.3a Choose words and phrases for effect.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## Text Support

## Resources

**Unit 1,**  
**Lesson 2**  
(Week 3, 1  
Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

**UNIT 1, LESSON 2**  
**ANCHOR TEXT:** The Trial of Cardigan Jones  
(Fantasy)  
**Connected Text:** You Be the Jury (Informational)

**Universal Access Support**  
**ENGLISH LANGUAGE**  
**DEVELOPMENT:**

## Standards & Benchmarks

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 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.3.9 Compare and contrast the most important points and key details presented in

## Text Support

**Essential Question:** Why are courts an important part of our government?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T106-T107** (SL.3.2)  
**Phonics: Long Vowels a, e, i, o, u TE pp. T108-T109**(RF.3.3c)

**Introduce Vocabulary TE pp. T110-T111** (L.3.6)

**First Read: Think Through the Text (Use Text Evidence) TE pp. T114-124** (RL.3.10, RF.3.4a)

**Grammar: Kinds of Sentences TE p. T126**

**Narrative Writing: Introduce the Model TE p. T127** (W.3.3b)

### “DAY 2”

**Dig Deeper: Conclusions/Author's Word Choice TE p. T130** (RL.3.1, RL.3.3, L.3.3a)

**Second Read: Analyze the Text TE p. T131** (RL.3.1, RL.3.3, L.3.3a)

**Your Turn TE p. T132** (RL.3.1, RL.3.3, SL.3.1a, SL.3.1b, SL.3.1d)

**Write About Reading Performance Task TE p. T133** (RL.3.2, RL.3.6, W.3.1a, W.3.1b, W.3.1d, W.3.10)

**Grammar: Kinds of Sentences TE p. T134** (L.3.1j)

**Spelling: VCe Spellings TE p. T134** (L.3.2e, L.3.2f)

**Narrative Writing: Ideas TE p. T135**

### “DAY 3”

**Phonics: Words with the VCe Pattern TE p. T138** (RF.3.3c)

**Readers Guide TE p. T140** (RL.3.1, RL.3.2, SL.3.1a, SL.3.1c, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T142** (L.3.5b, L.3.6)

**Grammar: Kinds of Sentences TE p. T144** (L.3.1i)

**Narrative Writing: Prewrite TE p. T145** (W.3.5)

### “DAY 4”

**Connect to the Topic: Informational Text TE p. T148** (RI.3.1, RI.3.5, RL.3.10)

## Resources

- Vocab Reader: The Supreme Court T171
- Differentiate Comprehension T173
- Differentiate Vocabulary Strategies T181
- Use Sentence Frames T118, T124
- Audio: The Trial of Cardigan Jones Leveled Practice ELL 2.1-2.4
- Vocabulary in Context Cards 9-16 ELL 2.2
- English Language Learner Tab:
- E 12 (Speaking and Listening/Develop Target Vocabulary)
- E 13 (Scaffold Comprehension: Trial Of Cardigan Jones) ELL2.5
- E 14 (Scaffold Comprehension: Trial Of Cardigan Jones)
- E 17 (Dictionary/Glossary)
- E 18 (Scaffold Informational Text: You Be The Jury)
- E 20 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: Lauren Helps Sammy T179

### Think Central


coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

 [Grammar Snap Video: Telling and Asking Sentences \(1:25\)](#)

 [Grammar Snap Video:](#)

## Standards & Benchmarks

two texts on the same topic.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing  
Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1d Provide a concluding statement or section.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3d Provide a sense of closure.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults,

## Text Support

**Compare Texts TE p. T149** (RL.3.1, RI.3.1, RI.3.9, SL.3.6)

**Grammar: Kinds of Sentences TE p. T152**(L.3.1i)

**Narrative Writing: Draft TE p. T153** (W.3.3a, W.3.3b, W.3.3d, W.3.4)  
“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T156** (L.3.6)

**Speaking and Listening: Ask and Answer Questions TE p. T157** (SL.3.3, SL.3.4)

**Grammar: Kinds of Sentences TE p. T158** (L.3.1i)

**Spelling: VCe Spellings TE p. T158** (L.3.2e, L.3.2f)

**Narrative Writing: Revise and Proofread TE p.T160** (W.3.3b, L.3.3b)

## Resources

[Command and Exclamatory Sentences \(1:32\)](#)

## Standards & Benchmarks

produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d 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

## Text Support

## Resources



## Standards & Benchmarks

## Text Support

## Resources

orally.

- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### Presentation of Knowledge and Ideas

- 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.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1i Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

## Standards & Benchmarks

## Text Support

## Resources

- L.3.3a Choose words and phrases for effect.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 1, Lesson 3 (Week 4, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their

### UNIT 1, LESSON 3

**ANCHOR TEXT:** *Destiny's Gift* (Realistic Fiction)  
**Connected Text:** *Kids Making a Difference* (Informational Text)

**Essential Question:** Why is volunteering good for a community and its people?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T200-T201 (SL.3.3)**

**Phonics: Common Vowel Pairs *ai, ay, ee, ea* TE p. T202 (RF.3.3c)**

**Introduce Vocabulary TE pp. T204-T205 (L.3.6)**  
**First Read: Think Through the Text (Use Text**

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: *Animals In Danger* T267
- Differentiate Comprehension T269
- Differentiate Vocabulary Strategies T277
- Audio: *Destiny's Gift*
- Video Clip: *Cleaning Up a City Lot*
- Vocabulary in Context Cards 17-24 Talk It Over Activities ELL 3.2
- Leveled Practice: ELL 3.1-

## Standards & Benchmarks

traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### Craft and Structure

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events

## Text Support

**Evidence) TE pp. T208-T220** (RL.3.2, RL.3.3, RL.3.10, RF.3.4a)

**Grammar: Compound Sentences TE p. T222** (L.3.1i)

**Narrative Writing: Introduce the Model TE p. T223** (W.3.3a, W.3.3b, W.3.3c, W.3.3d)  
“DAY 2”

**Dig Deeper: Understanding Characters/Story Message TE p. T226** (RL.3.2, RL.3.3)

**Second Read: Analyze the Text TE p. T227** (RL.3.3, RL.3.2)

**Your Turn TE p. T228** (RL.3.1, RL.3.2, RL.3.3, SL.3.1a, SL.3.1b, SL.3.1d)

**Write About Reading Performance Task TE p. T229** (RL.3.4, W.3.1a, W.3.1b, W.3.1d, W.3.10)

**Grammar: Compound Sentences TE p. T230** (L.3.1h)

**Spelling: Long a and Long e Spellings TE p. T230** (L.3.2e, L.3.2f)

**Narrative Writing: Voice TE p. T231** (L.3.3a)  
“DAY 3”

**Phonics: Common Vowel Pairs ai, ay, ee, ea TE p. T234** (RF.3.3c)

**Readers Guide TE p. T236** (RL.3.1, RL.3.2, SL.3.1a, SL.3.1b, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T238** (L.3.5b, L.3.6)

**Grammar: Compound Sentences TE p. T240** (L.3.1h, L.3.1i)

**Narrative Writing: Prewrite TE p. T241** (W.3.5)  
“DAY 4”

**Connect to the Topic: Informational Text TE p. T244** (RI.3.7, RI.3.10)

**Compare Texts TE p. T245** (RL.3.1, RI.3.1, RI.3.9, SL.3.6)

**Narrative Writing: Draft TE p. T249** (W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.8)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T252** (L.3.6)

**Research and Media Literacy: Interpret Information Presented Visually TE p. T253** (RI.3.7, SL.3.2, L.3.6)

**Grammar: Compound Sentences TE p. T254** (L.3.1h, L.3.1i)

## Resources

3.3

- English Language Learner Tab:
- E 22 (Speaking and Listening/Develop Target Vocabulary)
- E 23 (Scaffold Comprehension) ELL 3.5
- E 24 (Scaffold Comprehension: Destiny's Gift)
- E 27 (Antonyms)
- E 28 (Scaffold Informational Text: Kids Making a Difference)
- E 30 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: A Surprise for Bears T275

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...



**Grammar Snap Video: Compound Sentences (1:51)**

## Standards & Benchmarks

occur).

- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

## Text Support

**Spelling: Long a and Long e Spellings TE p. T254** (L.3.2e, L.3.2f)

**Narrative Writing: Revise and Proofread TE p. T256** (W.3.3b, W.3.3d, W.3.5)

## Resources

## Standards & Benchmarks

- W.3.3c Use temporal words and phrases to signal event order.
- W.3.3d Provide a sense of closure.

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.2 Determine the main ideas and

## Text Support

## Resources

## Standards & Benchmarks

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 elaboration and detail.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1b Form and use regular and irregular plural nouns.
- L.3.1d Form and use regular and irregular verbs.
- L.3.1h Use coordinating and subordinating conjunctions.
- L.3.1i Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Knowledge of Language

3. Apply knowledge of language to understand how

## Text Support

## Resources

## Standards & Benchmarks

language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.3.3a Choose words and phrases for effect.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 1, Lesson 4 (Week 5, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Integration of Knowledge and Ideas

## Text Support

### UNIT 1, LESSON 4

**ANCHOR TEXT:** Pop's Bridge (Historical Fiction)

**Connected Text:** Bridges (Informational Text)

**Essential Question:** Why is everyone's role on a project important?

NOTE: The "days" below refer to the location in the Teacher's Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

"DAY 1"

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T294-T295** (SL.3.3, SL.3.6)

**Phonics: Long o Spelled oa, ow TE pp. T296-T297** (RF.3.3c)

**Introduce Vocabulary TE pp. T298-T299** (L.3.6)

**First Read: Think Through the Text (Use Text Evidence) TE pp. T126-T314** (RL.3.3, RL.3.10, RF.3.4a)

**Grammar: Common and Proper Nouns TE p. T316** (L.3.1a)

**Narrative Writing: Introduce the Model TE**

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Big Bridges T361
- Differentiate Comprehension T363
- Differentiate Vocabulary Strategies Words Families -s, -es, -ed, -ing T370-371
- Audio: Pop's Bridge
- Context Cards 25-32 Talk It Over Activities ELL 4.2
- Leveled Practice ELL 4.1-4.3
- English Language Learner Tab:
- E 32 (Speaking and Listening/Develop Target Vocabulary) ELL 4.4
- E 33 (Scaffold)

## Standards & Benchmarks

- RL.3.7 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).

### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy,

## Text Support

**p.T317** (W.3.3a, W.3.3b)  
“DAY 2”

**Dig Deeper: Compare and Contrast/Story Structure TE p. T320** (RL.3.3)

**Second Read: Analyze the Text TE p. T321** (RL.3.3)

**Your Turn TE p. T322** (RL.3.1, RL.3.3,SL.3.1a, SL.3.1c, SL.3.1d)

**Write About Reading Performance Task TE p. T323** (RL.3.7, W.3.1a, W.3.1b, W.3.1d, W.3.10)

**Grammar: Common and Proper Nouns TE p. T324** (L.3.1a)

**Spelling: Long o Spellings TE p. T324** (L.3.2e, L.3.2f)

**Narrative Writing: Ideas TE p. T325** (W.3.3a, W.3.3b)

“DAY 3”

**Phonics: Long o Spelled oa, ow TE p. T328** (RF.3.3c)

**Readers Guide TE p. T330** (RL.3.1, RL.3.2, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T332** (L.3.5b, L.3.6)

**Grammar: Common and Proper Nouns TE p. T334** (L3.1a, L.3.2a)

**Narrative Writing: Prewrite TE p. T335** (W.3.5)  
“DAY 4”

**Connect to the Topic: Informational Text TE p. T338** (RI.3.7, RI.3.10)

**Compare Texts TE p. T339** (RL.3.1, RI.3.1, RI.3.9, SL.3.1a, SL.3.1d)

**Narrative Writing: Draft TE p. T343** (W3.3a, W.3.5, W.3.8)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T346** (L.3.6)

**Research and Media Literacy: Brainstorm Topics TE p. T347** (SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, W.3.8)

**Grammar: Common and Proper Nouns TE p. T348** (L.3.1a, L.3.2a)

**Spelling: Long o Spellings TE p. T348** (L.3.2e, L.3.2f)

**Narrative Writing: Prewrite TE p.T350** (W.3.3a, W.3.3c, W.3.5, W.3.8)

## Resources

Comprehension: Pop's Bridge) ELL 4.5

- E 34 (Scaffold Comprehension: Pop's Bridge)
- E 37 (Word Families)
- E 38 (Scaffold Informational Text: Bridges)
- E 40 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: Champ T369

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

 [Archival Footage of Constructing the Golden Gate Bridge](#)

 [Grammar Snap Videos: Common and Proper Nouns \(1:43\)](#)



## Standards & Benchmarks

appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing  
Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1d Provide a concluding statement or section.
  
- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3c Use temporal words and phrases to signal event order.
  
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening  
Comprehension and Collaboration

## Text Support

## Resources

## Standards & Benchmarks

## Text Support

## Resources

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2a Capitalize appropriate words in titles.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

6. Acquire and use accurately a range of general

## Standards & Benchmarks

academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 1, Lesson 5 (Week 6, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature

- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Integration of Knowledge and Ideas

- RL.3.7 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).

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

## Text Support

### UNIT 1, LESSON 5

**ANCHOR TEXT:** Roberto Clemente: Pride of the Pittsburgh Pirates (Biography)

**Connected Text:** Baseball Poems (Poetry)

**Essential Question:** What are the traits of a hero?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T388-T389** (SL.3.6)

**Phonics: Long *i* spelled *i*, *ie*, *igh* TE p. T390** (RF.3.3d)

**Introduce Vocabulary TE p. T392-T393** (L.3.6)

**First Read: Think Through the Text (Use Text Evidence) TE pp. T396-T408** (RI.3.3, RI.3.8, RI.3.10, RF.3.4a, L.3.4a, L.3.5a)

**Grammar: Plural Nouns with -s and -es TE p. T410** (L.3.1b)

**Narrative Writing: Draft TE p. T411** (W.3.3a, W.3.4, W.3.8, W.3.10)

#### “DAY 2”

**Dig Deeper: Cause and Effect/Literal and Nonliteral Meanings TE p. T414** (RI.3.3, RI.3.8, L.3.4a, L.3.5a)

**Second Read: Analyze the Text TE p. T415** (RI.3.3, RI.3.8, L.3.4a, L.3.5a)

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Mia and Nomar T459
- Differentiate Comprehension T461
- Differentiate Vocabulary Strategies Prefix mis- T469
- Audio: Roberto Clemente
- Leveled Practice ELL 5.1-5.3
- Vocabulary in Context Cards 33-40 Talk It Over Activities ELL 5.2
- Video Clip: Baseball
- English Language Learner Tab:
- E 42 (Speaking and Listening/Develop Target Vocabulary) ELL 5.4
- E 43 (Scaffold Comprehension: Roberto Clemente: Pride of the Pittsburgh Pirates)
- E 44 (Scaffold Comprehension: Roberto Clemente: Pride of the

## Standards & Benchmarks

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text 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.

### Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., 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).

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.
- RF.3.3d Read grade-appropriate irregularly spelled words.

## Text Support

**Your Turn TE p. T416** (RL.3.1, RI.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d)

**Write About Reading Performance Task TE p. T417** (W.3.1a, W.3.1b, W.3.10)

**Grammar: Plural Nouns with -s and -es TE p. T418** (L.3.1b)

**Spelling: Long *i* Spellings TE p. T418** (L.3.2e, L.3.2f)

**Narrative Writing: Sentence Fluency TE p. T419** (W.3.3c, W.3.4, W.3.8)

“DAY 3”

**Phonics: Long *i* Spelled *i*, *ie*, *igh* TE p. T422** (RF.3.3c, RF.3.3d)

**Readers Guide TE p. T424** (RL.3.2, RI.3.2, SL.3.1a, SL.3.1c, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T426** (L.3.5b, L.3.6)

**Grammar: Plural Nouns with -s and -es TE p. T428** (L.3.1b)

**Narrative Writing: Draft TE p. T429** (W.3.3a, W.3.4, W.3.8)

“DAY 4”

**Connect to the Topic: Informational Text TE p. T432** (RL.3.5, RF.3.4b)

**Compare Texts TE p. T433** (RL.3.7, RI.3.7, SL.3.6)

**Narrative Writing: Draft and Revise TE p. T437** (W.3.3a, W.3.3c, W.3.3d, W.3.4, W.3.5, W.3.8)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T440** (L.3.6)

**Research and Media Literacy: Narrow a Topic TE p. T441** (SL.3.1b, SL.3.1c)

**Grammar: Plural Nouns with -s and -es TE p. T442** (L.3.1b, L.3.2g)

**Spelling: Long *i* Spellings TE p. T442** (L.3.2e, L.3.2f)

**Narrative Writing: Revise, Proofread, Publish TE p. T444** (W.3.5, W.3.6)

## Resources

Pittsburg Pirates) ELL 5.5

- E 47 (Prefixes mis-,)
- E 48 (Scaffold Poetry: Baseball Poems)
- E 50 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: Hank Aaron T467

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

 [Grammar Snap Video: Plurals of Words Ending in s \(1:31\)](#)

 [Video on Roberto Clemente \(4:55\)](#)

## Standards & Benchmarks

## Text Support

## Resources

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

### Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3c Use temporal words and phrases to signal event order.

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

## Standards & Benchmarks

- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
  
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

## Text Support

## Resources

## Standards & Benchmarks

## Text Support

## Resources

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1b Form and use regular and irregular plural nouns.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

## Standards & Benchmarks

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 1 - Assessment and Reteach (Week 7, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3,  
Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3,  
Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring

## Text Support

## Resources

### Unit 1 Assess and Reteach

#### **Administer Common Assessment 1**

**Choose 3 days of lessons from the following choices based on student needs:**

#### **RETEACH**

##### TE Intervention Tab

#### Unit 1 Lesson 1 Day 1-Day 5

- *Phonics: Short Vowels a, e, i, o, u TE p. S2 (RF.3.3)*
- *Target Vocabulary TE p. S3 (L.3.6)*
- *Story Structure TE p. S4 (RL.3.2, RL.3.3)*
- *Phonics: Words with the VCCV Pattern (RF.3.3c)*
- *Simple Sentences TE p. S8 (L.3.1)*
- *Target Vocabulary TE p. S10 (L.3.5b, L.3.6)*

#### Unit 1 Lesson 2 Day 1-Day 5

- *Phonics: Long Vowels a, e, i, o, u TE p. S12 (RF.3.3)*
- *Target Vocabulary TE p. S13 & S20 (L.3.5b, L.3.6)*
- *Drawing Conclusions TE p. S14 (RL.3.1)*
- *Fluency: Phrasing TE p. S16 (RF.3.4b)*



## Standards & Benchmarks

explicitly to the text as the basis for the answers.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- RF.3.3b Decode words with common Latin suffixes.
- RF.3.3c Decode multisyllable words.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1d Explain their own ideas and understanding in light of the discussion.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1b Form and use regular and irregular plural nouns.
- L.3.1i Produce simple, compound, and complex sentences.

## Text Support

- *Kinds of Sentences TE p. S18 (L.3.1i)*

### Unit 1 Lesson 3 Day 1-Day 5

- *Phonics: Common Vowel Pairs ai, ay, ee, ea TE p. S22 (RF.3.3c)*
- *Target Vocabulary TE S23 & S30 (L.3.5b, L.3.6, W.3.10)*
- *Understanding Characters TE S24 (RL.3.3)*
- *Fluency: Reading Rate TE S26 (RF.3.4b)*
- *Compound Sentences TE S28 (L.3.1i)*

### Unit 1 Lesson 4 Day 1-Day 4

- *Phonics: Long o Spelled oa, ow TE p. S32 (RF.3.3c)*
- *Target Vocabulary TE p. S33 (L.3.6)*
- *Compare and Contrast TE p. S34 (SL.3.1d)*
- *Fluency: Expression TE p. S36 (RF.3.4b)*
- *Common and Proper Nouns TE p. S38 (L.3.1a)*

### Unit 1 Lesson 5 Day 1-Day 5

- *Phonics: Long i Spelled i, ie, igh TE p. S42 (RF.3.3)*
- *Target Vocabulary TE p. S43 & S50 (L.3.6)*
- *Cause and Effect TE p. S44 (RI.3.1, SL.3.1d)*
- *Fluency: Intonation TE p. S46 (RF.3.4b)*
- *Plural Nouns with -s and -es TE p. S48 (L.3.1b)*

### TE Small Group Tab

Day 5 Options for Reteaching  
Unit 1 Lesson 1

- *Phonics: Short Vowels, a, e, i, o, u; Words with the VCCV Pattern TE p. T90 (RF.3.3)*

## Resources

## Standards & Benchmarks

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.3.4b 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## Text Support

- *Language: Simple Sentences/Narrative Writing TE p. 90 (L.3.1i)*
- *Vocabulary: Context Clues TE p. T91 (L.3.6)*
- *Comprehension: Story Structure TE p. T91 (RL.3.3)*

### Unit 1 Lesson 2

- *Phonics: Long Vowels a, e, i, o, u; Words with the VCe Pattern TE p. T182 (RF.3.3)*
- *Language: Kinds of Sentences/Narrative Writing TE p. T182 (L.3.1i)*
- *Vocabulary: Dictionary/Glossary TE p. T183 (L.3.4d)*
- *Comprehension: Conclusions TE p. T183 (RL.3.1)*

### Unit 1 Lesson 3

- *Phonics: Common Vowel Pairs ai, ay, ee, ea TE p. T278 (RF.3.3c)*
- *Language: Compound Sentences/Narrative Writing TE p. T278 (L.3.1i)*
- *Vocabulary: Antonyms TE p. T279 (L.3.6)*
- *Comprehension: Understanding Characters TE p. T279 (RL.3.3)*

### Unit 1 Lesson 4

- *Phonics: Long o Spelled oa, ow TE p. 372 (RF.3.3c)*
- *Language: Common and Proper Nouns/Narrative Writing TE P. 372 (L.3.1a)*
- *Vocabulary: Word Families TE p. 373 (L.3.4b, L.3.4c)*
- *Comprehension: Compare and Contrast TE p. 373 (SL.3.1d)*

### Unit 1 Lesson 5

## Resources

## Standards & Benchmarks

## Text Support

## Resources

- *Phonics: Long i Spelled i, ie, igh TE p. 470 (RF.3.3)*
- *Language: Plural Nouns with -s and -es/Narrative Writing TE p. T470 (L.3.1b)*
- *Vocabulary: Prefix mis- TE p. T471 (RF.3.3a, RF.3.3b)*
- *Comprehension: Cause and Effect TE p. T471 (RI.3.1)*

### Unit 2, Lesson 6 (Week 8, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring

### UNIT 2, LESSON 6

**ANCHOR TEXT:** Bat Loves the Night (Narrative Nonfiction)

**Connected Text:** A Bat is Born (poetry)

**Essential Question:** What makes bats interesting and useful?

NOTE: The “days” below refer to the location in the Teacher's Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

“DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE p. T14 (SL.3.3)**

**Phonics: Words with VCV Pattern TE pp. T16-T17 (RF.3.3c)**

**Introduce Vocabulary TE p. T18-T19 (L.3.6, L.3.5b)**

**First Read: Think Through the Text (Use Text Evidence) TE pp. T22-T31 (RI.3.8, RI.3.10, RF.3.4a)**

**Grammar: Action Verbs TE p. T32 (L.3.1a, L.3.2e)**

**Opinion Writing: Introduce the Model TE p. T33 (W.3.1a, W.3.1b, W.3.1c, W.3.4)**

“DAY 2”

**Dig Deeper: Sequence of Events/Domain-Specific Vocabulary TE p. T36-T37 (RI.3.4, RI.3.8, L.3.6)**

**Second Read: Analyze the Text TE p. T22-T31 (RI.3.4, RI.3.8, L.3.6)**

**Your Turn TE pp. T38-T39 (RL.3.1, RI.3.2,)**

**Write About Reading Performance Task TE p. T39 ( W.3.10, SL.3.1a, L.3.1h, L.3.1i)**

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Nighttime Animals T77
- Differentiate Comprehension T29
- Differentiate Vocabulary Strategies Suffixes -able, -ible, T89
- Audio: Bat Loves the Night
- Vocabulary in Context Cards 41-48 Talk It Over Activities ELL 6.2
- Leveled Practice ELL 6.1-6.3
- English Language Learner Tab:
- E 2 (Speaking and Listening/Develop Target Vocabulary) ELL 6.4
- E 3 (Scaffold Comprehension: Bat Loves the Night)
- E 4 (Scaffold Comprehension: Bat Loves the Night) ELL 6.5
- E 7 (Suffixes -able, -ible)
- E 8 (Scaffold Poetry: A Bat is Born)
- E 10 (Compare Texts/ Build Academic Sentence

## Standards & Benchmarks

explicitly to the text 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.

### Craft and Structure

- 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. (See grade 3 Language standards 4-6 for additional expectations.) CA
- 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).

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy,

## Text Support

**Opinion Writing: Ideas TE p. T41** (W.3.1a, W.3.1b, W.3.1c, W.3.4)

**Grammar: Being Verbs TE p. T40** (L.3.1a)

**Spelling: Short and Long Vowels TE p. T40**

(L.3.1a, L.3.2e)

“DAY 3”

**Phonics: Words with the VCV Pattern TE p. T44** (RF.3.3c)

**Readers Guide TE pp. T46-T47** (RI.3.1, RI.3.2, RF.3.4b, SL.3.1a, SL.3.1b, SL.3.1d)

**Apply Vocabulary Knowledge TE pp. T48-T49** (L.3.5b, L.3.6)

**Grammar: What Is A Verb? TE p. T50** (L.3.1a)

**Opinion Writing: Prewrite TE p. T51** (W.3.5)

“DAY 4”

**Connect to the Topic: Informational Text TE pp. T54-T55** (RL.3.5, RL.3.10, W.3.2a, W.3.2b, W.3.10, L.3.6)

**Compare Texts TE p. T55** (RL.3.1, RI.3.1, W.3.2a, W.3.2b, W.3.10, L.3.6)

**Opinion Writing: Drafting TE p. T59** (W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T62** (SL.3.3, SL.3.4, SL.3.6, L.3.3a, L.3.6)

**Speaking and Listening: Recount an Experience TE p. T63** (SL.3.3, SL.3.4, SL.3.6, L.3.3a, L.3.6)

**Grammar: What is a Verb? TE pp. T64-T65** (L.3.1a)

**Spelling: More Short and Long Vowels TE p. T64** (L.3.2e)

**Opinion Writing: Revise and Proofread TE p. T66** (W.3.1a, W.3.1b, W.3.1c, W.3.1d)

## Resources

Structures)

- Leveled Reader: The Elephants T85

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

## Standards & Benchmarks

appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing  
Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.1d Provide a concluding statement or section.
  
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific

## Text Support

## Resources

## Standards & Benchmarks

tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### Presentation of Knowledge and Ideas

- 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. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard

## Text Support

## Resources

## Standards & Benchmarks

## Text Support

## Resources

English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1h Use coordinating and subordinating conjunctions.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.


- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Week)	Standards & Benchmarks	Text Support	Resources
	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> <li>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</li> </ul> <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> <li>RL.3.7 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).</li> </ul> <p>CA: CCCS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K–5, CA: Grade 3, Reading: Informational Text</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> <li>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>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.</li> </ul> <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> <li>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</li> <li>RI.3.8 Describe the logical connection between</li> </ul>	<p><b>Connected Text:</b> Jack Draws a Beanstalk (Traditional Tale)  <b>Essential Question:</b> How do pictures help to tell a story?  NOTE: The “days” below refer to the location in the Teacher's Edition, <i>not</i> to a mandated requirement of pacing. Lessons may be flexed across days as needed.  “DAY 1”  <b>Teacher Read Aloud (including Classroom Collaboration) TE pp. T104-T105</b> (SL.3.2)  <b>Phonics: Three-Letter Clusters TE p. T106</b> (RF.3.3c)  <b>Introduce Vocabulary TE pp. T108-T109</b> (L.3.6)  <b>First Read: Think Through the Text (Use Text Evidence) TE pp. T112-T123</b> (RI.3.3, RI.3.7, RI.3.8, RI.3.10)  <b>Grammar: Verb Tenses TE p. T124</b> (L.3.1e)  <b>Opinion Writing: Introduce the Model TE p. T125</b> (W.3.1a, W.3.1b, W.3.1c)  “DAY 2”  <b>Dig Deeper: Text and Graphic Features/Sequence of Events TE pp. T128-T129</b> (RL.3.7, RI.3.3, RI.3.8)  <b>Second Read: Analyze the Text TE p. T129</b> (RL.3.7, RI.3.3, RI.3.8)  <b>Your Turn TE pp. T130-T131</b> (RI.3.7)  <b>Write About Reading Performance Task TE p. T131</b> (W.3.1a, W.3.1b, W.3.1d, SL.3.1a, SL.3.1c)  <b>Grammar: Present, Past, and Future Tense TE p. T132</b> (L.3.1e)  <b>Spelling: Three-Letter Clusters TE p. T132</b> (L.3.2f)  <b>Opinion Writing: Organization TE p. T133</b> (W.3.1a, W.3.1b, W.3.1c)  “DAY 3”  <b>Phonics Review: Three-Letter Clusters TE p. 136</b> (RF.3.3c)  <b>Readers Guide TE pp. T138-T139</b> (RI.3.1, SL.3.1a, SL.3.1b, SL.3.1d)  <b>Apply Vocabulary Knowledge TE pp. T140-T141</b> (L.3.5b, L.3.6)  <b>Grammar: Present, Past, and Future Tense TE p. T142</b> (L.3.1a, L.3.1d, L.3.1e)  <b>Opinion Writing: Prewrite TE p. T143</b> (W.3.5)</p>	<ul style="list-style-type: none"> <li>Vocab Reader: Painting From Caves to Computers T169</li> <li>Differentiate Comprehension T171</li> <li>Differentiate Vocabulary Strategies Synonyms T179</li> <li>Audio: What Do Illustrators Do?</li> <li>Video Clip: Creating Art</li> <li>Vocabulary in Context Cards 49-56 Talk It Over Activities ELL 7.2</li> <li>English Language Learner Tab:</li> <li>Leveled Practice ELL 7.1-7.3</li> <li>E 12 (Speaking and Listening/Develop Target Vocabulary) ELL 7.4</li> <li>E 13 (Scaffold Comprehension: What Do Illustrators Do?) ELL 7.5</li> <li>E 14 (Scaffold Comprehension: What Do Illustrators Do?)</li> <li>E 17 (Synonyms)</li> <li>E 18 (Scaffold Literature: Jack Draws a Beanstalk)</li> <li>E 20 (Compare Texts/ Build Academic Sentence Structures)</li> <li>Leveled Reader: Artist Are Everywhere T177</li> </ul>
			<p><b>Think Central</b>  coming in 2014-15...  <b>Teaching Resources/Documents</b>  coming in 2014-15...  <b>Professional Development</b>  coming in 2014-15...   <b>Grammar Snap Video: Verb Tenses (1:38)</b></p>



## Standards & Benchmarks

particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing  
Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.1d Provide a concluding statement or section.

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and

## Text Support

“DAY 4”

**Connect to the Topic: Informational Text TE pp. T146-T147** (RL.3.1, RL.3.3, SL.3.1a, SL.3.1d)

**Compare Texts TE p. T147** (RL.3.1, RL.3.3, SL.3.1a, SL.3.1d)

**Opinion Writing: Drafting TE p. T151** (W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T154** (L.3.6)

**Speaking and Listening: Create an Audio Recording TE p. T155** (RF.3.4b, SL.3.5)

**Opinion Writing: Write an Opinion Paragraph Revise and Proofread TE p. T158** (W.3.5, L.3.1e)

**Grammar: Verb Tenses TE p. T156** (L.3.1e)

**Spelling: Three-Letter Clusters TE p. T156** (L.3.2f)

## Resources

## Standards & Benchmarks

purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d 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.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

## Text Support

## Resources

## Standards & Benchmarks

## Text Support

## Resources

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1d Form and use regular and irregular verbs.
- L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- L.3.1h Use coordinating and subordinating conjunctions.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we

## Standards & Benchmarks

went looking for them).

### Unit 2, Lesson 8 (Week 10, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

#### Craft and Structure

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

#### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word

## Text Support

### UNIT 2, LESSON 8

**ANCHOR TEXT:** The Harvest Birds (Folktale)

**Connected Text:** The Treasure (Folktale)

**Essential Question:** What do traditional tales tell readers about life?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T196-T197 (SL.3.6)**

**Phonics: Silent Letters kn, wr TE p. T198 (RF.3.3c, RF.3.3d)**

**Introduce Vocabulary TE pp. T200-T201 (L.3.6)**

**First Read: Think Through the Text (Use Text Evidence) TE pp. T204-T215 (RL.3.1, RL.3.10, RF.3.4a)**

**Grammar: Commas in a Series of Nouns TE p. T216 (L.3.1i, L.3.2b)**

**Spelling: Unexpected Consonant Spellings TE p. 216 (L.3.2g)**

**Opinion Writing: Introduce the Model TE p. T217 (W.3.1a, W.3.1b, W.3.1c, W.3.1d)**

#### “DAY 2”

**Dig Deeper: Conclusions/Literal and Nonliteral Meanings TE p. T220 (RL.3.1, RL.3.4, L.3.5a)**

**Second Read: Analyze the Text TE p. T221 (RL.3.1, RL.3.4, L.3.5a)**

**Your Turn TE p. T222 (RL.3.1, RL.3.2, RL.3.6)**

**Write About Reading Performance Task TE p. T223 (W.3.10, SL.3.1a, SL.3.1d)**

**Grammar: Commas in a Series of Verbs TE p. T224 (L.3.1i, L.3.2b)**

**Spelling: Unexpected Consonant Spellings TE p. T224 (L.3.2g)**

**Opinion Writing: Word Choice TE p. T225 (W.3.1a)**

#### “DAY 3”

**Readers Guide TE p. T230 (RL.3.2, SL.3.1a, RL.3.1)**

## Resources

### Universal Access Support

#### ENGLISH LANGUAGE

#### DEVELOPMENT:

- Vocab Reader: All About Grass T263
- Differentiate Comprehension T265
- Differentiate Vocabulary Strategies Context Clues T273
- Audio: The Harvest Birds
- Leveled Practice ELL 8.1-8.3
- Vocabulary in Context Cards 57-54 Talk It Over Activities ELL 8.2
- English Language Learner Tab:
- E 22 (Speaking and Listening/ Developing Target Vocabulary) ELL 8.4
- E 23 (Scaffold Comprehension: The Harvest Birds) ELL 8.5
- E 24 (Scaffold Comprehension: The Harvest Birds)
- E 27 (Context Clues)
- E 28 (Scaffold Folktale Selection: The Treasure)
- E 30 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: The Storyteller T271

#### Think Central

coming in 2014-15...

#### Teaching Resources/Documents

coming in 2014-15...

## Standards & Benchmarks

analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.
- RF.3.3d Read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.1d Provide a concluding statement or section.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as

## Text Support

**Apply Vocabulary Knowledge TE p. T232**

(L.3.5b, L.3.6)

**Grammar: Commas in Addresses TE p. T234**

(L.3.2b)

**Spelling: Unexpected Consonant Spellings TE**

**p. T234** (L.3.2g)

**Opinion Writing: Prewrite TE p. T235** (W.3.5)

“DAY 4”

**Connect to the Topic: Informational Text TE**

**pp. T238-T240** (RL.3.1, RL.3.3)

**Compare Texts TE p. T241** (RL.3.1, RL.3.2,

RL.3.3, SL.3.4)

**Opinion Writing: Drafting TE p. T245** (W.3.1a,

W.3.1b, W.3.1c, W.3.1d, W.3.4)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary**

**TE p. T248** (L.3.6)

**Speaking and Listening: Tell a Story TE p. T249**

(SL.3.3, SL.3.4, L.3.3a, L.3.6)

**Grammar: Using Commas TE pp. T250-T251**

(L.3.2b)

**Spelling: Unexpected Consonant's Spellings**

**TE p. T250** (L.3.2g)

**Opinion Writing: Revise and Proofread TE p.**

**T252** (W.3.1d, W.3.5)

## Resources

**Professional Development**

coming in 2014-15...

## Standards & Benchmarks

needed by planning, revising, and editing.

## Text Support

## Resources

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### Presentation of Knowledge and Ideas

- 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. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

## Standards & Benchmarks

## Text Support

## Resources

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1i Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2b Use commas in addresses.
- L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.3.3a Choose words and phrases for effect.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Week)	Standards & Benchmarks	Text Support	Resources
	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> <li>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> </ul>	<p><b>Connected Text:</b> The True Story of Kamishibai (informational Text)  <b>Essential Question:</b> How is a live performance different from other kinds of entertainment?  <b>NOTE:</b> The “days” below refer to the location in the Teacher’s Edition, <i>not</i> to a mandated requirement of pacing. Lessons may be flexed across days as needed.  <u>“DAY 1”</u>  <b>Teacher Read Aloud (including Classroom Collaboration) TE pp. T290-T291</b> (SL.3.3)  <b>Phonics: Diphthongs <i>ow</i> and <i>ou</i> TE p. T292-T293</b> (RF.3.3c)  <b>Introduce Vocabulary TE p. T294-T295</b> (L.3.6)  <b>First Read: Think Through the Text (Use Text Evidence) TE pp. T298-T311</b> (RL.3.1, RL.3.5, RL.3.7, RL.3.10)  <b>Grammar: Abstract Nouns TE p. T312</b> (L.3.1c)  <b>Opinion Writing: Introduce the Model TE p. T313</b>(W.3.1a, W.3.1b)  <u>“DAY 2”</u>  <b>Dig Deeper: Cause and Effect/Analyze Illustrations TE p. T316</b> (RL.3.3, RL.3.5, RL.3.7)  <b>Second Read: Analyze the Text TE p. T317</b> (RL.3.3, RL.3.5, RL.3.7)  <b>Your Turn TE p. T318</b> (RL.3.1)  <b>Write About Reading Performance Task TE p. 319</b> (W.3.1a, W.3.1b, W.3.1d, SL.3.1a, SL.3.1d)  <b>Grammar: Abstract Nouns TE p. T320</b> (L.3.1c)  <b>Spelling: Sound in <i>town</i> TE p. T320</b> (L.3.2e)  <b>Opinion Writing: Organization TE p. T332</b> (W.3.1a, W.3.1b, W.3.5)  <u>“DAY 3”</u>  <b>Readers Guide TE p. T326</b> (RL.3.1, SL.3.1b, SL.3.1c, SL.3.1d)  <b>Apply Vocabulary Knowledge TE p. T328</b> (L.3.5b, L.3.6)  <b>Grammar: Abstract Nouns TE p. T330</b> (L.3.1a, L.3.1c)  <b>Spelling: Vowel Sound in <i>town</i> TE p. T330</b> (L.3.2e)  <b>Opinion Writing:Prewrite TE p. T331</b> (W.3.1a, W.3.1b, W.3.5)  <u>“DAY 4”</u>  <b>Connect to the Topic: Informational Text TE p.</b></p>	<ul style="list-style-type: none"> <li>Vocab Reader: Puppets, Puppets, Puppets T357</li> <li>Differentiate Comprehension T359</li> <li>Differentiate Vocabulary Strategies Dictionary/Glossary T367</li> <li>Audio: Kamishibai Man</li> <li>Leveled Practice ELL 9.1-9.3</li> <li>Vocabulary in Context Cards 65-72 Talk It Over Activities ELL 9.2</li> <li>English Language Learner Tab:</li> <li>E 32 (Speaking and Listening/Develop Target Vocabulary) ELL 9.4</li> <li>E 33 (Scaffold Comprehension: Kamishibai Man) ELL 9.5</li> <li>E 34 (Scaffold Comprehension: Kamishibai Man)</li> <li>E 38 (Scaffold Informational Text: The True Story of Kamishibai)</li> <li>E 40 (Compare Texts/ Build Academic Sentence Structures)</li> <li>Leveled Reader: Manny's Story T365</li> </ul>
	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> <li>RL.3.7 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).</li> </ul> <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</li> </ul>		
	<p>CA: CCCS: ELA &amp; Literacy in History/Social Studies, Science, &amp; Technical Subjects K–5, CA: Grade 3, Reading: Informational Text Key Ideas and Details</p> <ul style="list-style-type: none"> <li>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</li> <li>RI.3.9 Compare and contrast the most important points and key details presented in</li> </ul>		<p><b>Think Central</b> coming in 2014-15...</p> <p><b>Teaching Resources/Documents</b> coming in 2014-15...</p> <p><b>Professional Development</b> coming in 2014-15...</p>



## Standards & Benchmarks

two texts on the same topic.

Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing  
Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

## Text Support

**T334** (RI.3.5, RI.3.10)

**Compare Texts TE p. T335** (RL.3.1, RI.3.1, RI.3.9, SL.3.6)

**Opinion Writing: Prewrite TE p. T339** (W.3.1b, W.3.5)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T342** (L.3.6)

**Research and Media Literacy: Refine a Research Question TE p. T343** (RI.3.5, W.3.6, W.3.7, W.3.8)

**Grammar: Abstract Nouns TE p. T344** (L.3.1c)

**Spelling: Vowel sound in *town* TE p. T344** (L.3.2e)

**Opinion Writing: Prewrite TE p. T346** (W.3.5)

## Resources

## Standards & Benchmarks

## Text Support

## Resources

- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
  
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
  
- SL.3.6 Speak in complete sentences when

## Standards & Benchmarks

appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1c Use abstract nouns (e.g., childhood).
- L.3.1d Form and use regular and irregular verbs.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who

## Text Support

## Resources

## Standards & Benchmarks

are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 2, Lesson 10 (Week 12, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

- RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood,

## Text Support

### UNIT 2, LESSON 10

**ANCHOR TEXT:** Young Thomas Edison (Biography)

**CONNECTED TEXT:** Moving Pictures (Informational Text)

**ESSENTIAL QUESTION:** What important traits must an inventor have?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE p. T384-T385 (SL.3.3)**

**Introduce Vocabulary TE p. T390-T391 (L.3.6)**

**First Read: Think Through the Text (Use Text Evidence) TE p. T392-T405 (RL.3.1, RL.3.5, RL.3.7, RL.3.10)**

**Grammar: Pronouns and Antecedents TE p. T406 (L.3.1a, L.3.1f)**

**Spelling: Vowel Sound in *talk* TE p. T406 (L.3.2e)**

**Opinion Writing: Draft TE p. T407 (W.3.1a, W.3.4)**

#### “DAY 2”

**Dig Deeper: Main Ideas and Details/Sequence**

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Everyday T455
- Differentiate Comprehension T457
- Differentiate Vocabulary Strategies Shades of Meaning T465
- Audio: Young Thomas Edison
- Leveled Practice ELL 10.1-10.3
- Video Clip: Pre-Digital Photography
- Vocabulary in Context Cards 73-80 Talk It Over Activities ELL 10.2
- English Learners Tab:
- E 42 (Speaking and Listening/Develop Target Vocabulary) ELL 10.4
- E 43 (Scaffold

## Standards & Benchmarks

emphasize aspects of a character or setting).

### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text 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.

### Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., 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).

## Text Support

**of Events TE p. T410** (RI.3.2, RI.3.3, RI.3.8)

**Second Read: Analyze the Text TE p. T411** (RI.3.2, RI.3.3, RI.3.8)

**Your Turn TE p. T412** (RI.3.1, RI.3.2)

**Write About Reading Performance Task TE p. T413** (W.3.1a, W.3.1b, W.3.1c, W.3.10, SL.3.1d)

**Grammar: Pronouns and Antecedents TE p. T414** (L.3.1a, L.3.1f)

**Spelling: Vowel sound in *talk* TE p. T414** (L.3.2e)

**Opinion Writing: Sentence Fluency TE p. T415** (W.3.4)

“DAY 3”

**Readers Guide TE p. T420** (RI.3.2, RI.3.1, SL.3.1a, SL.3.1b, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T422** (L.3.5b, L.3.6)

**Grammar: Pronouns and Antecedents TE p. T424** (L.3.1a)

**Spelling: Vowel sound in *talk* TE p. T424** (L.3.2e)

**Opinion Writing: Draft TE p. T425** (W.3.1b, W.3.1c, W.3.4)

“DAY 4”

**Connect to the Topic: Informational Text TE p. T428** (RI.3.7)

**Compare Texts TE p. T429** (RI.3.1, RI.3.9, SL.3.1a, SL.3.6)

**Opinion Writing: Drafting and Revising TE p. T433** (W.3.1b, W.3.1c, W.3.4)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T436** (L.3.6)

**Research and Media Literacy: Generate a Research Plan TE p. T437** (W.3.7)

**Grammar: Pronouns and Antecedents TE p. T438** (L.3.1a, L.3.1f)

**Spelling: Vowel sound in *talk* T438** (L.3.2e)

**Opinion Writing: Revise, Proofread, and Publish TE p. T440** (W.3.5, W.3.6)

## Resources

Comprehension: Young Thomas Edison) ELL 10.5

- E 44 (Scaffold Comprehension: Young Thomas Edison)
- E 47 (Shades of Meaning)
- E 48 (Scaffold Informational Text: Moving Pictures)
- E 50 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: The Life of George Washington T463

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

## Standards & Benchmarks

- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing  
Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening  
Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under

## Text Support

## Resources

## Standards & Benchmarks

- discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1d Explain their own ideas and understanding in light of the discussion.
  - SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
  - SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.\*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

## Text Support

## Resources

## Standards & Benchmarks

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 2 - Assessment and Reteach (Week 13, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text 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.

Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text

## Text Support

## Resources

### Unit 2 Assess and Reteach

#### **Administer Common Assessment 2**

**Choose 3 days of lessons from the following choices based on student needs:**

#### **RETEACH**

##### TE Intervention Tab

Unit 2 Lesson 6 Day 1-Day 5

- *Phonics: Words with the VCV Pattern TE p. S2 (RF.3.3c)*
- *Target Vocabulary TE p. S3 & S10 (L.3.6, RI.3.7, W.3.10)*
- *Sequence of Events TE p. S4 (RI.3.8)*
- *Phonics: Words with the VCV Pattern TE p. S6 (RF.3.3c)*
- *What is a Verb? TE p. S8 (L.3.1i)*

Unit 2 Lesson 7 Day 1-Day 5

- *Phonics: Three-Letter Clusters scr, spr, stsr, thr TE p. S12 (RF.3.3)*
- *Target Vocabulary TE p. S13 & S20 (L.3.6)*
- *Text and Graphic Features TE p. S14 (RI.3.7)*
- *Fluency: Expression TE p. S16 (RF.3.4b)*



## Standards & Benchmarks

(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).

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- RF.3.3c Decode multisyllable words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

Text Types and Purposes

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific

## Text Support

- *Verb Tenses TE p. S18* (L.3.1a)

Unit 2 Lesson 8 Day 1-Day 5

- *Phonics: kn, wr TE p. S22* (L.3.2f)
- *Target Vocabulary TE p. S23 & S30* (L.3.6)
- *Conclusions TE p. S24* (RL.3.1, SL.3.1d, SL.3.4)
- *Fluency: Stress TE p. S26* (RF.3.4b)
- *Using Commas TE p. S28* (L.3.2b)

Unit 2 Lesson 9 Day 1-Day 5

- *Phonics: Vowel Diphthongs ow, ou TE p. S32* (RF.3.3)
- *Target Vocabulary TE p. S33 & S40* (L.3.6, W.3.10)
- *Cause and Effect TE p. S34* (RI.3.1)
- *Fluency: Intonation TE p. S36* (RF.3.4b)
- *Abstract Nouns TE p. S38* (L.3.1c)

Unit 2 Lesson 10 Day 1-Day 5

- *Phonics: Words with aw, au, al, and o TE p. S42 & S46* (RF.3.3)
- *Target Vocabulary TE p. S43 & S50* (L.3.4, L.3.5b, W.3.10)
- *Main Ideas and Details TE p. S44* (RI.3.2)
- *Pronouns and Antecedents TE p. S48* (L.3.1a, L.3.1f)

TE Small Group Tab

Day 5 Options for Reteaching

Unit 2 Lesson 6

- *Phonics: Words with the VCV Pattern TE p. T88* (RF.3.3c)
- *Language: What Is a Verb?/Opinion Writing TE p. T88* (L.3.1i, W.3.1)
- *Vocabulary: Suffixes -able, -ible TE p. T89* (L.3.4b, L.3.4d)

## Resources

## Standards & Benchmarks

tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening  
Comprehension and Collaboration

- SL.3.1d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

- 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.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1c Use abstract nouns (e.g., childhood).
- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.\*
- L.3.1i Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2b Use commas in addresses.
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word

## Text Support

- *Comprehension: Sequence of Events TE p. T89 (RI.3.8)*

### Unit 2 Lesson 7

- *Phonics: Three-Letter Clusters (scr, spr, str, thr) TE p. T180 (RF.3.3)*
- *Language: Verb Tenses/Opinion Writing TE p. T180 (L.3.1a, W.3.1)*
- *Vocabulary: Synonyms TE p. T181 (L.3.5c)*
- *Comprehension: Text and Graphic Features TE p. T181 (RI.3.7)*

### Unit 2 Lesson 8

- *Phonics: Silent Letters kn, wr TE p. T274 (RF.3.3)*
- *Language: Using Commas/Opinion Writing TE p. T274 (L.3.2b, W.3.1)*
- *Vocabulary: Context Clues TE p. T275 (L.3.4a)*
- *Comprehension: Conclusions TE p. T275 (RL.3.1)*

### Unit 2 Lesson 9

- *Phonics: Vowel Diphthongs ow and ou TE p. T368 (RF.3.3)*
- *Language: Abstract Nouns/Opinion Writing TE p. T368 (L.3.1c, W.3.1)*
- *Vocabulary: Dictionary/Glossary TE p. T369 (L.3.4d)*
- *Comprehension: Cause and Effect TE p. T369 (RI 3.1)*

### Unit 2 Lesson 10

- *Phonics: Words with au, aw, al, and o TE p. T466 (RF.3.3)*
- *Language: Pronouns and Antecedents/Opinion Writing TE p. T466*

## Resources

## Standards & Benchmarks

parts) in writing words.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b 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.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## Text Support

(L.3.1a, L.3.1f, W.3.1)

- *Vocabulary: Shades of Meaning TE p. T467* (L.3.5c)
- *Comprehension: Main Idea and Details TE p. T467* (RI.3.2)

## Resources

## Standards & Benchmarks

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 3, Lesson 11 (Week 14, 2 Weeks)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text 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.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

#### Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., 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

## Text Support

### UNIT 3, LESSON 11

**ANCHOR TEXT:** Technology Wins the Game (Informational)

**Connected Text:** Science for Sports Fans (Informational)

**Essential Question:** How inventions help athletes?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T14-15 (SL.3.3, SL.3.6)**  
**TE pp. T16-17Phonics: Vowel Diphthongs** *oi, oy* (RF.3.3c)

**Introduce Vocabulary TE pp. T18-19 (L 3.6)**  
**First Read: Think Through the Text (Use Text Evidence) TE pp. T22-29 (RI.3.3, RI.3.8, RI.3.10)**  
**Grammar: More Plural Nouns TE p. T30 (L.3.1b)**  
**Informative Writing: Introduce the Model TE p. T31 (W.3.2a, W.3.2b)**

#### “DAY 2”

**Dig Deeper: Sequence of Events/Text and Graphic Features TE p. T34 (RI.3.3, RI.3.5, RI.3.7, RI.3.8)**

**Second Read: Analyze the Text TE p. T35 (RI.3.3, RI.3.5, RI.3.7, RI.3.8)**

**Your Turn TE p. T36 (RI.3.1, RI.3.3, RI.3.8)**  
**Write About Reading Performance Task TE p. T37 (W.3.2a, W.3.2b, W.3.10, SL.3.1a)**

**Grammar: More Plural Nouns TE p. T38 (L.3.1b)**  
**Spelling: Vowel Sound in *joy* TE p. T38 (W.3.2c)**  
**Informative Writing: Word Choice TE p. T39(W.3.2c)**

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Sports Safety T75
- Differentiate Comprehension T77
- Differentiate Vocabulary Strategies Suffixes -less, -ful, -ous, T85
- Audio: Technology Wins The Game
- Leveled Practice ELL 11.1-11.3
- Vocabulary in Context Cards 81-88 Talk It Over Activities ELL 11.2
- English Language Learner Tab:
- E 2 (Speaking and Listening/Develop Target Vocabulary) ELL11.4
- E 3 (Scaffold Comprehension: Wins the Game) ELL 11.5
- E 4 (Scaffold Comprehension: Wins the Game)
- E 7 (Suffixes -less, -ful, -ous)
- E 8 (Scaffold Informational Text: Science For Sports Fans)
- E 10 (Compare Texts/ Build

## Standards & Benchmarks

(e.g., comparison, cause/effect, first/second/third in a sequence).

- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c Use temporal words and phrases to signal event order.

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that build knowledge about a topic.

## Text Support

“DAY 3”

**TE p. T42**Phonics: Vowel Diphthongs *oi, oy* (RF.3.3c)

**Readers Guide TE p. T44** (RI.3.1, RI.3.2, SL.3.1a, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T46** (L.3.5b, L.3.6)

**Grammar: More Plural Nouns TE p. T48** (L.3.1b)

**Informative Writing: Prewrite TE p. T49**(W.3.5)

“DAY 4”

**Connect to the Topic: Informational Text TE p. T52** (RI.3.3, RI.3.8)

**Compare Texts TE p. T53** (RI.3.1, RI.3.9, L.3.6)

**Informative Writing: Draft TE p. T57** (W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T60** (L.3.6)

**Research and Media Literacy: Interpret**

**Information Presented Quantitatively TE p. T61** (W.3.7, W.3.8, SL.3.2, SL.3.3, SL.3.4)

**Grammar: More Plural Nouns TE p. T62** (L.3.1b)

**Spelling: Vowel Sounds in *joy* TE p.T62** (L.3.2e)

**Informative Writing:Revise and Proofread TE p.T64** (W.3.5)

## Resources

Academic Sentence Structures)

- Leveled Reader: The Special Games of the Paralympics T83

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

 [How Football Helmets are Made \(4:42\)](#)

## Standards & Benchmarks

- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Unit 3, Lesson 12 (Week 16, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.5 Use text features and search tools (e.g.,

## Text Support

### UNIT 3, LESSON 12

**ANCHOR TEXT:** Tops and Bottoms (Trickster Tale)

**CONNECTED TEXT:** Goodness Grows in Gardens (Informational Text)

**Essential Question:** Why is it important to grow food crops?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

“DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE p. T102-T103** (SL.3.6)

**Phonics: Homophones TE p. T104** (RF.3.3c)

**Introduce Vocabulary TE p. T106-T107** (L.3.6)

**First Read: Think Through the Text (Use Text Evidence) TE p. T110-T122** (RL.3.2, RL.3.6, RL.3.10)

**Grammar: Writing Quotations TE p. T124** (L.3.2c)

**Informative Writing: Introduce the Model TE p. T125** (W.3.2a-d)

“DAY 2”

**Dig Deeper: Theme/Point of View TE p. T128** (RL.3.2, RL.3.3, RL.3.6)

**Second Read: Analyze the Text TE p. T129** (RL.3.2, RL.3.3, RL.3.6)

**Your Turn TE p. T130** (RL.3.1, RL.3.3)

**Write About Reading Performance Task TE p. T131** (W.3.1a, W.3.1b, W.3.1d, W.3.10)

**Grammar: Writing Quotations TE p. T132** (L.3.2c)

**Spelling: Homophones TE p. T132** (L.3.2e)

**Informative Writing: Word Choice TE p. T133** (W.3.2, SL.3.1d)

“DAY 3”

**Readers Guide TE p. T138** (RL.3.1, RL.3.2,

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: How Does Food Grow? T169
- Differentiate Comprehension T171
- Differentiate Vocabulary Strategies Idioms T179
- Leveled Practice ELL 12.1-12.3
- Audio: Tops to Bottoms
- Video Clip: Animals and Gardens
- Vocabulary in Context Cards 89-96 Talk It Over Activities ELL 12.2
- English Learner Tab:
- E 12 (Speaking and Listening/Develop Target Vocabulary) ELL 12.4
- E 13 (Scaffold Comprehension: Tops and Bottoms) ELL 12.5
- E 14 (Scaffold Comprehension: Tops and Bottoms)
- E 17 (Idioms)
- E 18 (Scaffold Informational Text: Goodness Grows in Gardens)
- E 20 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: Rabbit and

## Standards & Benchmarks

key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.
- W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d Provide a concluding statement or section.

### Production and Distribution of Writing

## Text Support

SL.3.1a-d)

**TE p. T136**Phonics: Words Ending in *-er* and *-le* (RF.3.3c)

**Apply Vocabulary Knowledge TE p. T140** (L.3.5b, L.3.6)

**Grammar: Writing Quotations TE p. T142** (L.3.2c)

**Informative Writing: Prewrite TE p. T143** (W.3.5) “DAY 4”

**Connect to the Topic: Informational Text TE p. T146** (RI.3.5, RI.3.10)

**Compare Texts TE p. T147** (RL.3.1, RI.3.1, RI.3.9)

**Informative Writing: Drafting TE p. T151** (W.3.2a-d, W.3.4)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T154** (L.3.6)

**Speaking and Listening: Interpret Information Presented Orally TE p. T155** (SL.3.2, SL.3.3, SL.3.4, SL.3.6, L.3.6)

**Grammar: Writing Quotations TE p. T156** (L.3.2c)

**Spelling: Homophones TE p. T156** (L.3.2e)

**Informative Writing: Revise and Proofread TE p. T158** (W.3.2b, W.3.5)

## Resources

the Squash T177

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

## Standards & Benchmarks

## Text Support

## Resources

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d 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



## Standards & Benchmarks

formats, including visually, quantitatively, and orally.

- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### Presentation of Knowledge and Ideas

- 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. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language  
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2c Use commas and quotation marks in dialogue.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases

## Text Support

## Resources

## Standards & Benchmarks

sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 3, Lesson 13 (Week 17, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies,

## Text Support

### UNIT 3, LESSON 13

**ANCHOR TEXT:** Yonder Mountain: A Cherokee Legend (Legend)

**Connected Text:** The Trail of Tears (Informational Text)

**Essential Question:** Why are stories from different cultures important?

**NOTE:** The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T196-T197 (SL.3.3)**  
**Phonics: Contractions with *n’t*, *’d*, *’ve* TE p. T198**

**Introduce Vocabulary TE pp. T200-T201 (L.3.6)**

**First Read: Think Through the Text (Use Text Evidence) TE pp. T204-T213 (RL.3.2, RL.3.3, RL.3.10)**

**Grammar: Subject-Verb Agreement TE p. T216 (L.3.1f)**

**Informative Writing: Introduce the Model TE p. T217 (W.3.2a, W.3.2b)**

#### “DAY 2”

**Dig Deeper: Compare and Contrast/Story**

**Message TE p. T220 (RL.3.2, RL.3.3)**

**Second Read: Analyze the Text TE p. T221 (RL.3.2, RL.3.3)**

**Your Turn TE p. T222 (RL.3.1, RL.3.3)**

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: The Daily Life of the Cherokee T261
- Differentiate Comprehension T263
- Differentiate Vocabulary Strategies Homophones/Homographs T271
- Audio: Yonder Mountain: A Cherokee Legend
- Video Clip: Native Americans and Horses
- Leveled Practice ELL 13.1-13.4
- Vocabulary in Context Cards 97-104 Talk It Over Activities ELL 13.2
- English Learner Tab:
- E 22 (Speaking and Listening/Develop Target Vocabulary) ELL 13.4
- E 23 (Scaffold Comprehension: Yonder Mountain) ELL 13.5
- E 24 (Scaffold

## Standards & Benchmarks

Science, & Technical Subjects K–5, CA: Grade 3,  
Reading: Informational Text

- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

CA: CCCS: ELA & Literacy in History/Social Studies,  
Science, & Technical Subjects K–5, CA: Grade 3,  
Writing  
Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1d Provide a concluding statement or section.
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.
- W.3.2d Provide a concluding statement or section.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing

## Text Support

**Write About Reading Performance Task TE p. T223** (W.3.1a, W.3.1b, W.3.1d, W.3.4)

**Grammar: Subject-Verb Agreement TE p. T224** (L.3.1f)

**Spelling: Contractions TE p. T224** (L.3.2e)

**Informative Writing: Organization TE p. T225**(W.3.2a)

**“DAY 3”**

**Phonics: Contractions with *n't*, *'d*, *'ve* TE p. T228**

**Readers Guide TE p. T230** (RL.3.1, RL.3.2, SL.3.1a, SL.3.1c, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T232** (L.3.5b, L.3.6)

**Grammar: Subject-Verb Agreement TE p. 234** (L.3.1f)

**Informative Writing: Prewrite TE p. T235**(W.3.5) **“DAY 4”**

**Connect to the Topic: Informational Text TE p. T238** (RI.3.7, RI.3.10)

**Compare Texts TE p. T239** (RL.3.1, RI.3.2, RI.3.9, SL.3.1a, SL.3.6)

**Informative Writing: Draft TE p. T243** (W.3.2a, W.3.2b, W.3.2d, W.3.4)

**“DAY 5”**

**Extend the Topic: Domain Specific Vocabulary TE p. T246** (L.3.6)

**Research and Media Literacy: Gather Information TE p. T247** (RI.3.5, W.3.6, W.3.7, W.3.8)

**Grammar: Subject-Verb Agreement TE p. T248** (L.3.1f)

**Spelling: Contractions TE P. T248** (L.3.2e)

**Informative Writing: Revise and Proofread TE p. T250**(W.3.2d, W.3.5, L.3.1f)

## Resources

Comprehension: Yonder Mountain)

- E 27 (Homophones and Homographs)
- E 28 (Scaffold Informational Text: Trail Of Tears)
- E 30 (Compare Texts)
- Leveled Reader: Tuk the Hunter T269

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

 [Grammar Snap Video: Subject-Verb Agreement \(1:49\)](#)

## Standards & Benchmarks

types are defined in standards 1–3 above.)

- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d 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

## Text Support

## Resources

## Standards & Benchmarks

## Text Support

## Resources

orally.

- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.\*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when

## Standards & Benchmarks

encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 3, Lesson 14 (Week 18, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 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.

Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

## Text Support

### UNIT 3, LESSON 14

**ANCHOR TEXT:** Aero and Officer Mike (Informational Text)

**Connected Text:** Kids and Critters: A Nature Newsletter (Informational Text)

**Essential Question:** What are some benefits of dogs interacting with people?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

“DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE p. T288 (SL.3.2)**

**Phonics: Words with ar, or, ore TE p. T290 (RF.3.3c)**

**Introduce Vocabulary TE pp. T292-T293 (L.3.6)**

**First Read: Think Through the Text (Use Text Evidence) TE pp. T296-T305 (RI.3.1, RI.3.6, RI.3.10)**

**Grammar: Pronoun-Verb Agreement TE p. T308 (L.3.1f)**

**Informative Writing: Introduce the Model TE p. T309 (W.3.2a, W.3.2b)**

“DAY 2”

**Dig Deeper: TE p. T312 (RI.3.1, RI.3.6)**

**Second Read: Analyze the Text TE p. T313 (RI.3.1, RI.3.6)**

**Your Turn TE p. T314 (RI.3.1, SL.3.1a, SL.3.1b, SL.3.1d)**

**Write About Reading Performance Task TE p. T315 (W.3.2b, W.3.2c, W.3.10)**

**Grammar: Pronoun-Verb Agreement TE p. T316**

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Dog Helpers T353
- Differentiate Comprehension T355
- Differentiate Vocabulary Strategies Prefixes -in, -im T363
- Leveled Practice ELL 14.1-14.3
- Audio: Aero and Officer Mike
- Video Clips: Pets, Common and Unusual
- Vocabulary in Context Cards 105-112 Talk It Over Activities ELL 14.2
- English Learner Tab:
- E 32 (Speaking and Listening/Develop Target Vocabulary) ELL 14.4
- E 33 (Scaffold Comprehension: Aero and Officer Mike) ELL 14.5
- E 34 (Scaffold Comprehension: Aero and Officer Mike)
- E 37 (Prefixes in-, im-)
- E 38 (Scaffold Informational Text: Kids And Critters)

## Standards & Benchmarks

- RF.3.3c Decode multisyllable words.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing  
Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1d Provide a concluding statement or section.
  
- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c Use temporal words and phrases to signal event order.
  
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that build knowledge about a topic.
  
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing

## Text Support

(L.3.1f)

**Spelling: Vowel +/r/ sound TE p. T316** (L.3.2e)

**Informative Writing: Ideas TE p. T317**(W.3.2a,

W.3.2b)

“DAY 3”

**Phonics: Words with ar, or, ore TE p. T320**

(RF.3.3c)

**Readers Guide TE p. T322** (RI.3.1, SL.3.1b,

SL.3.1d)

**Apply Vocabulary Knowledge TE p. T324**

(L.3.5b, L.3.6)

**Grammar: Pronoun-Verb Agreement TE p. T326**

(L.3.1f)

**Informative Writing: Prewrite TE p. T327**

(W.3.2b, W.3.5)

“DAY 4”

**Connect to the Topic: Informational Text TE p.**

**T330** (RI.3.5, RI.3.10)

**Compare Texts TE p. T331** (RI.3.1, RI.3.9,

SL.3.1a, SL.3.1d, SL.3.6)

**Informative Writing: Prewrite TE p. T335**

(W.3.2a, W.3.2b, W.3.5, W.3.8)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary**

**TE p. T338** (L.3.6)

**Research and Media Literacy: Take Notes TE p.**

**T339** (W.3.7, W.3.8)

**Grammar: Pronoun-Verb Agreement TE p. T340**

(L.3.1a, L.3.1f)

**Spelling: Vowel +/r/ sounds TE p. T340** (L.3.2e)

**Informative Writing: Prewrite TE p. T342**

(W.3.2a, W.3.2b, W.3.5, W.3.8, W.3.10)

## Resources

- E 40 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: Dogs That Help People T361

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

## Standards & Benchmarks

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1d 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 elaboration and detail.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns,

## Text Support

## Resources



## Standards & Benchmarks

verbs, adjectives, and adverbs in general and their functions in particular sentences.

- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.\*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## Text Support

## Resources

### Unit 3, Lesson 15 (Week 19, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to

### UNIT 3, LESSON 15

**ANCHOR TEXT:** The Extra-good Sunday  
(Humorous Fiction)

**Connected Text:** Imagine a Recipe (Informational)

**Essential Question:** Why are safety rules important?

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Kitchen Science T449

## Standards & Benchmarks

demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

## Integration of Knowledge and Ideas

- RL.3.7 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.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text

- 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.3.9 Compare and contrast the most important points and key details presented in

## Text Support

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE p. T380** (SL.3.4)

**Phonics: Words with *er, ir, ur, or* TE p. T382**  
**Introduce Vocabulary TE pp. T384-T385** (L.3.6)  
**First Read: Think Through the Text (Use Text Evidence) TE pp. T388-T398** (RL.3.1, RL.3.2, RL.3.3, RL.3.6, RL.3.7)

**Grammar: Verb Tenses TE p. T400** (L.3.1e)  
**Informative Writing: Draft TE p. T401** (W.3.2a, W.3.2b, W.3.4, W.3.8)  
“DAY 2”

**Dig Deeper: Understanding Characters/Formal and Informal Language TE p. T405** (RL.3.3)

**Second Read: Analyze the Text TE p. T405** (RL.3.3, L.3.3b)

**Your Turn TE p. T406** (RL.3.1, RL.3.3, SL.3.1a-d)  
**Write About Reading Performance Task TE p. T407** (W.3.1a, W.3.1b, W.3.1d, W.3.10)

**Grammar: Verb Tenses TE p. T408** (L.3.1a)  
**Spelling: Vowel + /r/ sound in *nurse* TE p. T408** (L.3.2e)

**Informative Writing: Voice TE p. T409** (W.3.4, W.3.8)  
“DAY 3”

**Phonics: Words with *er, ir, ur, or* TE p. T412**(RF.3.3c)

**Readers Guide TE p. T414** (RL.3.1, RL.3.2, SL.3.1a-d)

**Apply Vocabulary Knowledge TE p. T416** (L.3.5b, L.3.6)

**Grammar: Verb Tenses TE p. T418** (L.3.1e)  
**Informative Writing: Drafting TE p. T419** (W.3.2d, W.3.4, W.3.8)

### “DAY 4”

**Connect to the Topic: Informational Text TE p. T422** (RI.3.3)

**Compare Texts TE p. T423** (RI.3.3, RI.3.9, SL.3.1a, SL.3.1b, SL.3.6)

**Informative Writing: Draft TE p. T427** (W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.8)

## Resources

- Differentiate Comprehension T451
- Differentiate Vocabulary Strategies Using a Thesaurus T459
- Leveled Practice:15.1-15.3
- Audio: The Extra-Good Sunday
- Video Clip: Cooking Together
- Vocab in Context Cards 113-120 Talk It Over Activities ELL 15.2
- English Language Learner Tab:
- E 42 (Speaking and Listening/Develop Target Vocabulary)
- E 43 (Scaffold Comprehension: The Extra-Good Sunday)ELL 15.5
- E 44 (Scaffold Comprehension: The Extra-Good Sunday)
- E 47 (Using a Thesaurus)
- E 48 (Scaffold Informational Text: Imagine a Recipe)
- E 50 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: Carlo Watches the Boys T457

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

See below for lesson link

- Lesson 15 - Target Skill - Understanding Characters

### Professional Development

coming in 2014-15...

 [3rd Grade Lesosn 15 - Target](#)

## Standards & Benchmarks

two texts on the same topic.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing  
Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1d Provide a concluding statement or section.
  
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.
- W.3.2d Provide a concluding statement or section.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  
- W.3.8 Recall information from experiences or gather information from print and digital sources;

## Text Support

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary**  
TE p. T430 (L.3.6)

**Speaking and Listening: Hold a Group Conversation** TE p. T431 (RL.3.9, SL.3.1a-d, SL.3.3, L.3.3a)

**Grammar: Verb Tenses** TE p. T432 (L.3.1a)

**Spelling: Vowel + /r/ Sound in *nurse*** TE p. T432 (L.3.2e)


**Informative Writing: Revise, Proofread, Publish**  
TE p. T434 (W.3.2b, W.3.2c, W.3.5, W.3.6, L.3.3b)

## Resources

[Skill - Understanding](#)

[Characters.doc](#)

 [Lesson - Target Skill - Understanding Characters PPT](#)

 [Grammar Snap Video: Verb Tenses \(repeat video from Lesson 7\) \(1:38\)](#)

## Standards & Benchmarks

take brief notes on sources and sort evidence into provided categories.

## Text Support

## Resources

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.

### Presentation of Knowledge and Ideas

- 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.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language Conventions of Standard English

## Standards & Benchmarks

## Text Support

## Resources

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.\*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.3.3a Choose words and phrases for effect.
- L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## Standards & Benchmarks

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 3 - Assessment and Reteach (Week 20, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring

## Text Support

### Unit 3 Assess and Reteach

**Administer Common Assessment 3**  
**Choose 3 days of lessons from the following choices based on student needs:**

#### **RETEACH**

#### TE Intervention Tab

Unit 3 Lesson 11 Day 1-Day 5

- *Phonics: Diphthongs oi, oy TE p. S2 & S6 (RF.3.3)*
- *Target Vocabulary TE p. S3 & S10 (L.3.5b, W.3.10)*
- *Sequence of Events TE p. S4 (RI.3.1)*
- *More Plural Nouns TE p. S8 (L.3.1b)*

Unit 3 Lesson 12 Day 1-Day 5

- *Phonics: Homophones TE p. S12 (L3.4a)*
- *Target Vocabulary TE p. S13 & S20 (L.3.4a)*
- *Theme TE p. S14 (RL.3.2)*
- *Phonics: Words ending in -er, -le TE p. S16 (RF.3.3)*
- *Writing Quotations TE p. 18 (L.3.2c)*

Unit 3 Lesson 13 Day 1-Day 5

- *Phonics: Contractions with n't, 'd, 've TE p. S22 (RF.3.3)*
- *Target Vocabulary TE p. S23 & S30 (L.3.6, W.3.10)*
- *Compare and Contrast TE p. S24 (RL.3.9)*
- *Fluency: Reading Rate TE p. S26*

## Resources

## Standards & Benchmarks

explicitly to the text as the basis for the answers.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1b Form and use regular and irregular plural

## Text Support

(RF.3.4b)

- *Subject-Verb Agreement TE p. S28* (L.3.1f)

Unit 3 Lesson 14 Day 1-Day 5

- *Phonics: Words with ar, or, ore TE p. S32 & S36* (RF.3.3)
- *Target Vocabulary TE p. S33 & S40* (L.3.5b, L.3.6, W.3.10)
- *Author's Purpose TE p. S34* (RL.3.1)
- *Pronoun-Verb Agreement TE p. S38* (L.3.1)

Unit 3 Lesson 15 Day 1-Day 5

- *Phonics: Words with er, ir, ur, or TE p. S42 & S46* (RF.3.3)
- *Target Vocabulary TE p. S43 & S50* (L.3.4a)
- *Understanding Characters TE p. S44* (RL.3.3)
- *Verb Tenses TE p. S48* (L.3.1e)

TE Small Group Tab

Day 5 Options for Reteaching

Unit 3 Lesson 11

- *Phonics: Vowel Diphthongs oi, oy TE p. T86* (RF.3.3)
- *Language: More Plural Nouns/Informative Writing TE p. T86* (L.3.1b, W.3.2)
- *Vocabulary: Suffixes -less, -ful, -ous TE p. T87* (RF.3.3a, L.3.4b)
- *Comprehension: Sequence of Events TE p. T87* (RI.3.1)

Unit 3 Lesson 12

- *Phonics: Homophones; Words Ending in -er and -le TE p. T180* (RF.3.3)
- *Language: Quotations/Informative Writing*

## Resources

## Standards & Benchmarks

- nouns.
- L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  - L.3.1f Ensure subject-verb and pronoun-antecedent agreement.\*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2c Use commas and quotation marks in dialogue.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b 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.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general

## Text Support

*TE p. T180 (L.3.2c, W.3.2)*

- *Vocabulary: Idioms TE p. T181 (L.3.5a)*
- *Comprehension: Theme TE p. T181 (RL.3.2)*

### Unit 3 Lesson 13

- *Phonics: Contractions with n't, 'd, 've TE p. T272 (RF.3.3)*
- *Language: Subject-Verb Agreement/Informative Writing TE p. T272 (L.3.1f, W.3.2)*
- *Vocabulary: Homophones and Homographs TE p. T273 (L.3.4a)*
- *Comprehension: Compare and Contrast TE p. T273 (RL.3.9)*

### Unit 3 Lesson 14

- *Phonics: Words with ar, or, ore TE p. T364 (RF.3.3)*
- *Language: Pronoun-Verb Agreement/Informative Writing TE p. T364 (L.3.1, W.3.2)*
- *Vocabulary: Prefixes in-, im- TE p. T365 (L.3.4b)*
- *Comprehension: Author's Purpose TE p. T365 (RL.3.1)*

### Unit 3 Lesson 15

- *Phonics: Words with er, ir, ur, or TE p. T460 (RF.3.3)*
- *Language: Verb Tenses/Informative Writing TE p. T460 (L.3.1e, W.3.2)*
- *Vocabulary: Using a Thesaurus TE p. T461 (L.3.4d)*
- *Comprehension: Understanding Characters TE p. T461 (RL.3.3)*

## Resources



## Standards & Benchmarks

academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 4, Lesson 16 (Week 21, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.6 Distinguish their own point of view from

## Text Support

### UNIT 4, LESSON 16

**ANCHOR TEXT:** Judy Moody Saves the World! (Humorous Fiction)

**Connected Text:** My Smelly Pet (Humorous Fiction)

**Essential Question:** Why is it important to take care of our environment?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T14-T15 (SL.3.3)**

**Phonics: Words with *air, ear, are* TE pp. T16-T17(RF.3.3c)**

**Introduce Vocabulary TE pp. T18-T19 (L.3.6)**

**First Read: Think Through the Text (Use Text Evidence) TE pp. T22-T34 (RL.3.5, RL.3.9)**

**Grammar: What are Adjectives and Articles? TE p. T36 (L.3.1a)**

**Opinion Writing: Introduce the Model TE p. T37 (W.3.1, W.3.1b)**

#### “DAY 2”

**Dig Deeper: Story Structure/Theme TE p. T40 (RL.3.3, RL.3.5)**

**Second Read: Analyze the Text TE p. T41 (RL.3.2, RL.3.3, RL.3.5)**

**Your Turn TE p. T42 (RL.3.5, RL.3.6, SL.3.1d)**

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Recycle, Reuse, and Reduce T83
- Differentiate Comprehension T85
- Differentiate Vocabulary Strategies Context Clues T93
- Using Sentence Frames T28 and T34
- Leveled Practice ELL 16.1-16.3
- Audio: Judy Moody Saves the World!
- Video Clip: Caring For Our Earth
- Vocabulary in Context Cards 121-130 Talk It Over Activities
- English Language Learner Tab:
- E 2 (Speaking and Listening/Develop Target Vocabulary) ELL16.4
- E 3 (Scaffold Comprehension: Judy Moody

## Standards & Benchmarks

that of the narrator or those of the characters.

- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

### Text Types and Purposes

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.1d Provide a concluding statement or section.

## Text Support

**Write About Reading Performance Task TE p. T43** (W.3.1a, W.3.1b, W.3.10)

**Grammar: What are Adjectives and Articles? TE p. T44** (L.3.1a)

**Spelling: Vowel + /r/ sounds in *air* and *fear* TE p. T44** (L.3.2f)

**Opinion Writing: Focus Trait: Ideas TE p. T45** (W.3.1b)  
“DAY 3”

**Phonics: Words with *air*, *ear*, *are* TE p. T48**

**Readers Guide TE p. T50** (RL.3.1, SL.3.1b, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T52** (L.3.5b, L.3.6)

**Grammar: What Are Adjectives and Articles? TE p. T54** (L.3.1a)

**Opinion Writing: Prewrite TE p. T55** (W.3.5)  
“DAY 4”

**Connect to the Topic: Humorous Fiction TE pp. T58-T61** (RL.3.3, RL.3.10)

**Compare Texts TE p. T61** (RL.3.1, RL.3.2, RL.3.9)

**Opinion Writing: Draft TE p. T65** (W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T68** (L.3.6)

**Speaking and Listening: Report on a Text TE p. T69** (RL.3.9, SL.3.3, SL.3.4, L.3.6)

**Grammar: Weekly Review: What Are Adjectives and Articles? TE pp. T70-T71** (L.3.1a, L.3.1h, L.3.1i)

**Spelling: Vowel + /r/ sounds in *air* and *fear* TE p. T70** (L.3.2f)

**Opinion Writing: Revise and Proofread TE pp. T72-73** (W.3.5)

## Resources

Saves The World) ELL16.5

- E 4 (Scaffold Comprehension: Judy Moody Saves The World)
- E 7 (Context Clues)
- E 8 (Scaffold Literature Selection: My Smelly Pet)
- E 10 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: The Green team T91

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

 [Grammar Snap Video: Adjectives \(1:31\)](#)

## Standards & Benchmarks

## Text Support

## Resources

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1b Follow agreed-upon rules 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.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### Presentation of Knowledge and Ideas

- SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking

## Standards & Benchmarks

## Text Support

## Resources

clearly at an understandable pace.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1h Use coordinating and subordinating conjunctions.
- L.3.1i Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic,

## Standards & Benchmarks

and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 4, Lesson 17 (Week 22, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text 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.3.6 Distinguish their own point of view from that of the author of a text.

#### Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., 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.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

#### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

## Text Support

### UNIT 4, LESSON 17

**ANCHOR TEXT:** The Albertosaurus Mystery: Philip Currie's Hunt in the Badlands (informational)

**Connected Text:** Finding Fossils for Fun (Informational)

**Essential Question:** What can fossils tell us about the past?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T110-T111** (SL.3.3, SL.3.6)

**Phonics: Words with /j/ and /s/ TE pp. T112-113** (RF.3.3c)

**Introduce Vocabulary TE pp. T114-T115** (L.3.6)

**First Read: Think Through the Text (Use Text Evidence) TE pp. T118-T127** (RI.3.1, RI.3.6, RI.3.10)

**Grammar: Adjectives That Compare TE p. T130** (L.3.1g)

**Opinion Writing: Introduce the Model TE p. T131** (W.3.1a, W.3.1b)

#### “DAY 2”

**Dig Deeper: Conclusions/Point of View TE p. T134** (RI.3.1, RI.3.6)

**Second Read: Analyze the Text TE p. T135** (RI.3.1, RI.3.2, RI.3.6)

**Your Turn TE p. T136** (RI.3.1, RI.3.7, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.6)

**Write About Reading Performance Task TE p. T137** (RI.3.1, W.3.1a, W.3.1b, W.3.1d, W.3.10, L.3.1d, L.3.1e)

**Grammar: Adjectives That Compare TE p. T138** (L.3.1g)

**Spelling: Words with /j/ and /s/ TE p. T138**

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Meet Dino Sue! T175
- Differentiate Comprehension T177
- Differentiate Vocabulary Strategies Suffixes -ly T185
- Idiomatic Language T120
- Leveled Practice ELL 17.1-17.3
- Audio: The Albertosaurus Mystery: Philip Currie's Hunt in the Badlands
- Vocab in Context Cards 131-140 Talk It Over Activities
- English Learner Tab:
- E 12 (Speaking and Listening/Develop Target Vocabulary) ELL 17.4
- E 13 (Scaffold Comprehension: The Albertosaurus Mystery) ELL 17.5
- E 14 (Scaffold Comprehension: The Albertosaurus Mystery)
- E 17 (Suffix -ly)
- E 18 (Scaffold Informational Text: Finding Fossils For Fun)
- E 20 (Compare Text/ Build Academic Sentence Structures)
- Leveled Reader: Learning

## Standards & Benchmarks

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing  
Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1d Provide a concluding statement or section.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Text Support

(L.3.1g)

**Opinion Writing: Focus Trait: Voice TE p. T139**

(W.3.1b)

“DAY 3”

**Phonics: Words with the VCCV Pattern TE p. T142** (RF.3.3c)

(RF.3.3c)

**Readers Guide TE p. T144** (RI.3.1, RI.3.2, SL.3.1a, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T146**

(L.3.4d, L.3.5b, L.3.6)

**Grammar: Adjectives That Compare TE p. T148**

(L.3.1g)

**Opinion Writing: Prewrite TE p. T149** (W.3.5)

“DAY 4”

**Connect to the Topic: Informational Text TE pp. T152-T153** (RI.3.7, RI.3.10)

**Compare Texts TE p. T153** (RI.3.1, RI.3.9, SL.3.6)

**Opinion Writing: Draft TE p. T157** (W.3.1a,

W.3.1b, W.3.1d, W.3.4)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T160** (L.3.6)

**Speaking and Listening: Ask and Answer**

**Questions TE p. T161** (SL.3.3, SL.3.4)

**Grammar: Weekly Review: Adjectives That Compare TE p. T162** (L.3.1g)

**Spelling: Words with /j/ and /s/ TE p. T162** (L.3.1g)

**Opinion Writing: Revise and Proofread TE pp.**

**T164-T165** (W.3.5)

## Resources

from Fossils T183

**Think Central**

coming in 2014-15...

**Teaching Resources/Documents**


See below for linked lesson

- Lesson 17 - Close Reading

**Professional Development**

coming in 2014-15...

 [3rd Grade Lesson 17 - Close Reading.doc](#)

 [Grammar Snap Video: Comparative and Superlative Adjectives \(2:02\)](#)

## Standards & Benchmarks

## Text Support

## Resources

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
  
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### Presentation of Knowledge and Ideas

- 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. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard

## Standards & Benchmarks

## Text Support

## Resources

English grammar and usage when writing or speaking.

- L.3.1d Form and use regular and irregular verbs.
- L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we



## Standards & Benchmarks

went looking for them).

### Unit 4, Lesson 18 (Week 23, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text 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.

#### Craft and Structure

- 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. (See grade 3 Language standards 4-6 for additional expectations.) CA

#### Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., 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.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

#### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text

## Text Support

### UNIT 4, LESSON 18

**ANCHOR TEXT:** A Tree is Growing (Informational Text)

**Connected Text:** Stopping by Woods on a Snowy Evening (Poetry)

**Essential Question:** What are some differences among types of trees?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T202-T203** (SL.3.3, SL.3.6)

**Introduce Vocabulary TE pp. T206-T207** (L.3.6)

**First Read: Think Through the Text (Use Text Evidence) TE pp. T210-T222** (RI.3.5, RI.3.7, RI.3.10)

**Grammar: The Verb *be* and Helping Verbs TE p. T224** (L.3.1d)

**Spelling: The /k/ and /kw/ Sounds TE p. T224** (L.3.2f)

**Opinion Writing: Introduce the Model TE p. T225** (W.3.1a, W.3.1b)

#### “DAY 2”

**Dig Deeper: Text and Graphic**

**Features/Domain-Specific Vocabulary TE p. T229** (RI.3.4, RI.3.5, RI.3.7, L.3.4a, L.3.6)

**Second Read: Analyze the Text TE p. T230** (RI.3.4, RI.3.7, L.3.4a, L.3.6)

**Your Turn TE p. T230** (RI.3.1, RI.3.5, RI.3.7, SL.3.1a, SL.3.1d)

**Write About Reading Performance Task TE p. T231** (RI.3.1, RI.3.7, W.3.10, SL.3.1a, SL.3.1d, L.3.3a)

**Grammar: The Verb *be* and Helping Verbs TE p. T232** (L.3.1d)

**Spelling: The /k/ and /kw/ Sounds TE p. T232** (L.3.2f)

**Opinion Writing: Word Choice TE p.**

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: City Parks T269
- Differentiate Comprehension T271
- Differentiate Vocabulary Strategies Words Roots T279
- Audio: A Tree Is Growing
- Video Clip: Snow
- Leveled Practice ELL 18.1-18.3
- Vocabulary in Context Cards 141-150 Talk It Over Activities ELL 18.2
- English Language Learner Tab:
- E 22 (Speaking and Listening/Develop Target Vocabulary) ELL18.4
- E 23 (Scaffold Comprehension: A Tree Is Growing) ELL18.5
- E 24 (Scaffold Comprehension: A Tree Is Growing)
- E 27 (Word Roots)
- E 28 (Scaffold Poetry Selection: Stopping By Woods on a Snowy Evening)
- E 30 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: All About Pines T277

### Think Central

## Standards & Benchmarks

complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- W.3.1d Provide a concluding statement or section.
  
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## Text Support

**T233**(W.3.1a, W.3.1b)

“DAY 3”

**Readers Guide TE p. T238** (RI.3.1, RI.3.2, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T240**

(L.3.5b, L.3.6)

**Grammar: The Verb *be* and Helping Verbs TE p. T242** (L.3.1d)

**Spelling: The /k/ and /kw/ Sounds TE p. T242**

(L.3.2f)

**Opinion Writing: Prewrite TE p. T243** (W.3.5)

“DAY 4”

**Connect to the Topic: Informational Text TE p. T246** (RL.3.5, RL.3.10)

**Compare Texts TE p. T247** (RI.3.9, W.3.2a, W.3.2b)

**Opinion Writing: Draft TE p. T251** (W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T254** (L.3.6)

**Speaking and Listening: Create an Audio Recording TE p. T255** (RF.3.4b, SL.3.5, SL.3.5)

**Grammar: The Verb *be* and Helping Verbs TE p. T256** (L.3.1f, L.3.1h, L.3.1i)

**Spelling: Phonics: The /k/ and /kw/ Sounds TE p. T256** (L.3.2f)

**Opinion Writing: Revise and Proofread TE p. T258** (W.3.5)

## Resources

coming in 2014-15...

**Teaching Resources/Documents**

coming in 2014-15...

**Professional Development**

coming in 2014-15...

## Standards & Benchmarks

- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
  
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
  
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

## Text Support

## Resources

## Standards & Benchmarks

## Text Support

## Resources

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1c Use abstract nouns (e.g., childhood).
- L.3.1d Form and use regular and irregular verbs.
- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.\*
- L.3.1h Use coordinating and subordinating conjunctions.
- L.3.1i Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.3.3a Choose words and phrases for effect.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.3.4a Use sentence-level context as a clue to

## Standards & Benchmarks

the meaning of a word or phrase.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 4, Lesson 19 (Week 24, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza;

## Text Support

### UNIT 4, LESSON 19

**ANCHOR TEXT:** Two Bear Cubs (Myth/Play)  
**Connected Text:** Whose Land Is It?  
(Informational Text)

**Essential Question:** How do members of a community help each other?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T296-T297 (SL.3.4)**  
**Introduce Vocabulary TE pp. T300-T301 (L.3.6)**  
**First Read: Think Through the Text (Use Text Evidence) TE pp. T304-T314 (RL.3.2, RL.3.5, RL.3.10, RF 3.4a)**  
**Grammar: Irregular Verbs TE p. T316 (L.3.1d)**

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Yosemite National Park T361
- Differentiate Comprehension T363
- Differentiate Vocabulary Strategies Prefixes pre-, re-, bi-
- Audio: Two Bear Cubs
- Video Clips: Wild Animals in the City
- Leveled Practice ELL 19.1-19.3
- Vocabulary in Context Cards 151-160 Talk It Over

## Standards & Benchmarks

describe how each successive part builds on earlier sections.

### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., 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.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

## Text Support

**Spelling: Vowel sounds in *spoon* and *wood* TE p. T316** (RF.3.3c)

**Opinion Writing: Introduce the Model TE p. T317** (W.3.1a, W.3.1b)  
“DAY 2”

**Dig Deeper: Story Structure/Story Message TE p. T321** (RL3.2, RL3.5)

**Second Read: Analyze the Text TE pp. T304-T315** (RL.3.2)

**Your Turn TE p. T322** (RL.3.1, RL.3.3, L.3.1, SL.3.1d)

**Write About Reading Performance Task TE p. T323** (RL.3.1, RL.3.3, RL.3.5, W3.10, SL.3.1d)

**Grammar: Irregular Verbs TE p. T324** (L.3.1d)

**Spelling: Vowel Sounds in *spoon* and *wood* TE p. T324** (L.3.2e)

**Opinion Writing: Ideas TE p. T325** (W.3.1a, W.3.1b)

“DAY 3”  
**Phonics: Vowel Sounds in *spoon* and *wood* TE p. T328**(RF.3.3c, RF.3.4b)

**Readers Guide: TE p. T330** (RL.3.1, SL.3.1b, SL.3.1d)

**Apply Vocabulary TE p. T332** (L.3.4d, L.3.5b, L.3.6)

**Grammar: Irregular Verbs TE p. T334** (L.3.1d)

**Opinion Writing: Prewrite TE p. T335** (W.3.1a, W.3.1b)

“DAY 4”  
**Connect to the Topic: Informational Text TE p. T338** (RI.3.7, RI.3.10)

**Compare Texts TE p. T339** (RL.3.1, RI.3.9, SL.3.6)

**Opinion Writing: Prewrite TE p. T343** (W.3.1a, W3.1b, W3.5)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T346** (L.3.6)

**Research and Media Literacy: Paraphrasing v. Plagiarism TE p. T347** (W.3.7, W.3.8)

**Grammar: Irregular Verbs TE p. T348** (W.3.5)

**Spelling: Vowel sounds in *spoon* and *wood* TE p. T348** (RF.3.3c)

**Opinion Writing: Prewrite TE p. T350** (W.3.1a, W.3.1b, W.3.31d, W.3.4, W.3.5)

## Resources

Activities ELL 19.2

- English Language Learner Tab:
- E 32 (Speaking and Listening/Develop Target Vocabulary) ELL 19.4
- E 33 (Scaffold Comprehension: Two Bear Cubs) ELL 19.5
- E 34 (Scaffold Comprehension: Two Bear Cubs)
- E 37 (Prefixes pre-, re-,bi-)
- E 38 (Scaffold Informational Text: Whose Land Is It?)
- E 40 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: The Ungrateful Tiger T369

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

## Standards & Benchmarks

## Text Support

## Resources

- RF.3.3c Decode multisyllable words.

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

### Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1d Provide a concluding statement or section.

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that

## Standards & Benchmarks

build knowledge about a topic.

- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1b Follow agreed-upon rules 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.3.1d Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

- 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. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Text Support

## Resources



## Standards & Benchmarks

- L.3.1d Form and use regular and irregular verbs.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal

## Text Support

## Resources

## Standards & Benchmarks

relationships (e.g., After dinner that night we went looking for them).

### Unit 4, Lesson 20 (Week 25, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature

- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills

## Text Support

### UNIT 4, LESSON 20

**ANCHOR TEXT:** Life on the Ice (Informational)  
**Connected Text:** The Raven an Inuit Myth (Myth)  
**Essential Question:** What are the coldest places on Earth?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T388-T389** (SL.3.2, SL.3.3)

**Introduce Vocabulary TE pp. T392-T393** (L.3.6)  
**First Read: Think Through the Text (Use Text Evidence) TE pp. T396-T407** (RI.3.2, RI.3.10, RF.3.4a)

**Grammar: Adverbs TE p. T408** (L.3.1a)

**Spelling: Compound Words TE p. T408** (L.2.4d)

**Opinion Writing: Draft TE p. T409** (W.3.1a, W.3.1b, W.3.4)

#### “DAY 2

**Dig Deeper: Main Ideas and Details/Literal and Nonliteral Meanings TE p. T412** (RI.3.2, L.3.4a, L.3.5a)

**Second Read: Analyze the Text TE p. T413** (RI.3.2, L.3.4a, L.3.5a)

**Your Turn TE p. T414** (RI.3.1, SL.3.1a, SL.3.1b, SL.3.1d)

**Write About Reading Performance Task TE p. T415** (RI.3.1, RI.3.2, W.3.1a, W.3.1b, W.3.1c, W.3.1d, SL.3.1a, SL.3.1d)

**Grammar: Teach Adverbs TE p. T416** (L.3.1a)

**Spelling: Compound Words TE p. T416** (L.2.4d)

**Opinion Writing: Organization TE p. T417** (W.3.1a, W.3.1b, W.3.1c, W.3.4)

#### “DAY 3”

**Phonics: Compound Words TE p. T420** (RF.3.3c)

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Emperor Penguins T457
- Differentiate Comprehension T459
- Differentiate Vocabulary Strategies Dictionary/Glossary T467
- Idiomatic Language T404
- Audio: Life on the Ice
- Leveled Practice ELL20.1-20.3
- Vocabulary in Context Cards 161-170 Talk It Over Activities ELL 20.2
- English Language Learner Tab:
- E 42 (Speaking and Listening/Develop Target Vocabulary) ELL 20.4
- E 43 (Scaffold Comprehension: Life on the Ice) ELL 20.5
- E 44 (Scaffold Comprehension: Life on the Ice)
- E 47 (Dictionary/ Glossary)
- E 48 (Scaffold Myth Selections: The Raven: An Inuit Myth)
- E 50 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: Staying Cool in the Heat T465

## Standards & Benchmarks

### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

### Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6 With guidance and support from adults,

## Text Support

**Readers Guide: Revisit the Anchor Text TE p. T422** (RI.3.2, SL.3.1a, SL.3.1c, RI.3.1, SL.3.1b, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T424** (L.3.5b, L.3.6)

**Grammar: Teach Adverbs TE p. T426** (L.3.1a)  
**Opinion Writing: Draft TE p. T427** (W.3.1b, W.3.4)

**“DAY 4”**

**Connect to the Topic: Informational Text TE p. T430** (RL.3.2, RL.3.10)

**Compare Texts TE p. T431** (SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d)

**Opinion Writing: Draft and Revise TE p. T435** (W.3.5)  
**“DAY 5”**

**Extend the Topic: Domain Specific Vocabulary TE p. T438** (L.3.6)

**Research and Media Literacy: Citing Sources TE p. T439** (W.3.6, W.3.7, W.3.8)

**Grammar: Connect to Writing TE p. T440** (L.3.1a)

**Spelling: Compound Words TE p. T440** (L.2.4d)

**Opinion Writing: Proofread and Publish TE p. T435** (W.3.5)

## Resources

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

See below for linked lesson

- **Lesson 20 - Compare/Contrast Lesson**

### Professional Development

coming in 2014-15...

 [3rd Grade Lesson 20 Compare & Contrast.ppt](#)

 [Grammar Snap Video: Adverbs \(1:44\)](#)

## Standards & Benchmarks

use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d 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

## Text Support

## Resources

## Standards & Benchmarks

elaboration and detail.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic,

## Text Support

## Resources

## Standards & Benchmarks

and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 4 - Assessment and Reteach

(Week 26, 1  
Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature

- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text

- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CA: CCCS: ELA & Literacy in History/Social Studies,

## Text Support

### Unit 4 Assess and Reteach

#### **Administer Common Assessment 4**

**Choose 3 days of lessons from the following choices based on student needs:**

#### **RETEACH**

TE Intervention Tab

Unit 4 Lesson 16 Day 1-Day 5

- *Phonics: Words with air, are, ear TE p. S2 & S6 (RF.3.3)*
- *Target Vocabulary TE p. S3 & W.3.10 (L.3.4a)*
- *Story Structure TE p. S4 (RL.3.5)*
- *What Is an Adjective? TE p. S8 (L.3.1)*

Unit 4 Lesson 17 Day 1-Day 5

- *Phonics: Words with /j/ and /s/ TE p. S12 (RF.3.3)*
- *Target Vocabulary TE p. S13 & S20 (L.3.5b, W.3.10)*
- *Conclusions TE p. S14 (RL.3.3)*
- *Phonics: Words with VCCV Pattern TE p. S16 (RF.3.3)*
- *Adjectives That Compare TE p. S18 (L.3.1g, W.3.10)*

Unit 4 Lesson 18 Day 1-Day 5

- *Phonics: Words with /k/ and /kw/ TE p. S22 (RF.3.3)*
- *Target Vocabulary TE p. S23 & S30 (L.3.4a)*
- *Text and Graphic Features TE p. S24 (RI.3.5, RI.3.7)*
- *Fluency: Expression TE p. S26 (RF.3.4b)*

## Resources

## Standards & Benchmarks

Science, & Technical Subjects K–5, CA: Grade 3,  
Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word  
analysis skills in decoding words both in isolation and in  
text.

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

CA: CCCS: ELA & Literacy in History/Social Studies,  
Science, & Technical Subjects K–5, CA: Grade 3,  
Writing

Text Types and Purposes

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies,  
Science, & Technical Subjects K–5, CA: Grade 3,  
Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Text Support

- *Using the Verb be and Helping Verbs TE p. S28 (L.3.1a)*

Unit 4 Lesson 19 Day 1-Day 5

- *Phonics: Vowel Sounds in spoon and wood TE p. S32 (RF.3.3)*
- *Target Vocabulary TE p. S33 & S40 (L.3.4a, W.3.10)*
- *Story Structure TE p. S34 (RL.3.3, RL.3.5)*
- *Phonics: Diphthongs ew, oo, ou, ue, and ui TE p. S36 (L.3.1d)*
- *More Irregular Verbs TE p. S38 (L.3.1d)*

Unit 4 Lesson 20 Day 1-Day 5

- *Phonics: Compound Words TE p. S42 (RF.3.3)*
- *Target Vocabulary TE p. S43 & S50 (L.3.4a)*
- *Main Ideas and Details TE p. S44 (RI.3.2)*
- *Fluency: Accuracy TE p. S46 (RF.3.4b)*
- *What Is an Adverb? TE p. S48 (L.3.1)*

TE Small Group Tab

Day 5 Options for Reteaching

Unit 4 Lesson 16

- *Phonics: Words with air, ear, are TE p. T94 (RF.3.3)*
- *Language: What Is an Adjective?/Opinion Writing TE p. T94 (L.3.1, W.3.1)*
- *Vocabulary: Context Clues TE p. T95 (L.3.4a)*
- *Comprehension: Story Structure TE p. T95 (RL.3.5)*

Unit 4 Lesson 17

- *Phonics: Words with /j/ and /s/; Words with the VCCCV Pattern TE p. T186 (RF.3.3)*
- *Language: Adjectives That*

## Resources

## Standards & Benchmarks

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1d Form and use regular and irregular verbs.
- L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b 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.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

## Text Support

*Compare/Opinion Writing TE p. T186*  
(L.3.1g, W.3.1, W.3.10)

- *Vocabulary: Suffix -ly TE p. T187* (L.3.4b)
- *Comprehension: Conclusions TE p. T187* (RL.3.3)

### Unit 4 Lesson 18

- *Phonics: Words with /k/ and /kw/ TE p. T280* (RF.3.3)
- *Language: Using the Verb be and Helping Verbs/Opinion Writing TE p. T280* (L.3.1a)
- *Vocabulary: Word Roots TE p. T281* (L.3.4c)
- *Comprehension: Text and Graphic Features TE p. T281* (RI.3.5, RI.3.7)

### Unit 4 Lesson 19

- *Phonics: Vowel Sounds in spoon and wood TE p. T372* (RF.3.3)
- *Language: Irregular Verbs/Write to Persuade TE p. T372* (L.3.1d, W.3.1)
- *Vocabulary: Prefixes pre-, re-, bi- TE p. T373* (L.3.4b)
- *Comprehension: Story Structure TE p. T373* (RL.3.3, RL.3.5)

### Unit 4 Lesson 20

- *Phonics: Compound Words TE p. T468* (RF.3.3)
- *Language: What Is an Adverb?/Opinion Writing TE p. T468* (L.3.1, W.3.1)
- *Vocabulary: Dictionary/Glossary TE p. T469* (L.3.4d)
- *Comprehension: Main Ideas and Details TE p. T469* (RI.3.2)

## Resources



## Standards & Benchmarks

### Unit 5, Lesson 21 (Week 27, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 1, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA
- RL.3.6 Distinguish their own point of view from

## Text Support

### UNIT 5, LESSON 21

**ANCHOR TEXT:** Sarah, Plain and Tall (Historical Fiction)

**Connected Text:** Wagons of the Old West (Informational Text)

**Essential Question:** What was life on the prairie like for the pioneers?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T14-T15** (SL.3.3, SL.3.6)

**Phonics: Base Words and -ed, -ing TE pp.T16-T17** (RF.3.3c)

**Introduce Vocabulary T18-T19** (L.3.6)

**First Read: Think Through the Text (Use Text Evidence) TE pp. T22-T30** (RL.3.3, RL.3.10, RF.3.4a)

**Grammar: Adverbs That Compare TE p. T32** (L.3.1g)

**Narrative Writing: Introduce the Model TE p. T33** (W.3.3a, W.3.3b, W.3.3c, W.3.3d)

#### “DAY 2”

**Dig Deeper: Story Structure/Point of View TE p. T36** (RL.3.3, RL.3.6)

**Second Read: Analyze the Text TE p. T37** (RL.3.3, RL.3.6)

**Your Turn TE p. T38** (RL.1.1, RL.3.1, RL.3.3, RL.3.4, SL.3.1a, SL.3.1d)

**Write About Reading Performance Task TE p. T39** (W.3.1a, W.3.1b, W.3.1d, W.3.10, L.3.1d, L.3.1e)

**Grammar: Adverbs That Compare TE p. T40** (L.3.1g)

**Spelling: Words with -ed and -ing TE p. T40** (L.3.2e, L.3.2f)

**Narrative Writing: Ideas TE p. T41** (W.3.3a, W.3.3b, W.3.3c, W.3.3d)

#### “DAY 3”

**Phonics: Base Words and -ed, -ing TE p. T44** (RF.3.3c)

**Readers Guide TE p. T46** (RL.3.1, RL.3.2,

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Life on the Prairie T77
- Differentiate Comprehension T79
- Differentiate Vocabulary Strategies Base Words and Prefix non- T87
- Using Sentence Frames T20
- Audio: Sarah, Plain and Tall
- Leveled Practice ELL 21.1-21.3
- Vocabulary in Context Cards 171-180 Talk It Over Activities ELL21.2
- English Language Learner Tab:
- E 2 (Speaking and Listening/Develop Target Vocabulary) ELL 21.2
- E 3 (Scaffold Comprehension: Sarah, Plain and Tall) ELL 21.5
- E 4 (Scaffold Comprehension: Sarah, Plain and Tall)
- E 7 (Prefix non-)
- E 8 (Scaffold Informational Text: Wagons Of the Old West)
- E 10 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: Asleep in the Grass T81

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

## Standards & Benchmarks

that of the narrator or those of the characters.

### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text

- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

### Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

## Text Support

SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T48** (L.3.5b, L.3.6)

**Grammar: Adverbs That Compare TE p. T50** (L.3.1g)

**Narrative Writing: Prewrite TE p. T51** (W.3.5)  
“DAY 4”

**Connect to the Topic: Informational Text TE p. T54** (RI.3.2, RI.3.7, RI.3.10)

**Compare Texts TE p. T55** (RL.3.1, RL.3.7, RI.3.1, RI.3.7, RI.3.9, W.4.10)

**Narrative Writing: Draft TE p. T59** (W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.10)  
“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T62** (L.3.6)

**Speaking and Listening: Holding a Group Discussion TE p. T63** (SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d)

**Grammar: Adverbs That Compare TE p. T64** (L.3.1g)

**Spelling: Words with -ed and -ing TE p. T64** (L.3.2e, L.3.2f)

**Narrative Writing: Revise and Proofread TE p. T66** (W.3.3c, W.3.5)

## Resources

coming in 2014-15...

**Professional Development**  
coming in 2014-15...

## Standards & Benchmarks

## Text Support

## Resources

- RF.3.3c Decode multisyllable words.

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

### Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1d Provide a concluding statement or section.
  
- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c Use temporal words and phrases to signal event order.
- W.3.3d Provide a sense of closure.

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing

## Standards & Benchmarks

types are defined in standards 1–3 above.)

- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
  
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
  
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific

## Text Support

## Resources

## Standards & Benchmarks

## Text Support

## Resources

expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1d Form and use regular and irregular verbs.
- L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when

## Standards & Benchmarks

encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 5, Lesson 22 (Week 28, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring

## Text Support

### UNIT 5, LESSON 22

**ANCHOR TEXT:** The Journey: Stories of Migration (Informational Text)

**Connected Text:** The Grasshopper and the Ant (Fable)

**Essential Question:** Why do animals migrate to other places?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T104-T105 (SL.3.2)**

**Phonics: Spelling Changes: -s, -es, -ed, -ing TE pp. T106-T107 (RF.3.3c)**

**Introduce Vocabulary TE pp. 108-T109 (L.3.6)**

**First Read: Think Through the Text (Use Text Evidence) TE pp. T112-T121 (RI.3.8, RI.3.10, RF.3.4a, L.3.3a)**

**Grammar: Making Comparisons TE p. T124 (L.3.1g)**

**Narrative Writing: Introduce the Model TE p. T125 (W.3.3a, W.3.3b, W.3.3c, W.3.3d)**

#### “DAY 2”

**Dig Deeper: Compare and Contrast/Author's Word Choice TE p. T128 (RI.3.8, L.3.3a)**

**Second Read: Analyze the Text TE p. 129 (RI.3.8, L.3.3a)**

**Your Turn TE p. T130 (RI.3.1, RI.3.2, RI.3.7, RI.3.8, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d)**

**Write About Reading Performance Task TE P. T131 (W.3.1a, W.3.1b, W.3.1d, W.3.10, L.3.3a)**

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Flight of the Swallows T169
- Differentiate Comprehension T171
- Differentiate Vocabulary Strategies Word Roots T179
- Use Sentence Frames T114
- Leveled Practice ELL 22.1-22.3
- Audio; The Journey: Stories of Migration
- Video Clip: The Monarch Butterfly
- Vocabulary in Context Cards 181-190 Talk It Over Activities
- English Language Learner Tab:
- E 12 (Speaking and Listening/Develop Target Vocabulary) ELL22.4
- E 13 (Scaffold Comprehension: The Journey) ELL 22.5
- E 14 (Scaffold Comprehension: The Journey)
- E 17 (Word Roots)

## Standards & Benchmarks

explicitly to the text 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.

### Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., 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).
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

### Fluency

## Text Support

**Grammar: Making Comparisons TE p. T132** (L.3.1g)

**Spelling: Changing Final *y* to *i* TE p. T132** (L.3.2f)

**Narrative Writing: Word Choice TE p. T133** (L.3.3a)  
“DAY 3”

**Phonics: Less Common Plurals TE p. T136** (RF.3.3d)

**Readers Guide TE p. T138** (RI.3.1, RI.3.2, SL.3.1a, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T140** (L.3.5b, L.3.6)

**Grammar: Making Comparisons TE p. T142** (L.3.1g)

**Narrative Writing: Prewrite TE p. T143** (W.3.5)  
“DAY 4”

**Connect to the Topic: Informational Text TE p. T146** (RL.3.1, RL.3.2, RL.3.10)

**Compare Texts TE p. T147** (RL.3.1, RI.3.1, RI.3.9, SL.3.6)

**Narrative Writing: Draft TE p. T151** (W.3.3a, W.3.3b, W.3.4)  
“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T154** (L.3.6)

**Speaking and Listening: Create an Audio Recording TE p. T155** (RF.3.4b, SL.3.5)

**Grammar: Making Comparisons TE p. T156** (L.3.1g)

**Spelling: Changing Final *y* to *i* TE p. T156** (L.3.2f)

**Narrative Writing: Revise and Proofread TE p. T158** (W.3.5)

## Resources

- E 18 (Scaffold Fable Selection: The Grasshopper and the Ant)
- E 20 (Compare Texts/ Build Academic Sentence Structures)
- Leveled Reader: Fish That Migrate T177

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

## Standards & Benchmarks

## Text Support

## Resources

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3d Provide a sense of closure.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration



## Standards & Benchmarks

## Text Support

## Resources

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d 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.3.5 Create engaging audio recordings of stories or poems that 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. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1g Form and use comparative and

## Standards & Benchmarks

superlative adjectives and adverbs, and choose between them depending on what is to be modified.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.3.3a Choose words and phrases for effect.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## Text Support

## Resources

## Standards & Benchmarks

### Unit 5, Lesson 23 (Week 29, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.6 Distinguish their own point of view from that of the author of a text.
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

## Text Support

### UNIT 5, LESSON 23

**ANCHOR TEXT:** The Journey of Oliver K. Woodman (Fantasy)

**Connected Text:** Moving the U.S. Mail (Informational Text)

**Essential Question:** How can people communicate over long distances?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T196-T197** (SL.3.3, SL.3.6)

**Phonics: Suffixes -ful, -y, -ous, -ly, -er TE pp. TE pp. T198-T199**(RF.3.3a, RF.3.3b, RF.3.3c)

**Introduce Vocabulary TE pp. T200-T201** (L.3.6)

**First Read: Think Through the Text (Use Text Evidence) TE pp. T204-T216** (RL.3.5, RL.3.10, RF.3.4a, L.3.3b)

**Grammar: Possessive Nouns and Pronouns TE p. T218** (L.3.2d)

**Narrative Writing: Introduce the Model TE p. T219** (W.3.3a, W.3.3b, W.3.3c, W.3.3d)

#### “DAY 2”

**Dig Deeper: Sequence of Events/Formal and Informal Language TE p. T222** (RL.3.5, L.3.3b)

**Second Read: Analyze the Text TE p. T223** (RL.3.5, L.3.3b)

**Your Turn TE p. T224** (RL.3.1, RL.3.5, RL.3.7, SL.3.1a, SL.3.1d, L.3.3b)

**Write About Reading Performance Task TE p. T299** (L.3.1d, L.3.3a)

**Grammar: Possessive Nouns TE p. T226** (L.3.2d)

**Spelling: Suffixes -ful, -ly, and -er TE p. T226** (L.3.2e, L.3.2f)

**Narrative Writing: Voice TE p. T227** (W.3.3a, W.3.3b, W.3.3c, W.3.3d)

#### “DAY 3”

**Phonics: Suffixes -ful, -y, -ous, -ly, -er TE p. T230** (RF.3.3a, RF.3.3b, RF.3.3c)

**Readers Guide TE p. T232** (RL.3.1, RL.3.2,

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: Route 66 T263
- Differentiate Comprehension T265
- Differentiate Vocabulary Strategies Suffixes -er, -est T273
- Using Sentence Frames T214
- Idiomatic Language T216
- Leveled Practice ELL 23.1-23.3
- Audio: The Journey of Oliver K. Woodman
- Video Clip: Computer Messages
- Vocabulary in Context Cards 191-200 Talk It Over Activities
- English Language Learner Tab:
- E 22 (Speaking and Listening/Develop Target Vocabulary) ELL23.4
- E 23 (Scaffold Comprehension: The Journey of Oliver K. Woodman) ELL 23.5
- E 24 (Scaffold Comprehension: The Journey of Oliver K. Woodman)
- E 27 (Suffix -er, -est)
- E 28 (Scaffold Informational Text: Moving the U.S. Mail)
- E 30 (Compare Texts/ Build Academic Sentence Structures)

## Standards & Benchmarks

- RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.3.3b Decode words with common Latin suffixes.
- RF.3.3c Decode multisyllable words.

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c Use temporal words and phrases to signal event order.
- W.3.3d Provide a sense of closure.
  
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Text Support

SL.3.1a, SL.3.1b, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T234**  
(L.3.5b, L.3.6)

**Grammar: Possessive Nouns and Pronouns TE p. T236** (L.3.2d)

**Narrative Writing: Prewrite TE p. T237** (W.3.5)  
“DAY 4”

**Connect to the Topic: Informational Text TE p. T240** (RI.3.7, RI.3.10)

**Compare Texts TE p. T241** (RL.3.1, RI.3.1, RI.3.9, W.3.10)

**Narrative Writing: Draft TE p. T245** (W.3.3b, W.3.5, L.3.2c)

“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T248** (L.3.6)

**Speaking and Listening: Recount an Experience TE p. T249** (SL.3.3, SL.3.4, SL.3.6, L.3.6)

**Grammar: Possessive Nouns and Pronouns TE p. T250** (L.3.2d)

**Spelling: Suffixes *-ful*, *-ly*, and *-er* TE p. T250**  
(L.3.2e, L.3.2f)

**Narrative Writing: Revise and Proofread TE p. T252** (W.3.3b, W.3.5, L.3.3b)

## Resources

- Leveled Reader: Ursus Travels T271

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

 [Grammar Snap Video:](#)

[Apostrophes to Show Possession \(2:03\)](#)

 [Grammar Snap Video: Possessive Pronouns \(1:43\)](#)

## Standards & Benchmarks

## Text Support

## Resources

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1d Form and use regular and irregular verbs.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2d Form and use possessives.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations

## Standards & Benchmarks

(e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.3.3a Choose words and phrases for effect.
- L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## Text Support

## Resources

**Unit 5,**  
**Lesson 24**  
(Week 30, 1  
Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

### **UNIT 5, LESSON 24**

**ANCHOR TEXT:** Dog-of-the-Sea-Waves (Realistic Fiction)

**Connected Text:** The Land Volcanoes Built (Informational Text)

### **Universal Access Support** **ENGLISH LANGUAGE** **DEVELOPEMENT:**

- Vocab Reader: Sea Lions

## Standards & Benchmarks

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

### Integration of Knowledge and Ideas

- RL.3.7 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).

### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

### Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events

## Text Support

**Essential Question:** What changes do volcanoes cause?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T290-T291** (SL.3.3)

**Phonics: Prefixes** *un-*, *pre-*, *re-*, *bi-* **TE pp. T292-T293** (RF.3.3a, RF.3.3c)

**Introduce Vocabulary TE pp. T294-T295** (L.3.6)

**First Read: Think Through the Text (Use Text Evidence) TE pp. T298-T307** (RL.3.1, RL.3.7, RL.3.10, RF.3.4a)

**Grammar: Complex Sentences TE p. T310** (L.3.1a)

**Narrative Writing: Introduce the Model TE p. T311** (W.3.3a, W.3.3b, W.3.3c, W.3.3d)

### “DAY 2”

**Dig Deeper: Author's Purpose/Analyze**

**Illustrations TE p. T314** (RL.3.1, RL.3.2, RL.3.7)

**Second Read: Analyze the Text TE p. T315** (RL.3.1, RL.3.2, RL.3.7)

**Your Turn TE p. T316** (RL.3.1, RL.3.2, RL.3.3, RL.3.7, SL.3.1a, SL.3.1b, SL.3.1d)

**Write About Reading Performance Task TE p. T317** (W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.10)

**Grammar: Complex Sentences TE p. T318** (L.3.1i)

**Spelling: The Prefixes** *re-*, *un-* **TE p. T318** (L.3.2f)

**Narrative Writing: Ideas TE p. T319** (W.3.3b)

### “DAY 3”

**Phonics: Prefixes** *un-*, *pre-*, *re-*, *bi-* **TE p. T322** (RF.3.3a, RF.3.3c, L.3.2f)

**Readers Guide TE p. T324** (RL.3.1, RL.3.2, SL.3.1a, SL.3.1b, SL.3.1d, SL.3.2)

**Apply Vocabulary Knowledge TE p. T326** (L.3.5b, L.3.6)

**Grammar: Complex Sentences TE p. T328** (L.3.1h, L.3.1i)

**Narrative Writing: Prewrite TE p. T329** (W.3.3a, W.3.5)

### “DAY 4”

## Resources

T355

- Differentiate Comprehension T357
- Differentiate Vocabulary Strategies Shades of Meaning T365
- Audio: Dog-of-the-Sea-Waves
- Leveled Practice ELL 24.1-24.3
- Vocabulary in Context Cards 201-210 Talk It Over Activities ELL 24.2
- English Language Learner Tab:
- E 32 (Speaking and Listening/Develop Target Vocabulary) ELL 24.4
- E 33 (Scaffold Comprehension: Dog-of-the-Sea-Waves) ELL 24.5
- E34 (Scaffold Comprehension: Dog-of-the-Sea-Waves)
- E 37 (Shades of Meaning)
- E 38 (Scaffold Informational Text: The Land Volcanoes Built)
- E 40 (Compare Texts)
- Leveled Reader: The Girls Who Helped the Wolf T359

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

## Standards & Benchmarks

occur).

- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.3.3c Decode multisyllable words.

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.

## Text Support

**Connect to the Topic: Informational Text TE p. T332** (RI.3.1, RI.3.7, RI.3.10)

**Compare Texts TE p. T333** (RI.3.1, RI.3.1, RI.3.9, SL.3.1a, SL.3.1d, SL.3.6)

**Narrative Writing: Prewrite TE p. T337** (W.3.3a, W.3.3d, W.3.5)  
“DAY 5”

**Extend the Topic: Domain Specific Vocabulary TE p. T340** (L.3.6)

**Research and Media Literacy: Conduct a Research Project TE p. T341** (W.3.2a, W.3.2b, W.3.2d, W.3.5, W.3.6, W.3.7, W.3.8)

**Grammar: Complex Sentences TE p. T342** (L.3.1h, L.3.1i)

**Spelling: Prefixes *re-*, *un-* TE p. T342** (L.3.2f)

**Narrative Writing: Prewrite TE p. T344** (W.3.3b, W.3.5)

## Resources



## Standards & Benchmarks

- W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d Provide a concluding statement or section.
  
- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c Use temporal words and phrases to signal event order.
- W.3.3d Provide a sense of closure.
  
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  
- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

## Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that build knowledge about a topic.
  
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having

## Text Support

## Resources

## Standards & Benchmarks

read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d 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 elaboration and detail.
  
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language Conventions of Standard English  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1h Use coordinating and subordinating conjunctions.

## Text Support

## Resources

## Standards & Benchmarks

- L.3.1i Produce simple, compound, and complex sentences.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 5, Lesson 25 (Week 31, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Integration of Knowledge and Ideas

## Text Support

### UNIT 5, LESSON 25

**ANCHOR TEXT:** Mountains: Surviving on Mt. Everest (Informational)

**Connected TEXT:** The Big Cleanup (Play)

**Essential Question:** Why do mountain climbers need to be well prepared?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

“DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T382-T383 (SL.3.2)**

**Phonics: Suffixes -less, -ness, -able TE pp. T384-T385 (RF.3.3b, RF.3.3c)**

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocab Reader: A Sherpa Guide T451
- Differentiate Comprehension T453
- Differentiate Vocabulary Strategies Analogies T461
- Audio: Mountains: Surviving on Mt. Everest
- Leveled Practice ELL 25.1-25.3
- Vocabulary in Context Cards

## Standards & Benchmarks

- RL.3.7 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).

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text 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.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., 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.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text

## Text Support

**Introduce Vocabulary TE pp. T386-T387** (L.3.6)

**First Read: Think Through the Text (Use Text Evidence) TE pp. T390-T399** (RI.3.2, RI.3.5, RI.3.7, RI.3.10, RF.3.4a)

**Grammar: Words That Compare TE p. T402** (L.3.1g)

**Narrative Writing: Draft TE p. T403** (W.3.3a, W.3.4, W.3.8, W.3.10)

**“DAY 2”**

**Dig Deeper: Text and Graphic Features/Main Ideas and Details TE p. T406** (RI.3.2, RI.3.5, RI.3.7)

**Second Read: Analyze the Text TE p. T407** (RI.3.2, RI.3.5, RI.3.7)

**Your Turn TE p. T408** (RI.3.1, RI.3.5, RI.3.7, SL.3.1a, SL.3.1b, SL.3.1d)

**Write About Reading Performance Task TE p. T409** (W.3.1a, W.3.1b, W.3.1d, W.3.10, L.3.3a)

**Grammar: Words That Compare TE p. T410** (L.3.1g)

**Spelling: Suffixes with *-less* and *-ness* TE p. T410** (L.3.2e, L.3.2f)

**Narrative Writing: Word Choice TE p. T411** (W.3.3a, W.3.3b, W.3.4, W.3.8, L.3.3a)

**“DAY 3”**

**Readers Guide TE p. T416** (RI.3.1, RI.3.2, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d)

**Apply Vocabulary Knowledge TE p. T418** (L.3.5b, L.3.6)

**Grammar: Words That Compare TE p. T420** (L.3.1g)

**Phonics: Suffixes *less*, *-ness*, *-able* TE p. T414** (RF.3.3b, RF.3.3c)

**Narrative Writing: Drafting TE p. T421** (W.3.3b, W.3.4)

**“DAY 4”**

**Connect to the Topic: Informational Text TE p. T424** (RL.3.5, RL.3.10)

**Compare Texts TE p. T425** (RL.3.1, RL.3.3, RL.3.7, RI.3.1, RI.3.7, RI.3.9, SL.3.6)

**Narrative Writing: Draft and Revise TE p. T429** (W.3.3b, W.3.3c, W.3.3d, W.3.4)

**“DAY 5”**

**Extend the Topic: Domain Specific Vocabulary TE p. T432** (L.3.6)

## Resources

211-220 Talk It Over Activities

- English Language Learner Tab:
- E 42 (Speaking and Listening/Develop Target Vocabulary) ELL25.4
- E 43 (Scaffold Comprehension: Surviving on Mt. Everest) ELL 25.5
- E 44 (Scaffold Comprehension: Surviving on Mt. Everest)
- E 47 (Analogies)
- E 48 (Scaffold Literature Selection: The Big Cleanup)
- E 50 (Compare Context)
- Leveled Reader: The Kon-Tiki T459

### Think Central


coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

 [Grammar Snap Video: Comparative and Superlative Adjectives \(Repeat video from Lesson 17\) \(2:02\)](#)

## Standards & Benchmarks

complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3b Decode words with common Latin suffixes.
- RF.3.3c Decode multisyllable words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing  
Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b Provide reasons that support the opinion.
- W.3.1d Provide a concluding statement or section.
  
- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c Use temporal words and phrases to

## Text Support

**Research and Media Literacy: Present a Research Project TE p. T433** (SL.3.3, SL3.4)  
**Grammar: Words That Compare TE p. T434** (L.3.1g)

**Spelling: Suffixes *-less* and *-ness* TE p. T434** (L.3.2e, L.3.2f)

**Narrative Writing: Revise, Proofread, and Publish TE p. T436** (W.3.5, W.3.6)

## Resources

## Standards & Benchmarks

signal event order.

## Text Support

## Resources

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and

## Standards & Benchmarks

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 elaboration and detail.
- SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

## Text Support

## Resources

## Standards & Benchmarks

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.3.3a Choose words and phrases for effect.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## Text Support

## Resources

### Unit 5 - Assessment and Reteach

(Week 32, 1  
Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature

- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza;

### Unit 5 Assess and Reteach

#### **Administer Common Assessment 5**

**Choose 3 days of lessons from the following choices based on student needs:**

#### **RETEACH**

#### TE Intervention Tab

Unit 5 Lesson 21 Day 1-Day 5

- *Phonics: Base Words and -ed, -ing TE p. S2 & S6 (RF.3.3)*
- *Target Vocabulary TE p. S3 & S10 (L.3.4a)*



## Standards & Benchmarks

describe how each successive part builds on earlier sections.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 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.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

## Text Support

- *Story Structure TE p. S4* (RL.3.3)
- *Adverbs That Compare TE p. S8* (L.3.1g)

Unit 5 Lesson 22 Day 1-Day 5

- *Phonics: Spelling Changes: -s, -es, -ed, -ing TE p. S12* (RF.3.3)
- *Target Vocabulary TE p. S13 & S20* (L.3.4)
- *Compare and Contrast TE p. S14* (RI.3.8)
- *Phonics: Less Common Plurals TE p. S16* (L.3.1b)
- *Making Comparisons TE p. S18* (L.3.1)

Unit 5 Lesson 23 Day 1-Day 5

- *Phonics Review: Words That End with -er, -le TE p. S22* (RF.3.3)
- *Target Vocabulary TE p. S23 & S30* (L.3.4a)
- *Sequence of Events TE p. S24* (RL.3.5)
- *Phonics: Suffixes -ful, -y, -ous, -ly, -er TE p. S26* (RF.3.3a)
- *Possessive Nouns and Pronouns TE p. S28* (L.3.2d)

Unit 5 Lesson 24 Day 1-Day 5

- *Phonics: Prefixes un-, pre-, re-, bi- TE p. S32* (RF.3.3a)
- *Target Vocabulary TE p. S33 & S40* (L.3.4a, W.3.10)
- *Author's Purpose TE p. S34* (RI.3.1)
- *Fluency: Accuracy TE p. S36* (RF.3.4b)
- *Complex Sentences TE p. S38* (L.3.1h)

Unit 5 Lesson 25 Day 1-Day 5

- *Phonics: Suffixes -less, -ness, -able TE p. S42* (RF.3.3a)
- *Target Vocabulary TE p. S43 & S50* (L.3.4)

## Resources

## Standards & Benchmarks

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1b Form and use regular and irregular plural nouns.
- L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1h Use coordinating and subordinating conjunctions.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2d Form and use possessives.

### Vocabulary Acquisition and Use

## Text Support

- *Text and Graphic Features TE p. S44* (RI.3.5)
- *Phonics: Suffixes TE p. S46* (RF.3.3a)
- *Words That Compare TE p. S48* (L.3.1g)

### TE Small Group Tab

Day 5 Options for Reteaching

Unit 5 Lesson 21

- *Phonics: Base Words and -ed, -ing TE p. T88* (RF.3.3)
- *Language: Adverbs That Compare/Narrative Writing TE p. T88* (L.3.1g, W.3.3)
- *Vocabulary: Prefix non- TE p. T89* (L.3.4b)
- *Comprehension: Story Structure TE p. T89* (RL.3.3)

Unit 5 Lesson 22

- *Phonics: Spelling changes: -s, -es, -ed, -ing; Less Common Plurals TE p. T180* (RF.3.3, L.3.1b)
- *Language: Making Comparisons/Narrative Writing TE p. T180* (L.3.1, W.3.3)
- *Vocabulary: Word Roots TE p. T181* (L.3.4c)
- *Comprehension: Compare and Contrast TE p. T181* (RI.3.8)

Unit 5 Lesson 23

- *Phonics: Suffixes -ful, -y, -ous, -ly, -er TE p. T274* (RF.3.3a)
- *Language: Possessive Nouns and Pronouns/Narrative Writing TE p. T274* (L.3.2d, W.3.3)
- *Vocabulary: Suffixes -er, -est TE p. T275* (RF.3.3a)
- *Comprehension: Sequence of Events TE p. T275* (RL.3.5)

## Resources

## Standards & Benchmarks

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4b 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.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
- L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

### Unit 6, Lesson 26 (Week 33, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature

- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

## Text Support

### Unit 5 Lesson 24

- *Phonics: Prefixes un-, pre-, re-, bi-* TE p. T366 (RF.3.3a)
- *Language: Complex Sentences/Narrative Writing* TE p. T366 (L.3.1h, W.3.3)
- *Vocabulary: Shades of Meaning* TE p. T367 (L.3.5c)
- *Comprehension: Author's Purpose* TE p. T367 (RI.3.1)

### Unit 5 Lesson 25

- *Phonics: Suffixes -less, -ness, -able* TE p. T462 (RF.3.3a)
- *Language: Words that Compare/Narrative Writing* TE p. T462 (L.3.1g, W.3.3)
- *Vocabulary: Analogies* TE p. 463 (L.3.5)
- *Comprehension: Text and Graphic Features* TE p. 463 (RI.3.5)

### UNIT 6, LESSON 26

**ANCHOR TEXT:** The Foot Race Across America (Narrative Fiction)

**Connected Texts:** Paca and the Beetle: A Folktale from Brazil (Folktale); Fast Track (Poetry); Ode to My Shoes (Poetry)

**Essential Question:** How does having a goal help people succeed?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed

## Resources

### Universal Access Support

#### ENGLISH LANGUAGE

#### DEVELOPMENTS:

- Use Sentence Frames T28
- Use Sentence Frames T242
- Differentiate Vocabulary Strategies T245
- Differentiate Comprehension T247
- Video Clip: Running Races

## Standards & Benchmarks

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text

- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.6 Distinguish their own point of view from that of the author of a text.

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical

## Text Support

across days as needed.

“DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE p. T10** (SL.3.2, SL.3.3)

**First Read: Think Through the Text (Use Text Evidence) TE pp. T14-T21** (RI.3.2, RI.3.10, RF.3.4a)

**Grammar: Abbreviations TE p. T40**

**Informative Writing: Analyze the Model TE p. T42** (W.3.2a)

“DAY 2”

**Dig Deeper: Main Ideas and Details/Analyze and Evaluate TE p. T22** (RI.3.2, RI.3.6)

**Second Read: Analyze the Text TE p. T23** (RI.3.6)

**Grammar: Abbreviations-Teach TE p. T40**

**Spelling: Words with the VCCV Pattern TE p. T38** (RF.3.3c, L.3.2e)

**Informative Writing: Review the Focus Trait TE p. T43** (W.3.2a)

“DAY 3” (Might take two days)

**Connect to the Topic: Folktale TE pp. T24-25** (RL.3.3, RL.3.2, RL.3.10)

**Connect to the Topic: Poetry TE pp. T26-27** (RL.3.4, RL.3.5, L.3.5a)

**Compare Texts TE p. T27** (RL.3.9)

**Grammar: Abbreviations-Weekly Review TE p. T41**

**Phonics: Common Final Syllables -tion, -sion, -ture TE p. T37** (RF.3.3b, RF.3.3c)

**Informative Writing: Prewrite TE p. T43** (W.3.2a)

“DAY 4”

**Informative Writing: Draft TE p. T44** (W.3.2b, W.3.2c, W.3.2d)

“DAY 5”

**Your Turn TE pp. T30-T31** (W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.10)

**Extend the Topic: Domain Specific Vocabulary TE p. T34** (L.3.6)

**Speaking and Listening:**

**Brainstorming/Presenting Problems and Solutions TE p. T35** (SL.3.1a, SL.3.1b, SL.3.1d)

**Grammar: Abbreviations-Connect to Writing TE p. T41**

**Spelling: Words with the VCCV Pattern TE p.**

## Resources

- Leveled Practice ELL 26.1-26.4
- Vocabulary in Context Cards Talk It Over Activities
- English Language Learner Tab:
- E 2 (Speaking and Listening/Develop Review Vocabulary) ELL 26.2
- E 3 (Scaffold Comprehension: The Foot Race Across America) ELL 26.3
- E 3 (Common Final Syllables -tion, -sion, -ture)
- E 4 (Scaffold Comprehension: The Foot Across America)
- E 7 (Suffix -ion)
- E 8 (Scaffold Literature Selection: Paca and the Beetle)
- E 10 (Compare texts)
- Leveled Reader: Donovan's Word Jar T238

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

## Standards & Benchmarks

texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3b Decode words with common Latin suffixes.
- RF.3.3c Decode multisyllable words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.
- W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d Provide a concluding statement or section.
- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop

## Text Support

**T39** (L.3.2e)

**Informative Writing: Revise for Organization TE p. T44** (W.3.4)

## Resources

## Standards & Benchmarks

experiences and events or show the response of characters to situations.

- W.3.3c Use temporal words and phrases to signal event order.
- W.3.3d Provide a sense of closure.

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1d 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

## Text Support

## Resources

## Standards & Benchmarks

formats, including visually, quantitatively, and orally.

- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language  
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we

## Text Support

## Resources

## Standards & Benchmarks

went looking for them).

### Unit 6, Lesson 27 (Week 34, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature

- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

#### Craft and Structure

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA

#### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text

- 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.

## Text Support

### UNIT 6, LESSON 27

**ANCHOR TEXT:** The Power of Magnets (Expository Nonfiction)

**Connected Texts:** Electromagnets and You (Photo Essay); Science Fair Project(Poetry); Magnet (Poetry)

**Essential Question:** How would your life be different without magnets?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE p. T58** (SL.3.2, SL.3.3)

**First Read: Think Through the Text (Use Text Evidence) TE pp. T62-67** (RI.3.3, RI.3.8, RI.3.10, RI.3.4a)

**Grammar: Contractions- Teach TE p. T86** (L2.2c)

**Informative Writing: Analyze the Model TE p. T88** (W.3.2a, W.3.2b)  
“DAY 2”

**Dig Deeper: Cause and Effect/Summarize TE p. T68** (RI.3.2, RI.3.3, RI.3.8)

**Second Read: Analyze the Text TE p. T69** (RI.3.3, RI.3.8)

**Spelling: Words with Double Consonants TE p. T84** (L.3.2f)

**Grammar: Contractions-Teach TE p. T86** (L2.2c)

**Informative Writing: Review the Focus Trait TE p. T89** (W.3.2a, W.3.2b)  
“DAY 3” (Might take two days)

**Connect to the Topic: Photo Essay TE pp. T70-T71** (RL.3.3, RL.3.10)

**Connect to the Topic: Poetry TE pp. T72-T73** (RL.3.4, RL.3.5, L.3.5a)

**Compare Texts TE p. T73** (RI.3.9)

**Phonics: Double Consonants TE p. T83** (RF.3.3c)

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- English Language Learner Tab:
- E 12 (Speaking and Listening/Develop Review Vocabulary) ELL 27.2
- E 13 (Scaffold Comprehension: The Power of Magnets) ELL 27.3
- E 13 (Double Consonants)
- E 14 (Scaffold Comprehension: The Power of Magnets)
- E 17 (Homophones and Homographs)
- E 18 (Scaffold Photo Essay)
- E 20 (Compare Texts)
- Vocabulary in Context Cards Talking It Over

### Think Central

coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

 **Grammar Snap Video: Contractions with Will, Have, and Not (1:54)**



## Standards & Benchmarks

- 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).
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

- W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3d Provide a sense of closure.

### Range of Writing

## Text Support

**Grammar: Contractions-Weekly Review TE p. T87** (L2.2c)

**Informative Writing: Prewrite TE p. T89** (W.3.2a, W.3.2b)  
“DAY 4”

**Informative Writing: Draft TE p. T90** (W.3.2b, W.3.2d)  
“DAY 5”

**Your Turn TE pp. T76-T77** (W.3.2a, W.3.2b, W.3.10)

**Extend the Topic: Domain Specific Vocabulary TE p. T80** (L.3.6)

**Speaking and Listening: Delivering a News Report TE p. T81** (W.3.7, W.3.8, SL.3.2, SL.3.3, SL.3.4)

**Spelling: Words with Double Consonants TE p. T85** (L.3.2f)

**Grammar: Contractions-Connect to Writing TE p. T87** (L2.2c)

**Informative Writing: Revise for Ideas TE p. T90** (W.3.2b, W.3.2d)

## Resources

## Standards & Benchmarks

## Text Support

## Resources

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening

- 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 elaboration and detail.

Presentation of Knowledge and Ideas

- 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.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

5. Demonstrate understanding of word relationships and nuances in word meanings.

## Standards & Benchmarks

- L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

### Unit 6, Lesson 28 (Week 35, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

#### Craft and Structure

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA
- RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

#### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3,

## Text Support

### UNIT 6, LESSON 28

**ANCHOR TEXT:** Becoming Anything He Wants to Be (Biography)

**Connected Text:** My Blue Belt Day! (Journal Entry); I chop chop chop (Poetry); Long Jump (Poetry)

**Essential Question:** What are some benefits of being physically active?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

#### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE p. T104** (SL.3.2)

**First Read: Think Through the Text (Use Text Evidence) TE pp. T108-T113** (RI.3.10, RF.3.4a)

**Grammar: Commas in Sentences- Teach TE p. T132** (L.1.2c)

**Informative Writing: Analyze the Model TE p. T134** (W.3.2a, W.3.2b)

#### “DAY 2”

**Dig Deeper: Fact and Opinion/Visualize TE p. T114** (RI.3.1)

**Second Read: Analyze the Text TE p. T115** (RI.3.1)

**Informative Writing: Review the Focus Trait TE p. T115** (W.3.2a, W.3.2b)

**Grammar: Commas in Sentences TE p. T132** (L.1.2c)

**Spelling: Words with *ough* and *ugh* TE p. T130** (L.3.2f)

“DAY 3” (Might take two days)

**Connect to the Topic: Journal Entry TE pp. T116-T117** (RL.3.2, RL.3.6, RL.3.10)

**Connect to the Topic: Poetry TE pp. T118-T119** (RL.3.1, RL.3.4)

**Compare Texts TE p. T119** (RI.3.9)

## Resources

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:


- Vocabulary in Context Cards
- Talk It Over Activities
- English Language Learner Tab:
- E 22 (Speaking and Listening/Develop Review Vocabulary) ELL 28.2
- E 23 (Scaffold Comprehension: Becoming Anything He Wants To Be) ELL 28.3
- E 23 (Words with ough, and augh)
- E 24 (Scaffold Comprehension: Becoming Anything He Wants To Be)
- E 25 (Fact and Opinion Visualize)
- E 27 (Word Roots)
- E 28 (Scaffold Journal Entry Selection: My Blue Belt Day)
- E 30 (Compare Texts)

### Think Central

coming in 2014-15...

Teaching Resources/Documents  
coming in 2014-15...

Professional Development  
coming in 2014-15...

 Grammar Snap Video: Commas in a Series (1:37)

## Standards & Benchmarks

Reading: Informational Text  
Key Ideas and Details

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3d Read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

## Text Support

**Phonics: Double Consonants TE p. T129**  
(RF.3.3d)

**Grammar: Commas in Sentences-Weekly Review TE p. T133** (*L.1.2c*)

**Informative Writing: Prewrite TE p. T135**  
(W.3.2a)  
“DAY 4”

**Informative Writing: Draft TE p. T136** (W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4)  
“DAY 5”

**Your Turn TE pp. T122-T123** (W.3.10)

**Extend the Topic: Domain Specific Vocabulary TE p. T126** (L.3.6)

**Speaking and Listening: Making/Watching a Descriptive Presentation TE p. T127** (SL.3.4, SL.3.3)

**Spelling: Words with *ough* and *augh* TE p. T131**  
(L.3.2f)

**Grammar: Commas in Sentences-Connect to Writing TE p. T133** (*L.1.2c*)

**Informative Writing: Revise for TE p. T136**  
(W.3.5)

## Resources

## Standards & Benchmarks

## Text Support

## Resources

- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.
- W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d Provide a concluding statement or section.

### Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening

- 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 elaboration and detail.

## Standards & Benchmarks

## Text Support

## Resources

### Presentation of Knowledge and Ideas

- 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.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 6, Lesson 29 (Week 36, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature

- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key

### UNIT 6, LESSON 28

**ANCHOR TEXT:** “A New Team of Heroes”  
(Drama)

**Connected Text:** C-H-A-M-P-I-O-N  
(Informational); Defender (Poetry); Spellbound  
(Poetry)

**Essential Question:** What can you learn from champions?

### Universal Access Support ENGLISH LANGUAGE DEVELOPMENT:

- Vocabulary in Context Cards  
Talk It Over Activities
- English Language Learner  
Tab:

## Standards & Benchmarks

details in the text.

- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Informational Text

- 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).

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

## Text Support

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

### “DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T150-T151** (SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d)

**First Read: Think Through the Text (Use Text Evidence) TE pp. T154-T161** (RL.3.3, RL.3.10)

**Grammar: What Is a Preposition?- Teach TE p. T180** (L.1.1i)

**Informative Writing: Analyze the Model TE p. T182** (W.3.2a, W.3.2b)

### “DAY 2”

**Dig Deeper: Understanding Characters/Monitor and Clarify TE p. T162** (RL.3.3)

**Second Read: Analyze the Text TE p. T163** (RL.3.3)

**Spelling: Words Ending in -er or -le TE p. T178** (L.3.1g, L.3.2f)

**Grammar: What Is a Preposition? TE p. T180** (L.1.1i)

**Informative Writing: Review the Focus Trait TE p. T183** (W.3.2a, W.3.2b)

“DAY 3” (Might take two days)

**Connect to the Topic: Informational Text TE pp. T164-165** (RL.3.2, RL.3.3, RL.3.10, RI.3.8)

**Connect to the Topic: Poetry TE pp. T166-167** (RL.3.2, L.3.3a)

**Compare Texts TE p. T167** (RL.3.9)

**Phonics: Words Ending in -er or -le TE p. T177** (RF.3.3c)

**Grammar: What Is a Preposition?-Weekly Review TE p. T181** (L.1.1i)

**Informative Writing: Prewrite TE p. T183** (W.3.2a, W.3.2b)

### “DAY 4”

**Informative Writing: Draft TE p. T184** (W.3.2b, W.3.8)

### “DAY 5”

**Your Turn TE p. T170-171** (W.3.2a, W.3.2b, W.3.2c, W.3.2d)

**Extend the Topic: Domain Specific Vocabulary**

## Resources

- E 32 (Speaking and Listening/Develop Review Vocabulary) ELL 29.2
- E 33 (Scaffold Comprehension: A New Team Of Heroes) ELL 29.3
- E 33 (Words Ending in -er, or -le)
- E 34 (Scaffold Comprehension: A New Team Of Heroes)
- E 37 (Prefixes un-, dis-)
- E 38 (Scaffold Informational Text: C-H-A-M-P-I-O-N)
- E 40 (Compare Text)

### Think Central


coming in 2014-15...

### Teaching Resources/Documents

coming in 2014-15...

### Professional Development

coming in 2014-15...

 [Grammar Snap Video: Prepositions and Prepositional Phrases \(1:59\)](#)

## Standards & Benchmarks

- RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Writing

- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.
- W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d Provide a concluding statement or section.

## Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Speaking and Listening  
Comprehension and Collaboration

## Text Support

TE p. T174 (L.3.6)

**Speaking and Listening: Dramatizing/Watching a Story TE p. T175** (RF.3.4b, SL.3.4)

**Spelling: Words Ending in -er or -le TE p. T179** (L.3.2f)

**Grammar: What Is a Preposition?-Connect to Writing TE p. T181** (*L.1.1i*)

**Informative Writing: Prewrite for TE p. T185** (W.3.4, W.3.5)

## Resources



## Standards & Benchmarks

## Text Support

## Resources

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.1b Follow agreed-upon rules 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.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d Explain their own ideas and understanding in light of the discussion.

### Presentation of Knowledge and Ideas

- 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.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Language

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word

## Standards & Benchmarks

parts) in writing words.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

### Unit 6, Lesson 30 (Week 37, 1 Week)

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Literature  
Key Ideas and Details

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

## Text Support

### UNIT 6, LESSON 30

**ANCHOR TEXT:** Saving Buster (Realistic Fiction)

**Connected Text:** Acting Across Generations (News Article); Company's Coming (Poetry)

**Essential Question:** What are some benefits of being physically active?

NOTE: The “days” below refer to the location in the Teacher’s Edition, *not* to a mandated requirement of pacing. Lessons may be flexed across days as needed.

“DAY 1”

**Teacher Read Aloud (including Classroom Collaboration) TE pp. T198-199 (SL.3.2)**

**First Read: Think Through the Text (Use Text Evidence) TE pp. T202-209 (RL.3.3, RL.3.10, RF.3.4a)**

**Grammar: Correct Pronouns- Teach TE p. T228 (L.3.1a)**

**Informative Writing: Draft TE p. T230 (W.3.2a, W.3.2b)**

“DAY 2”

**Dig Deeper: Conclusions/Questions TE p. T210 (RL.3.1, RL.3.3)**

**Second Read: Analyze the Text TE p. T211 (RL.3.1, RL.3.3)**

**Spelling: Words Beginning with a- or be- TE p.**

## Resources

### Universal Access Support

#### ENGLISH LANGUAGE

#### DEVELOPMENT:

- Vocabulary in Context Cards  
Talk It Over Activities
- English Language Learner  
Tab:
- E 42 (Speaking and Listening  
/Develop Review  
Vocabulary) ELL 30.2
- E 43 (Scaffold  
Comprehension: Saving  
Buster) ELL 30.3
- E 43 (Schwa Sound)
- E 44 (Scaffold  
Comprehension: Saving  
Buster) ELL 30.3
- E 47 (Compound Words)
- E 48 (Scaffold Informational  
Text: Acting Across  
Generations)
- E 50 (Compare Texts)

#### Think Central

## Standards & Benchmarks

(See grade 3 Language standards 4-6 for additional expectations.) CA

### Integration of Knowledge and Ideas

- RL.3.7 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.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CA: CCCS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5, CA: Grade 3, Reading: Foundational Skills  
Phonics and Word Recognition  
3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

- RF.3.3c Decode multisyllable words.

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- RF.3.4a Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CA: CCCS: ELA & Literacy in History/Social Studies,

## Text Support

**T226** (L.3.2f)

**Grammar: Correct Pronouns TE p. T228**

(L.3.1a)

**Informative Writing: Review the Focus Trait TE p. T231** (W.3.2c)

“DAY 3” (Might take two days)

**Connect to the Topic: Nonfiction Article TE pp. T212-213** (RL.3.1, RL.3.2)

**Connect to the Topic: Poetry TE pp. T214-215** (RL.3.4, RL.3.7, L.3.3a)

**Compare Texts TE p. T215** (RL.3.9)

**Phonics: Schwa Sound TE p. T225** (RF.3.3c)

**Grammar: Correct Pronouns-Weekly Review TE p. T229** (L.3.1a)

**Informative Writing: Draft TE p. T231** (W.3.7)  
“DAY 4”

**Informative Writing: Draft and Revise TE p. T232** (W.3.2d, W.3.4)

“DAY 5”

**Your Turn TE pp. T218-219** (W.3.1a, W.3.2b, W.3.2d)

**Extend the Topic: Domain Specific Vocabulary TE p. T222** (L.3.6)

**Speaking and Listening: Making/Watching a Visual Presentation TE p. T223** (SL.3.3, SL.3.4)

**Spelling: Words Beginning with a- or be-TE p. T227** (L.3.2f)

**Grammar: Correct Pronouns TE p. T229** (L.3.1a)

**Informative Writing: Revise, Edit, Publish TE p. T232** (W.3.4, W.3.5, W.3.6)

## Resources

coming in 2014-15...

**Teaching Resources/Documents**

coming in 2014-15...

**Professional Development**

coming in 2014-15...

## Standards & Benchmarks

## Text Support

## Resources

Science, & Technical Subjects K–5, CA: Grade 3,  
Writing  
Text Types and Purposes

- W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definitions, and details.
- W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- W.3.2d Provide a concluding statement or section.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that build knowledge about a topic.

CA: CCCS: ELA & Literacy in History/Social Studies,

## Standards & Benchmarks

Science, & Technical Subjects K–5, CA: Grade 3,  
Speaking and Listening  
Comprehension and Collaboration

- SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- 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.

CA: CCCS: ELA & Literacy in History/Social Studies,  
Science, & Technical Subjects K–5, CA: Grade 3,  
Language  
Conventions of Standard English  
1. Demonstrate command of the conventions of standard  
English grammar and usage when writing or speaking.

- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

2. Demonstrate command of the conventions of standard  
English capitalization, punctuation, and spelling when  
writing.

- L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Knowledge of Language

3. Apply knowledge of language to understand how

## Text Support

## Resources

## Standards & Benchmarks

language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.3.3a Choose words and phrases for effect.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## Text Support

## Resources

Last Updated: Friday, June 20, 2014, 11:51AM  
Atlas Version 8.0.3L  
© Rubicon International 2014. All rights reserved

