**August**

**Unit 0-Week 1**

**Weekly Concept: Start Smart**

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

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**Unit 0-Week 2**

**Weekly Concept: Start Smart**

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

RF.3.3.d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.a Read on-level text with purpose and understanding.

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

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

**\*Benchmark (Baseline)**

**September**

**Unit 1-Week 1**

**Weekly Concept: Storytime**

**Essential Question: What can stories teach you?**

L.3.1.i Produce simple, compound, and complex sentences. [7 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [3 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [15 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [1 lesson]

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [8 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [5 lessons]

RF.3.3.c Decode multisyllable words. [7 lessons]

RF.3.4 Read with sufficient accuracy and fluency to support comprehension. [1 lesson]

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [4 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [3 lessons]

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. [4 lessons]

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. [14 lessons]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [1 lesson]

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. [1 lesson]

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). [3 lessons]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [5 lessons]

SL.3.1.b 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). [1 lesson]

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. [2 lessons]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [8 lessons]

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [1 lesson]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**Unit 1-Week 2**

**Weekly Concept: Traditions**

**Essential Question: What can traditions teach you about cultures?**

L.3.1.d Form and use regular and irregular verbs. [2 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [7 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [1 lesson]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [13 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [1 lesson]

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [1 lesson]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [2 lessons]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [15 lessons]

RF.3.3.c Decode multisyllable words. [5 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [2 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

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. [15 lessons]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [1 lesson]

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). [2 lessons]

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. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [5 lessons]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

SL.3.1.d Explain their own ideas and understanding in light of the discussion. [1 lesson]

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. [1 lesson]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [1 lesson]

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [7 lessons]

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. [1 lesson]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

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. [1 lesson]

**Unit 1-Week 3**

**Weekly Concept: Communities**

**Essential Question: How do people from different cultures contribute to a community?**

L.3.1.d Form and use regular and irregular verbs. [2 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [6 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [6 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [9 lessons]

RF.3.3.c Decode multisyllable words. [4 lessons]

RF.3.4 Read with sufficient accuracy and fluency to support comprehension. [1 lesson]

RF.3.4.a Read on-level text with purpose and understanding. [2 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [13 lessons]

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. [1 lesson]

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. [2 lessons]

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). [8 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

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. [1 lesson]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [2 lessons]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [1 lesson]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

SL.3.1.d Explain their own ideas and understanding in light of the discussion. [1 lesson]

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. [1 lesson]

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. [2 lessons]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [7 lessons]

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [1 lesson]

W.3.3.c Use temporal words and phrases to signal event order. [8 lessons]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

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. [1 lesson]

**Unit 1-Week 4**

**Weekly Concept: Inventions**

**Essential Question: How can problem solving lead to new ideas?**

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [1 lesson]

L.3.1.b Form and use regular and irregular plural nouns. [1 lesson]

L.3.1.i Produce simple, compound, and complex sentences. [8 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [2 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [7 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [2 lessons]

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [8 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [6 lessons]

RF.2.3.b Know spelling-sound correspondences for additional common vowel teams. [4 lessons]

RF.2.3.d Decode words with common prefixes and suffixes. [2 lessons]

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. [2 lessons]

RF.3.3.c Decode multisyllable words. [5 lessons]

RF.3.3.d Read grade-appropriate irregularly spelled words. [1 lesson]

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [13 lessons]

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. [1 lesson]

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. [2 lessons]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [7 lessons]

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). [1 lesson]

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). [10 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [2 lessons]

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. [1 lesson]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [7 lessons]

SL.3.1.a 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. [3 lessons]

SL.3.1.b 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). [1 lesson]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

SL.3.1.d Explain their own ideas and understanding in light of the discussion. [3 lessons]

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. [1 lesson]

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [1 lesson]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [1 lesson]

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [1 lesson]

W.3.3.c Use temporal words and phrases to signal event order. [2 lessons]

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. [4 lessons]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [5 lessons]

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. [2 lessons]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [2 lessons]

**October**

**Unit 1-Week 5**

**Weekly Concept: Landmarks**

**Essential Question: How do landmarks help us to understand our country's story?**

L.3.1.h Use coordinating and subordinating conjunctions. [6 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [12 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [3 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [10 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [1 lesson]

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [2 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [2 lessons]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [5 lessons]

RF.3.3.c Decode multisyllable words. [8 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [12 lessons]

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [12 lessons]

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. [1 lesson]

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). [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [6 lessons]

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. [1 lesson]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [2 lessons]

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. [2 lessons]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [1 lesson]

SL.3.1.b 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). [1 lesson]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

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. [2 lessons]

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. [1 lesson]

W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [1 lesson]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [1 lesson]

W.3.2.b Develop the topic with facts, definitions, and details. [1 lesson]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [1 lesson]

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [1 lesson]

W.3.3.c Use temporal words and phrases to signal event order. [1 lesson]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [2 lessons]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**Unit 1-Week 6**

**Weekly Concept: Growing and Learning**

**Essential Question: How can learning help us grow?**

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [1 lesson]

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. [4 lessons]

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. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [1 lesson]

SL.3.1.d Explain their own ideas and understanding in light of the discussion. [1 lesson]

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. [3 lessons]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [1 lesson]

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [1 lesson]

W.3.3.c Use temporal words and phrases to signal event order. [1 lesson]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

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. [1 lesson]

**Unit 2-Week 1**

**Weekly Concept: Cooperation**

**Essential Question: Why is working together a good way to solve a problem?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [6 lessons]

L.3.1.c Use abstract nouns (e.g., childhood). [6 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [1 lesson]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [3 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [8 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [14 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [1 lesson]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [3 lessons]

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). [7 lessons]

RF.3.3.c Decode multisyllable words. [4 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [4 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [5 lessons]

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. [13 lessons]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [1 lesson]

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. [1 lesson]

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). [2 lessons]

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. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [1 lesson]

SL.3.1.b 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). [1 lesson]

SL.3.1.d Explain their own ideas and understanding in light of the discussion. [1 lesson]

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. [1 lesson]

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [1 lesson]

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. [1 lesson]

W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. [1 lesson]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [1 lesson]

W.3.2.b Develop the topic with facts, definitions, and details. [1 lesson]

W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. [7 lessons]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**Unit 2-Week 2**

**Weekly Concept: Immigration**

**Essential Question: Why do people immigrate to new places?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [1 lesson]

L.3.1.b Form and use regular and irregular plural nouns. [5 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [2 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [5 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [11 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.3.a Choose words and phrases for effect. [1 lesson]

L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English. [1 lesson]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [6 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [1 lesson]

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [6 lessons]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [2 lessons]

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). [4 lessons]

RF.3.3.c Decode multisyllable words. [4 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [3 lessons]

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. [10 lessons]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [9 lessons]

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. [2 lessons]

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). [1 lesson]

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. [2 lessons]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [5 lessons]

SL.3.1.a 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. [1 lesson]

SL.3.1.b 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). [1 lesson]

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. [1 lesson]

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. [1 lesson]

W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [1 lesson]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [1 lesson]

W.3.2.b Develop the topic with facts, definitions, and details. [1 lesson]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

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. [6 lessons]

**November**

**Unit 2-Week 3**

**Weekly Concept: Government**

**Essential Question: How do people make government work?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [2 lessons]

L.3.1.b Form and use regular and irregular plural nouns. [6 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [2 lessons]

L.3.2.d Form and use possessives. [1 lesson]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [2 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [11 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [8 lessons]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [5 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [1 lesson]

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [7 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [4 lessons]

RF.3.3.d Read grade-appropriate irregularly spelled words. [7 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [10 lessons]

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. [2 lessons]

RI.3.6 Distinguish their own point of view from that of the author of a text. [14 lessons]

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). [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [1 lesson]

SL.3.1.b 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). [1 lesson]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

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. [2 lessons]

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [1 lesson]

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [1 lesson]

W.3.2.b Develop the topic with facts, definitions, and details. [8 lessons]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

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. [1 lesson]

**Unit 2-Week 4**

**Weekly Concept: Survival**

**Essential Question: How can people help animals survive?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [5 lessons]

L.3.1.b Form and use regular and irregular plural nouns. [4 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [3 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [2 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [1 lesson]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [15 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [1 lesson]

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [7 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [5 lessons]

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. [2 lessons]

RF.3.3.c Decode multisyllable words. [8 lessons]

RF.3.4 Read with sufficient accuracy and fluency to support comprehension. [1 lesson]

RF.3.4.a Read on-level text with purpose and understanding. [2 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [8 lessons]

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [1 lesson]

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. [1 lesson]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [1 lesson]

RI.3.6 Distinguish their own point of view from that of the author of a text. [15 lessons]

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). [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [5 lessons]

SL.3.1.a 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. [1 lesson]

SL.3.1.b 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). [2 lessons]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

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. [2 lessons]

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [1 lesson]

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. [1 lesson]

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [1 lesson]

W.3.3.c Use temporal words and phrases to signal event order. [6 lessons]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

**Unit 2-Week 5**

**Weekly Concept: Figure it Out**

**Essential Question: How do people figure things out?**

L.3.1.i Produce simple, compound, and complex sentences. [1 lesson]

L.3.2.d Form and use possessives. [6 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [3 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [7 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [5 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [1 lesson]

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. [1 lesson]

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [10 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [5 lessons]

RF.3.3.c Decode multisyllable words. [8 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

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. [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [4 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [5 lessons]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [2 lessons]

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. [2 lessons]

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. [12 lessons]

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. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [2 lessons]

SL.3.1.b 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). [1 lesson]

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. [1 lesson]

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [1 lesson]

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. [1 lesson]

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]

W.3.2.b Develop the topic with facts, definitions, and details. [7 lessons]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**Unit 2-Week 6**

**Weekly Concept: Figure It Out**

**Essential Question: What does it take to solve a problem?**

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [1 lesson]

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. [4 lessons]

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. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [1 lesson]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [1 lesson]

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. [2 lessons]

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. [2 lessons]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**\*\*Benchmark Assessment**

**December**

**Unit 3-Week 1**

**Weekly Concept: Be Unique**

**Essential Question: What makes different animals unique?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [6 lessons]

L.3.2.c Use commas and quotation marks in dialogue. [3 lessons]

L.3.2.d Form and use possessives. [3 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [2 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [5 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [1 lesson]

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [6 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [6 lessons]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [8 lessons]

RF.3.3.c Decode multisyllable words. [4 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

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. [1 lesson]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [4 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [3 lessons]

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. [2 lessons]

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. [14 lessons]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [2 lessons]

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. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [1 lesson]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

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. [1 lesson]

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [1 lesson]

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. [1 lesson]

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]

W.3.1.b Provide reasons that support the opinion. [1 lesson]

W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. [1 lesson]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [7 lessons]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**Unit 3-Week 2**

**Weekly Concept: Leadership**

**Essential Question: How can one person change the way you think?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [4 lessons]

L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. [1 lesson]

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement. [6 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [1 lesson]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [1 lesson]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [4 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [4 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [6 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [1 lesson]

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [7 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [2 lessons]

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). [9 lessons]

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. [1 lesson]

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. [3 lessons]

RF.3.3.c Decode multisyllable words. [3 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [2 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [5 lessons]

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. [12 lessons]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [5 lessons]

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). [6 lessons]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [2 lessons]

SL.3.1.b 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). [1 lesson]

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. [1 lesson]

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]

W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [1 lesson]

W.3.1.b Provide reasons that support the opinion. [1 lesson]

W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. [2 lessons]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [1 lesson]

W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. [6 lessons]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [1 lesson]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [2 lessons]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

**Unit 3-Week 3**

**Weekly Concept: Discoveries**

**Essential Question: What do we know about Earth and its neighbors?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [1 lesson]

L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. [5 lessons]

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement. [4 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [1 lesson]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [2 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

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. [1 lesson]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [1 lesson]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [13 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [1 lesson]

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [1 lesson]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [2 lessons]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [5 lessons]

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. [3 lessons]

RF.3.3.b Decode words with common Latin suffixes. [3 lessons]

RF.3.3.c Decode multisyllable words. [4 lessons]

RF.3.3.d Read grade-appropriate irregularly spelled words. [2 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [14 lessons]

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. [2 lessons]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [2 lessons]

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). [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [5 lessons]

SL.3.1.a 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. [2 lessons]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

SL.3.1.d Explain their own ideas and understanding in light of the discussion. [1 lesson]

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. [1 lesson]

W.3.1.b Provide reasons that support the opinion. [1 lesson]

W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. [1 lesson]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [4 lessons]

W.3.2.b Develop the topic with facts, definitions, and details. [1 lesson]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [2 lessons]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

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. [1 lesson]

**January**

**Unit 3-Week 4**

**Weekly Concept: New Ideas**

**Essential Question: What ideas can we get from nature?**

L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. [5 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [1 lesson]

L.3.2.a Capitalize appropriate words in titles. [5 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [1 lesson]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [4 lessons]

L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English. [2 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [1 lesson]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [12 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [13 lessons]

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [1 lesson]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [2 lessons]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [8 lessons]

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. [8 lessons]

RF.3.3.b Decode words with common Latin suffixes. [1 lesson]

RF.3.3.c Decode multisyllable words. [2 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [16 lessons]

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. [1 lesson]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [2 lessons]

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). [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [2 lessons]

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. [1 lesson]

W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [1 lesson]

W.3.2.d Provide a concluding statement or section. [7 lessons]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**Unit 3-Week 5**

**Weekly Concept: Value the Past**

**Essential Question: How is each event in history unique?**

L.3.1.b Form and use regular and irregular plural nouns. [5 lessons]

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement. [6 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [2 lessons]

L.3.2.b Use commas in addresses. [5 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [4 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [8 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [8 lessons]

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [1 lesson]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

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). [4 lessons]

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. [1 lesson]

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. [7 lessons]

RF.3.3.b Decode words with common Latin suffixes. [5 lessons]

RF.3.3.c Decode multisyllable words. [4 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [5 lessons]

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. [1 lesson]

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. [1 lesson]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [1 lesson]

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). [1 lesson]

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). [13 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

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. [1 lesson]

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [1 lesson]

SL.3.1.b 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). [1 lesson]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

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. [2 lessons]

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. [1 lesson]

W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [6 lessons]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**Unit 3-Week 6**

**Weekly Concept: One of a Kind**

**Essential Question: Why are individual qualities important?**

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [2 lessons]

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. [4 lessons]

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. [1 lesson]

SL.3.1.a 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. [2 lessons]

SL.3.1.b 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). [1 lesson]

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. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**Unit 4-Week 1**

**Weekly Concept: Choices**

**Essential Question: What choices are good for us?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [5 lessons]

L.3.1.d Form and use regular and irregular verbs. [6 lessons]

L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. [1 lesson]

L.3.1.i Produce simple, compound, and complex sentences. [2 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [2 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [8 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [16 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [3 lessons]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [6 lessons]

RF.3.3.b Decode words with common Latin suffixes. [2 lessons]

RF.3.3.c Decode multisyllable words. [4 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [10 lessons]

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. [2 lessons]

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. [1 lesson]

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. [14 lessons]

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). [4 lessons]

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. [1 lesson]

SL.3.1.a 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. [4 lessons]

SL.3.1.b 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). [1 lesson]

SL.3.1.d Explain their own ideas and understanding in light of the discussion. [1 lesson]

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. [1 lesson]

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. [1 lesson]

W.3.1.b Provide reasons that support the opinion. [1 lesson]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [1 lesson]

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [8 lessons]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**February**

**Unit 4-Week 2**

**Weekly Concept: Skills and Talents**

**Essential Question: How can you use what you know to help others?**

L.3.1.i Produce simple, compound, and complex sentences. [1 lesson]

L.3.2.d Form and use possessives. [1 lesson]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [2 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [11 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English. [1 lesson]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [14 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [6 lessons]

RF.3.3.c Decode multisyllable words. [8 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [2 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [11 lessons]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [1 lesson]

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. [13 lessons]

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). [1 lesson]

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). [7 lessons]

SL.3.1.a 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. [4 lessons]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [3 lessons]

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. [2 lessons]

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. [1 lesson]

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. [1 lesson]

W.3.1.b Provide reasons that support the opinion. [1 lesson]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [1 lesson]

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [8 lessons]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

**Unit 4-Week 3**

**Weekly Concept: Adaptations**

**Essential Question: How do animals adapt to challenges in their environment?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [1 lesson]

L.3.1.d Form and use regular and irregular verbs. [4 lessons]

L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. [5 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [2 lessons]

L.3.2.c Use commas and quotation marks in dialogue. [3 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [2 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [7 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [12 lessons]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [4 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [3 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [3 lessons]

RF.3.3.c Decode multisyllable words. [2 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [4 lessons]

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. [1 lesson]

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). [5 lessons]

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). [12 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [4 lessons]

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. [1 lesson]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [1 lesson]

SL.3.1.a 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. [4 lessons]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

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. [1 lesson]

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [1 lesson]

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. [1 lesson]

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. [1 lesson]

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]

W.3.1.b Provide reasons that support the opinion. [1 lesson]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [7 lessons]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [1 lesson]

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [1 lesson]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**Unit 4-Week 4**

**Weekly Concept: Flight**

**Essential Question: How are people able to fly?**

L.3.1.h Use coordinating and subordinating conjunctions. [5 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [8 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [3 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [5 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [13 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [1 lesson]

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. [1 lesson]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [2 lessons]

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). [4 lessons]

RF.3.3.c Decode multisyllable words. [6 lessons]

RF.3.3.d Read grade-appropriate irregularly spelled words. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [3 lessons]

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. [3 lessons]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [1 lesson]

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). [1 lesson]

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). [13 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [2 lessons]

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. [1 lesson]

SL.3.1.a 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. [4 lessons]

SL.3.1.b 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). [1 lesson]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

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. [1 lesson]

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. [1 lesson]

W.3.2.d Provide a concluding statement or section. [7 lessons]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**Unit 4-Week 5**

**Weekly Concept: Inspiration**

**Essential Question: How can others inspire us?**

L.3.1.d Form and use regular and irregular verbs. [6 lessons]

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement. [5 lessons]

L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [2 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [1 lesson]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [3 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

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. [1 lesson]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [7 lessons]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [1 lesson]

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [6 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [2 lessons]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [4 lessons]

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. [1 lesson]

RF.3.3.c Decode multisyllable words. [7 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [4 lessons]

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. [12 lessons]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [1 lesson]

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. [3 lessons]

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). [4 lessons]

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. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [2 lessons]

SL.3.1.b 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). [1 lesson]

SL.3.1.d Explain their own ideas and understanding in light of the discussion. [1 lesson]

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. [1 lesson]

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. [2 lessons]

W.3.1.b Provide reasons that support the opinion. [1 lesson]

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [6 lessons]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**March**

**Unit 4-Week 6**

**Weekly Concept: Meet the Challenge**

**Essential Question: What are different ways to meet challenges?**

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [1 lesson]

RI.3.6 Distinguish their own point of view from that of the author of a text. [1 lesson]

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. [4 lessons]

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. [1 lesson]

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. [1 lesson]

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. [1 lesson]

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. [1 lesson]

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. [1 lesson]

SL.3.1.a 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. [1 lesson]

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. [1 lesson]

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. [2 lessons]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [2 lessons]

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. [1 lesson]

**Unit 5-Week 1**

**Weekly Concept: Let's Trade**

**Essential Question: How do we get what we need?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [6 lessons]

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement. [5 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [3 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [2 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [7 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

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. [1 lesson]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [5 lessons]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [1 lesson]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [6 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [5 lessons]

RF.3.3.c Decode multisyllable words. [10 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [2 lessons]

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. [3 lessons]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [1 lesson]

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. [14 lessons]

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). [4 lessons]

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. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [2 lessons]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

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. [2 lessons]

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [1 lesson]

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. [1 lesson]

W.3.1.b Provide reasons that support the opinion. [1 lesson]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [1 lesson]

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [6 lessons]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

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. [1 lesson]

**Unit 5-Week 2**

**Weekly Concept: Reuse and Recycle**

**Essential Question: How can we reuse what we already have?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [6 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [2 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [7 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.3.a Choose words and phrases for effect. [1 lesson]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [5 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [7 lessons]

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [1 lesson]

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. [1 lesson]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). [1 lesson]

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). [5 lessons]

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. [6 lessons]

RF.3.3.b Decode words with common Latin suffixes. [4 lessons]

RF.3.3.c Decode multisyllable words. [2 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [2 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [1 lesson]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [2 lessons]

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. [6 lessons]

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. [1 lesson]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [1 lesson]

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. [10 lessons]

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). [1 lesson]

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). [4 lessons]

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. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [1 lesson]

SL.3.1.b 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). [2 lessons]

SL.3.1.d Explain their own ideas and understanding in light of the discussion. [1 lesson]

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. [2 lessons]

W.3.1.b Provide reasons that support the opinion. [1 lesson]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [1 lesson]

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [7 lessons]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**Unit 5-Week 3**

**Weekly Concept: Teaming Up**

**Essential Question: How do teams work together?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [6 lessons]

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement. [4 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [2 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [1 lesson]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [5 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [4 lessons]

L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English. [1 lesson]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [12 lessons]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [1 lesson]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [3 lessons]

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. [1 lesson]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [2 lessons]

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). [5 lessons]

RF.3.3.c Decode multisyllable words. [5 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [2 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [13 lessons]

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. [1 lesson]

RI.3.6 Distinguish their own point of view from that of the author of a text. [10 lessons]

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). [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [1 lesson]

SL.3.1.b 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). [1 lesson]

SL.3.1.d Explain their own ideas and understanding in light of the discussion. [2 lessons]

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. [1 lesson]

W.3.1.b Provide reasons that support the opinion. [1 lesson]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [8 lessons]

W.3.2.b Develop the topic with facts, definitions, and details. [1 lesson]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**April**

**Unit 5-Week 4**

**Weekly Concept: Good Citizens**

**Essential Question: What do good citizens do?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [6 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [1 lesson]

L.3.2.d Form and use possessives. [6 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [3 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [8 lessons]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [4 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [3 lessons]

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). [4 lessons]

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. [4 lessons]

RF.3.3.c Decode multisyllable words. [4 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [4 lessons]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [8 lessons]

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. [1 lesson]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [1 lesson]

RI.3.6 Distinguish their own point of view from that of the author of a text. [13 lessons]

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). [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

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. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [2 lessons]

SL.3.1.b 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). [1 lesson]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

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. [1 lesson]

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [5 lessons]

**Unit 5-Week 5**

**Weekly Concept: Energy**

**Essential Question: What are different kinds of energy?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [6 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [2 lessons]

L.3.2.d Form and use possessives. [5 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [2 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [12 lessons]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [3 lessons]

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [1 lesson]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [1 lesson]

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). [5 lessons]

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. [3 lessons]

RF.3.3.b Decode words with common Latin suffixes. [1 lesson]

RF.3.3.c Decode multisyllable words. [5 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [13 lessons]

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. [1 lesson]

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. [1 lesson]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [2 lessons]

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). [3 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

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. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [1 lesson]

SL.3.1.b 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). [1 lesson]

SL.3.1.d Explain their own ideas and understanding in light of the discussion. [1 lesson]

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. [1 lesson]

W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [6 lessons]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [1 lesson]

W.3.2.b Develop the topic with facts, definitions, and details. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

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. [1 lesson]

**\*\*Benchmark-End of Year Assessment**

**Unit 5-Week 6**

**Weekly Concept: Take Action**

**Essential Question: What are ways people can take action?**

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [1 lesson]

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. [4 lessons]

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. [1 lesson]

SL.3.1.a 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. [1 lesson]

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. [2 lessons]

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. [1 lesson]

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

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. [1 lesson]

**Unit 6-Week 1**

**Weekly Concept: Treasures**

**Essential Question: How do you decide what's important?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [6 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [1 lesson]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [2 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [1 lesson]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [13 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [9 lessons]

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). [6 lessons]

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. [1 lesson]

RF.3.3.c Decode multisyllable words. [6 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [1 lesson]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [5 lessons]

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. [14 lessons]

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. [3 lessons]

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). [4 lessons]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [1 lesson]

SL.3.1.b 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). [1 lesson]

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. [2 lessons]

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. [1 lesson]

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. [1 lesson]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [7 lessons]

W.3.2.d Provide a concluding statement or section. [1 lesson]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [2 lessons]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**(May-Out of School)**

**Unit 6-Week 2**

**Weekly Concept: Weather**

**Essential Question: How can weather affect us?**

L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [6 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [2 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [2 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [2 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [8 lessons]

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [10 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [2 lessons]

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). [4 lessons]

RF.3.3.b Decode words with common Latin suffixes. [3 lessons]

RF.3.3.c Decode multisyllable words. [7 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [4 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [1 lesson]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [4 lessons]

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. [17 lessons]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [7 lessons]

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). [1 lesson]

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). [4 lessons]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [2 lessons]

SL.3.1.b 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). [1 lesson]

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. [2 lessons]

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. [1 lesson]

W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. [1 lesson]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [1 lesson]

W.3.2.d Provide a concluding statement or section. [1 lesson]

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [7 lessons]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

**Unit 6-Week 3**

**Weekly Concept: Learning to Succeed**

**Essential Question: Why are goals important?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [6 lessons]

L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [5 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [1 lesson]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [3 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English. [1 lesson]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [3 lessons]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [19 lessons]

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [2 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [2 lessons]

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). [4 lessons]

RF.3.3.c Decode multisyllable words. [7 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [4 lessons]

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. [1 lesson]

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. [1 lesson]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [1 lesson]

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). [1 lesson]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

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. [2 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [2 lessons]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [1 lesson]

SL.3.1.b 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). [1 lesson]

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. [2 lessons]

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. [1 lesson]

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. [8 lessons]

W.3.2.b Develop the topic with facts, definitions, and details. [1 lesson]

W.3.2.d Provide a concluding statement or section. [1 lesson]

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. [1 lesson]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**Unit 6-Week 4**

**Weekly Concept: Animals and You**

**Essential Question: How can learning about animals help you respect them?**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. [5 lessons]

L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. [6 lessons]

L.3.1.i Produce simple, compound, and complex sentences. [2 lessons]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [2 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [6 lessons]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [11 lessons]

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [1 lesson]

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). [3 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [3 lessons]

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). [4 lessons]

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. [2 lessons]

RF.3.3.b Decode words with common Latin suffixes. [3 lessons]

RF.3.3.c Decode multisyllable words. [7 lessons]

RF.3.4.a Read on-level text with purpose and understanding. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [5 lessons]

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. [1 lesson]

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). [5 lessons]

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). [9 lessons]

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. [5 lessons]

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. [1 lesson]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [2 lessons]

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [1 lesson]

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. [2 lessons]

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. [1 lesson]

W.3.2.d Provide a concluding statement or section. [7 lessons]

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. [1 lesson]

**Unit 6-Week 5**

**Weekly Concept: Funny Times**

**Essential Question: What Makes You Laugh?**

L.3.1.i Produce simple, compound, and complex sentences. [7 lessons]

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [1 lesson]

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). [8 lessons]

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. [1 lesson]

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. [5 lessons]

L.3.3.a Choose words and phrases for effect. [1 lesson]

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. [8 lessons]

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). [10 lessons]

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). [2 lessons]

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). [2 lessons]

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. [5 lessons]

RF.3.3.c Decode multisyllable words. [2 lessons]

RF.3.3.d Read grade-appropriate irregularly spelled words. [3 lessons]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. [5 lessons]

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. [4 lessons]

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. [2 lessons]

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. [14 lessons]

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). [4 lessons]

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. [1 lesson]

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. [4 lessons]

SL.3.1.a 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. [2 lessons]

SL.3.1.b 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). [1 lesson]

SL.3.1.d Explain their own ideas and understanding in light of the discussion. [1 lesson]

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [7 lessons]

W.3.7 Conduct short research projects that build knowledge about a topic. [1 lesson]

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. [1 lesson]

**Unit 6-Week 6**

**Weekly Concept: Think It Over**

**Essential Question: How do we decide what's important?**

L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English. [1 lesson]

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [1 lesson]

RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1 lesson]

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. [1 lesson]

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. [4 lessons]

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. [1 lesson]

SL.3.1.b 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). [1 lesson]

SL.3.1.d Explain their own ideas and understanding in light of the discussion. [1 lesson]

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. [2 lessons]

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. [1 lesson]

W.3.7 Conduct short research projects that build knowledge about a topic. [2 lessons]