

Benchmark Advance

Grade 3 Skills and Strategies

Unit 1: Government for the People											
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency	
1	1	Short Read 1	Working Together	Informational Text: Social Studies	630	3-ESS3-1	3.2 3.4.1 3.4.2 3.4.3 3.4.6	<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.3.1, RI.3.2, RI.3.10) Analyze Cause and Effect Text Connections (RI.3.1, RI.3.3, RI.3.8) 	<ul style="list-style-type: none"> Short Vowels (RF.3.3c, L.3.2f) 		
		Short Read 2	Election Day	Informational Text: Social Studies	650						<ul style="list-style-type: none"> Analyze Graphic Features: Maps, Photos, and Captions (RI.3.1, RI.3.7) Identify Key Details and Answer Text Dependent Questions (RI.3.1, RI.3.2, RI.3.10) Analyze Text Connections: Sequence (RI.3.1, RI.3.3, RI.3.8) Compare and Contrast Two Texts on the Same Topic (RI.3.1, RI.3.9)
		Word Study Read 1	Robert's Rules of Order	Informational Text: Social Studies	520						
	2	Extended Read 1	It Is My Right!	Informational Text: Social Studies	730			<ul style="list-style-type: none"> Identify Key Details and Summarize (RI.3.1, RI.3.2, RI.3.10) Refer to the Text When Answering Questions about Informative Texts (RI.3.1, RI.3.3, RI.3.10) Close Reading: Analyze Cause/Effect Text Connections (RI.3.1, RI.3.3, RI.3.8) Close Reading: Draw Inferences from the Text (RI.3.1, RI.3.3) Compare and Contrast Two Texts on the Same Topic (RI.3.1, RI.3.9) 	<ul style="list-style-type: none"> Long a (VCe, ai, ay, a) (RF.3.3c, L.3.2f) 	<ul style="list-style-type: none"> Speed/Pacing-Slow Expression-Dramatic Expression (RF.3.4b) 	
		Word Study Read 2	Thomas Paine	Informational Text: Social Studies	630						
	3	Extended Read 2	Winning the Right to Vote	Informational Text: Social Studies	760			<ul style="list-style-type: none"> Identify Main Idea and Key Details (RI.3.1, RI.3.2, RI.3.10) Identify Genre Features: Informational Text (RI.3.1, RI.3.3, RI.3.6) Close Reading: Analyze Sequential Text Connections (RI.3.1, RI.3.3, RI.3.8) Close Reading: Analyze Graphic Features to Make Inferences (RI.3.1, RI.3.7) Close Reading: Compare and Contrast Two Texts on the Same Topic (RI.3.1, RI.3.9) 	<ul style="list-style-type: none"> Long o (VCe, oa, ow, o); Long u (VCe, ue, ew, u) (RF.3.3c, L.3.2f) 		
		Word Study Read 3	One Nation from Many	Informational Text: Social Studies	670						

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Read and Analyze a Narrative Prompt (W.3.5) Reread to Gather Text Evidence (W.3.5, W.3.8) Plan a Letter (W.3.5, W.3.8) Draft: Elements of a Letter (W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4) Revise and Edit (W.3.4, W.3.5, W.3.10) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Form and Use Concrete and Abstract Nouns (L.3.1c) 	<ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Regular and plural nouns (1) Concrete and abstract nouns (5) Irregular verbs (13) Subject-verb agreement (15) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Cause and Effect (7, 12) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Academic language (2, 8) Context clues (4) Multiple-meaning words (9) Word roots (14) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> Read and Analyze an Explanatory Prompt (W.3.5) Reread to Find Text Evidence (W.3.4, W.3.5, W.3.8) Plan an Informative/Explanatory Text (W.3.5, W.3.8) Draft: Elements of an Informative Text (W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.8) Revise and Edit (W.3.2.c, W.3.4, W.3.5, W.3.10) 		<ul style="list-style-type: none"> Form and Use Regular Verbs/Verb Tenses (L.3.1d, L.3.1e) 		
<ul style="list-style-type: none"> Read and Analyze an Opinion Essay Prompt (W.3.5) Reread to Find Text Evidence (W.3.4, W.3.5, W.3.8) Plan an Opinion Text (W.3.1a, W.3.1b, W.3.1d, W.3.5, W.3.8) Draft: Elements of an Opinion Text (W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4, W.3.5, W.3.8, W.3.10) Revise and Edit (W.3.1a, W.3.4, W.3.5, W.3.10) 		<ul style="list-style-type: none"> Subject-Verb Agreement (L.3.1f) Capitalize Titles (L.3.2a) 		

Benchmark Advance

Grade 3 Skills and Strategies

Unit 2: Ways Characters Shape Stories											
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading		Foundational	
								Literary and Informational Standards Focus		Word Study and Spelling	Fluency
2	1	Short Read 1	Two Fables from Aesop: The Peasant and the Apple Tree and The Fox and the Crow	Literary Text: Fable	600			<ul style="list-style-type: none"> Identify Key Events and Summarize (RL.3.1, RI.3.2, RI.3.10) Analyze Genre Features: Fables, Myths, and Folktales (RL.3.1, RL.3.5) Analyze Characters in a Story (RL.3.1, RL.3.3) Read and Respond to Poems (RL.3.1, RL.3.2, RI.3.10) Identify Genre Features: Poetry (RL.3.1, RL.3.5) Compare and Contrast Characters (RL.3.1, RL.3.3, RL.3.9) 	<ul style="list-style-type: none"> Long e (VCe, ea, ee, ey, y, ie, e) (RF.3.3c, L.3.2f) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.3.4a) 	
		Short Read 2	Two Famous Poems: The Ballad of John Henry and The Village Blacksmith	Literary Text: Ballad	NP						
		Word Study Read 1	Geese for the Queen	Literary Text: Folktale	560						
	2	2	Extended Read 1	The Tale of King Midas: A Greek Myth	Literary Text: Myth	640		<ul style="list-style-type: none"> Identify Key Events and Summarize (RL.3.1, RL.3.2, RL.3.3, RL.3.10) Close Reading: Analyze How Character Traits Influence a Story (RL.3.1, RL.3.3, RL.3.5) Close Reading: Compare Stories with Similar Characters (RL.3.1, RL.3.3, RL.3.5) 	<ul style="list-style-type: none"> Long i (i_e, igh, y, ie, i) (RF.3.3c, L.3.2f) 	<ul style="list-style-type: none"> Inflection/Intonation–Volume (RF.3.4b) Phrasing–Units of Meaning in Complex Sentences (RF.3.4c) 	
			Word Study Read 2	Theseus and the Minotaur	Literary Text: Myth	680					
	3	3	Extended Read 2	Snow White: A Russian Folktale	Literary Text: Folktale	760		<ul style="list-style-type: none"> Identify Key Events and Summarize (RL.3.1, RL.3.2, RI.3.10) Analyze How Illustrations Convey Mood and Character (RL.3.1, RL.3.7) Close Reading: Analyze How Illustrations Contribute to a Story (RL.3.1, RL.3.7) Close Reading: Analyze Characters (RL.3.1, RL.3.3) Close Reading: Compare and Contrast Characters (RL.3.1, RL.3.3, RL.3.9) 	<ul style="list-style-type: none"> Compound Words (RF.3.3c, L.3.2f) 		
Word Study Read 3			Paul Bunyan's Big Thirst	Literary Text: Tall Tale	660						

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Read and Analyze a Prompt (W.3.5) Reread to Find Text Evidence (W.3.5, W.3.8) Plan a Fable (W.3.5) Draft: Beginning the Fable (W.3.3a, W.3.4) Revise and Edit (W.3.3b, W.3.4, W.3.5) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p>	<ul style="list-style-type: none"> Adjectives and Adverbs (L.3.1a) Punctuate Dialogue (L.3.2c) 	<ul style="list-style-type: none"> Distinguish Literal from Nonliteral Language: Similes (L.3.5a) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Regular and irregular past tense verbs (1) Past and future tense verbs (10) Adjectives (2, 5, 8) Adverbs (13) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Shades of meaning (4) Context clues (9) Word choice (12) Compound words (14) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> Read and Analyze an Explanatory Prompt (W.3.5) Reread to Find Text Evidence (W.3.2b, W.3.5, W.3.8) Plan an Explanatory Text (W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.5) Draft: Beginning the Explanatory Text (W.3.2a, W.3.2c, W.3.4) Revise and Edit (W.3.2b, W.3.2c, W.3.5, W.3.10) 	<p>Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Use Coordinating Conjunctions to Form Compound Sentences (L.3.1h, L.3.1i) Capitalize Words in Titles (L.3.2a) 	<ul style="list-style-type: none"> Distinguish Shades of Meaning Among Related Words (L.3.5c) Close Reading: Identify and Analyze Nonliteral Language (L.3.5a) 	
<ul style="list-style-type: none"> Read and Analyze an Opinion Prompt (W.3.5, W.3.8) Reread to Find Text Evidence (W.3.5, W.3.8) Plan a Review (W.3.4, W.3.5, W.3.8) Draft: Beginning the Review (W.3.1a, W.3.1b, W.3.4, W.3.5, W.3.8) Revise and Edit (W.3.4, W.3.5, W.3.10) 		<ul style="list-style-type: none"> Use Subordinating Conjunctions to Form Complex Sentences (L.3.1h, L.3.1i) 		

Benchmark Advance

Grade 3 Skills and Strategies

Unit 3: Animal Adaptations											
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	Foundational		
								Literary and Informational Standards Focus	Word Study and Spelling	Fluency	
3	1	Short Read 1	Animal Disguises	Informational Text: Science	720	3-LS3-1 3-LS3-2 3-LS4-2 3-LS4-3 3-LS4-4		<ul style="list-style-type: none"> Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) Use Information from Photographs (RI.3.1, RI.3.7) 	<ul style="list-style-type: none"> r-Controlled Vowels (/är/, /ör/) (RF.3.3c, L.3.2f) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.3.4a) 	
		Short Read 2	Animals' Tools for Survival	Informational Text: Science	840						<ul style="list-style-type: none"> Analyze Text Connections: Compare and Contrast (RI.3.1, RI.3.3, RI.3.8) Analyze Graphic Features: Charts (RI.3.1, RI.3.7) Compare and Contrast Two Texts on the Same Topic (RI.3.1, RI.3.7, RI.3.9)
		Word Study Read 1	The Remarkable Teeth of a Shark	Informational Text: Science	820						
	2	Extended Read 1	Fur, Skin, Scales, or Feathers	Informational Text: Science	740			<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.3.1, RI.3.2) Identify Text Connections: Reasons and Evidence (RI.3.1, RI.3.3, RI.3.8) Close Reading: Analyze Compare/Contrast Text Connections (RI.3.1, RI.3.3, RI.3.8) Close Reading: Use Text Evidence to Make Inferences (RI.3.1, RI.3.3) Close Reading: Compare and Contrast Information from Graphic Features (RI.3.1, RI.3.7, RI.3.9) 	<ul style="list-style-type: none"> r-Controlled Vowels (er, ir, ur) (RF.3.3c, L.3.2f) 	<ul style="list-style-type: none"> Pausing–Short Pauses (RF.3.4b) Phrasing–Dependent Clauses (RF.3.4c) 	
		Word Study Read 2	Caterpillar Self-Defense	Informational Text: Science	680						
	3	Extended Read 2	One Body, Many Adaptations	Informational Text: Science	780			<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.3.1, RI.3.2, RI.3.10) Close Reading: Identify Reasons and Evidence (RI.3.1, RI.3.3, RI.3.8) Close Reading: Make Inferences About Causes and Effects (RI.3.1, RI.3.3, RI.3.8) Close Reading: Compare and Contrast Texts on the Same Topic (RI.3.1, RI.3.9) 	<ul style="list-style-type: none"> Closed Syllable Pattern (RF.3.3c, L.3.2f) 		
Word Study Read 3		How the Chameleon Learned to Change Color	Literary Text: Pourquoi Tale	560							

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Analyze a Guiding Research Question (W.3.7) Evaluate Print Sources: Copyright and Author (W.3.7) Evaluate Online Sources: Types of Web Pages (W.3.6, W.3.7, W.3.8) Use Key Words to Search for Relevant Sources (W.3.6, W.3.7, W.3.8) Take Notes on Index Cards (W.3.7, W.3.8) 	Speaking and Listening Standards are addressed throughout the unit. Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities. Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.	<ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d) 	<ul style="list-style-type: none"> Grammar and Syntax <ul style="list-style-type: none"> Relative clauses (1) Adjectives (4) Plurals and possessives (13) Pronouns and antecedents (15) Text Structure <ul style="list-style-type: none"> Compare and contrast (5, 8, 12) Vocabulary <ul style="list-style-type: none"> Build vocabulary (9) Context clues (2) Academic Language (5, 8) Synonyms and antonyms (14) Interact in Meaningful Ways <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons) 	
<ul style="list-style-type: none"> Analyze a Guiding Research Question (W.3.7, W.3.8) Evaluate Print Sources: Using Text Features (W.3.7, W.3.8) Evaluate Online Sources (W.3.7, W.3.8) Use Key Words to Search for Relevant Sources (W.3.6, W.3.7, W.3.8) Take Notes on Index Cards (W.3.7, W.3.8) 				<ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d)
<ul style="list-style-type: none"> Analyze a Guiding Research Question (W.3.7) Evaluate Print Sources (W.3.7, W.3.8) Evaluate Online Sources (W.3.6, W.3.7, W.3.8) Use Key Words to Search for Relevant Sources (W.3.6, W.3.7, W.3.8) Take Notes on Index Cards (W.3.6, W.3.7, W.3.8) 				

Benchmark Advance

Grade 3 Skills and Strategies

Unit 4: Comparing Points of View											
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading		Foundational	
								Literary and Informational Standards Focus		Word Study and Spelling	Fluency
4	1	Short Read 1	Cinderella's Very Bad Day	Narrative Nonfiction: Diary	620			<ul style="list-style-type: none"> Identify and Summarize Key Events (RL.3.1, RL.3.2, RL.3.10) Identify Narrator's Point of View (RL.3.1, RL.3.6) Distinguish Literal from Nonliteral Language: Hyperbole (RL.3.1, RL.3.4) Identify and Summarize Story Events (RL.3.1, RL.3.2, RL.3.5, RL.3.10) Analyze Genre Features: Drama (RL.3.5) Distinguish Literal from Nonliteral Language: Idioms (RL.3.1, RL.3.4) Compare and Contrast Point of View in Stories and Drama (RL.3.1, RL.3.6, RL.3.9) 	<ul style="list-style-type: none"> Open Syllable Pattern (RF.3.3c, RF.3.3d, L.3.2f) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.3.4a) 	
		Short Read 2	Cinderella, Too Much for Words	Literary Text: Play	NP						
		Word Study Read 1	Cap o' Rushes	Literary Text: Folktale	530						
	2	Extended Read 1	Jack and the Beanstalk	Literary Text: Fairy Tale	710			<ul style="list-style-type: none"> Identify and Summarize Key Events (RL.3.1, RL.3.2, RL.3.10) Distinguish Reader's Point of View from that of Characters in a Story (RL.3.1, RL.3.6) Close Reading: Distinguish Reader's Point of View from that of the Narrator (RL.3.1, RL.3.6) Close Reading: Distinguish Reader's Point of View from that of a Character (RL.3.1, RL.3.6) Close Reading: Compare and Contrast Points of View (RL.3.1, RL.3.6) 	<ul style="list-style-type: none"> Consonant-le Syllable Pattern (RF.3.3c, L.3.2f) 	<ul style="list-style-type: none"> Inflection/ Intonation–Stress Read with Short Pauses Develop Fluency: Read with Characterization and Feeling (RF.3.4b) 	
		Word Study Read 2	The Giant's Complaint	Literary Text: Humor	590						
	3	Extended Read 2	The True Jack?	Literary Text: Play	NP			<ul style="list-style-type: none"> Identify and Summarize Key Events (RL.3.1, RL.3.2, RL.3.10) Close Reading: Analyze How Illustrations Affect Mood and Reader's Point of View (RL.3.1, RL.3.6, RL.3.7) Close Reading: Compare Stories and Drama (RL.3.1, RL.3.6) 	<ul style="list-style-type: none"> Vowel Team Syllable Pattern (RF.3.3c, L.3.2f) 		
Word Study Read 3		The Beanstalk Experiment	Literary Text: Science Fiction	620							

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Incorporate Supporting Quotations (W.3.2b, W.3.4, W.3.8) Plan and Organize a Compare/Contrast Essay (W.3.5, W.3.8) Use Linking Words (W.3.2c, W.3.5) Draft: Write a Strong Conclusion (W.3.2d, W.3.4, W.3.10) Revise and Edit (W.3.4, W.3.5, W.3.10) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Form and Use Possessives (L.3.2d) 	<ul style="list-style-type: none"> Distinguish Literal from Nonliteral Language: Hyperbole (L.3.5a) Distinguish Literal from Nonliteral Language: Idioms (L.3.5a) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Prepositional phrases (1) Irregular verbs (2, 8) Pronouns (5, 10) Adjectives and adverbs (9, 13) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Build vocabulary (4, 14) Idioms (11) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> Incorporate the Features of a Script (W.3.5) Plan and Organize a Play (W.3.3a, W.3.3d, W.3.5, W.3.8) Add Stage Directions (W.3.3b, W.3.5) Draft: Develop Characters Through Dialogue (W.3.3a, W.3.3b, W.3.3d) Revise: Incorporate Informal Language Edit: Comparative and Superlative (W.3.3c, W.3.4, W.3.5, W.3.10) 		<ul style="list-style-type: none"> Form and Use the Comparative and Superlative (L.3.1g) 		
<ul style="list-style-type: none"> State a Clear Opinion (W.3.1a, W.3.5) Plan and Organize an Opinion Text with Two Sources (W.3.1a, W.3.1b, W.3.5, W.3.8) Produce Simple, Compound, and Complex Sentences (W.3.4, W.3.10) Draft: Write a Strong Conclusion (W.3.1c, W.3.1d) Revise and Edit (W.3.1b, W.3.4, W.3.5, W.3.8, W.3.10) 		<ul style="list-style-type: none"> Review Comparatives/Superlatives and Possessives (L.3.1g) 	<ul style="list-style-type: none"> Close Reading: Analyze the Effect of Nonliteral Language on Point of View (L.3.5a) 	

Benchmark Advance

Grade 3 Skills and Strategies

Unit 5: Advancements in Technology												
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading		Foundational		
								Literary and Informational Standards Focus			Word Study and Spelling	Fluency
5	1	Short Read 1	Alexander Graham Bell: "It Talks!"	Informational Text: Biography	590	3-5-ETS1-1 3-5-ETS1-2		<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.3.1, RI.3.2, RI.3.10) Review Text Connections (RI.3.1, RI.3.3, RI.3.8) 	<ul style="list-style-type: none"> Vowel-C-e Syllable Pattern (RF.3.3c, L.3.2f) 			
		Short Read 2	From Telephone to FaceTime!	Informational Text: Social Studies	780						<ul style="list-style-type: none"> Analyze Author's Purpose Direct Quotations (RI.3.1, RI.3.3, RI.3.8) 	
		Word Study Read 1	The Longest Wire	Informational Text: Social Studies	650						<ul style="list-style-type: none"> Use Text Features to Aid Comprehension (RI.3.1, RI.3.5, RI.3.7) Compare Two Texts on the Same Topic (RI.3.1, RI.3.2, RI.3.9) 	
	2	Extended Read 1	Thomas Edison: "It Sings!"	Informational Text: Biography	800			<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.3.1, RI.3.2, RI.3.10) Identify Real-Life Connections Between Words and Their Use (RI.3.1) 	<ul style="list-style-type: none"> Vowel-r Syllable Pattern (RF.3.3c, L.3.2f) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.3.4a) 	<ul style="list-style-type: none"> Speed/Pacing-Variied 	<ul style="list-style-type: none"> Read with Full Stops (RF.3.4b)
		Word Study Read 2	George Eastman and the Kodak Camera	Informational Text: Social Studies	650			<ul style="list-style-type: none"> Close Reading: Analyze Author's Purpose (RI.3.1, RI.3.3, RI.3.8) Close Reading Question: Analyze Sequential Text Connections (RI.3.1, RI.3.3, RI.3.8) Compare and Contrast Sequential Texts (RI.3.1, RI.3.6, RI.3.9) 				
	3	Extended Read 2	From Phonograph to Playlist	Informational Text: Social Studies	750			<ul style="list-style-type: none"> Identify Key Details and Determine Main Idea (RI.3.1, RI.3.2, RI.3.10) Close Reading: Analyze Cause/Effect and Sequential Text Connections (RI.3.1, RI.3.3, RI.3.8) 	<ul style="list-style-type: none"> Inflectional Endings -ed, -ing (RF.3.3a, L.3.1e, L.3.2e) 			
		Word Study Read 3	From Snapshots to Selfies	Informational Text: Social Studies	770			<ul style="list-style-type: none"> Use Sequential Text Connections to Draw Inferences (RI.3.1, RI.3.3, RI.3.8) Compare Texts on the Same Topic (RI.3.1, RI.3.2, RI.3.9) 				

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Plan Your Narrative Point of View (W.3.3a, W.3.5, W.3.8) Plan and Organize a Narrative Story (W.3.3a, W.3.5, W.3.8) Use Time/Order Words and Phrases to Signal Event Order (W.3.3c, W.3.5) Use Dialogue to Develop a Narrative Story (W.3.3b, W.3.5) Revise to Include Sensory Details (W.3.3a, W.3.3b, W.3.4, W.3.5) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Pronoun-Antecedent Agreement (L.3.1f) Punctuate Dialogue (L.3.2c) 	<ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Nouns (14) Demonstrative Pronouns (1, 13) Irregular verbs (8) <p>Text Structure</p> <ul style="list-style-type: none"> Sequential (2, 10, 15) Cause and effect (10) Compare and contrast (10) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Academic language (2, 15) Root words (4, 9) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> Combining Sequential and Cause/Effect Text Connections (W.3.2a, W.3.2b, W.3.4, W.3.5) Plan and Organize an Evidence-Based Essay (W.3.2a, W.3.2d, W.3.4, W.3.5, W.3.8) Use Illustrations to Support Reader's Comprehension (W.3.2a, W.3.4, W.3.5, W.3.8) Draft Well-Developed Body Paragraphs (W.3.2b) Revise: Use Coordinating Conjunctions to Combine Sentences; Edit: Irregular Verbs (W.3.2c, W.3.10) 		<ul style="list-style-type: none"> Form and Use Irregular Verbs (L.3.1d) 	<ul style="list-style-type: none"> Identify Real-Life Connections Between Words and Their Use (L.3.5b) 	
<ul style="list-style-type: none"> Engage Readers with a Strong Opening (W.3.1a, W.3.10) Plan and Organize an Opinion Text with Two Sources (W.3.4, W.3.5, W.3.8) Write with a Tone of Authority (W.3.4, W.3.5) Draft Well-Developed Body Paragraphs (W.3.1d, W.3.4, W.3.5) Revise: Combine Sentences Using Subordinating Conjunctions (W.3.5, W.3.10) 		<ul style="list-style-type: none"> Form and Use Irregular Verbs (L.3.1d) 	<ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d) 	

Benchmark Advance

Grade 3 Skills and Strategies

Unit 6: Making Decisions										
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading		
								Literary and Informational Standards Focus	Foundational	
								Word Study and Spelling	Fluency	
6	1	Short Read 1	The Fox and the Geese	Literary Text: Folktale	560	3-LS2-1 3-LS3-1 3-LS4-2		<ul style="list-style-type: none"> Identify and Summarize Key Events (RL.3.1, RL.3.2, RI.3.10) Analyze How Character Actions Influence Story Events (RL.3.1, RL.3.3, RL.3.10) Determine the Central Message or Lesson of a Story (RL.3.1, RL.3.2) Compare and Contrast Themes in Stories by the Same Author (RL.3.1, RL.3.2, RL.3.3, RL.3.9) 	<ul style="list-style-type: none"> Irregular Plurals (RF.3.3d, L.3.1b, L.3.2e, L.3.2f) 	
		Short Read 2	The Three Spinsters	Literary Text: Folktale	710					
		Word Study Read 1	The Incredible Goose	Informational Text: Science	770					
	2	Extended Read 1	Doctor Knowall	Literary Text: Folktale	770			<ul style="list-style-type: none"> Identify and Summarize Key Events (RL.3.1, RL.3.2, RL.3.10) Analyze Character's Point of View (RL.3.1, RL.3.6) Close Reading: Analyze How Character Actions Influence Story Events (RL.3.1, RL.3.2, RL.3.3) Close Reading: Compare and Contrast Stories by the Same Author (RL.3.1, RL.3.2, RL.3.3, RL.3.9) 	<ul style="list-style-type: none"> Long oo and Short oo (RF.3.3, L.3.2f) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.3.4a) Speed/Pacing-Fast Expression-Characterization/Feelings (RF.3.4b)
		Word Study Read 2	The Kid and the Wolf	Literary Text: Folktale	660					
	3	Extended Read 2	The Wolf and the Fox	Literary Text: Folktale	770			<ul style="list-style-type: none"> Identify and Summarize Key Events (RL.3.1, RL.3.2, RL.3.10) Close Reading: Analyze Character Traits (RL.3.1, RL.3.2, RL.3.3) Close Reading: Analyze Story Elements (RL.3.1, RL.3.3) Close Reading: Compare and Contrast the Central Lessons of Stories by the Same Author (RL.3.1, RL.3.2, RL.3.3, RL.3.9) 	<ul style="list-style-type: none"> /ou/ as in How and Out (RF.3.3, L.3.2f) 	
Word Study Read 3		Canine Cousins: The Fox and the Wolf	Informational Text: Science	720						

Writing	Speaking and Listening	Language						
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)				
<ul style="list-style-type: none"> Read and Analyze a Research Prompt (W.3.7, W.3.8) Use Key Words to Search for Relevant Sources (W.3.7, W.3.8) Take Notes: Paraphrase to Avoid Plagiarism (W.3.7, W.3.8) Take Notes: Use Direct Quotes to Avoid Plagiarism (W.3.2b, W.3.8) Evaluate Your Research Findings (W.3.7, W.3.8) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.</p>		<ul style="list-style-type: none"> Use Reference Materials to Build Vocabulary (L.3.4d) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Adjectives and adverbs (2) Conjunctions (5, 10) Pronouns and antecedents (8) Prepositional phrases (13) 				
					<ul style="list-style-type: none"> Read and Analyze a Research Prompt (W.3.7) Use Key Words to Search for Relevant Sources (W.3.7, W.3.8) Take Notes: Paraphrase to Avoid Plagiarism (W.3.7, W.3.8) Take Notes: Use Direct Quotations to Avoid Plagiarism (W.3.7, W.3.8) Evaluate Your Research Findings (W.3.7, W.3.8) 		<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Multiple-meaning words (4) Context clues (9) Build vocabulary (14) 	<p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)

Benchmark Advance

Grade 3 Skills and Strategies

Unit 7: Communities Then and Now											
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading			
								Literary and Informational Standards Focus	Foundational		
								Word Study and Spelling	Fluency		
7	1	Short Read 1	Exploring My Community	Narrative Nonfiction: Personal Essay	630	3.1.1 3.1.2 3.3.1 3.3.2 3.5.1		<ul style="list-style-type: none"> Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) Analyze Author's Point of View (RI.3.6) 	<ul style="list-style-type: none"> Suffixes -er, -or (RF.3.3a, RF.3.3b, L.3.2e, L.3.4b) 		
		Short Read 2	A New Life in Vermont	Literary Text: Realistic	930					<ul style="list-style-type: none"> Identify Key Events and Summarize (RL.3.1, RL.3.2, RI.3.10) Draw Inferences from Character Actions (RL.3.1, RL.3.3) Interpret Graphic Features: Analyze Story Illustrations (RL.3.1, RL.3.7) Compare Two Texts on the Same Topic (RI.3.1, RI.3.9, RL.3.1) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.3.4a)
		Word Study Read 1	The Mission District	Informational Text: Social Studies	740						
	2	Extended Read 1	All Kinds of Communities	Narrative Nonfiction: Personal Essay	670			<ul style="list-style-type: none"> Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) Close Reading: Analyze Maps, Photos, and Captions (RI.3.1, RI.3.7) Close Reading: Identify and Analyze Author's Point of View (RI.3.1, RI.3.6) Close Reading: Comparing Two Texts on the Same Topic (RI.3.1, RI.3.2, RI.3.9) 	<ul style="list-style-type: none"> Inflection/ Intonation— Pitch Speed/ Pacing—Varied (RF.3.4b) Develop Fluency: Read with Dramatic Expression (RF.3.4b) 		
		Word Study Read 2	The Levi Coffin House	Informational Text: Social Studies	710						
	3	Extended Read 2	Sarah and the Chickens	Literary Text: Historical Fiction	630			<ul style="list-style-type: none"> Identify Key Details and Summarize (RL.3.1, RL.3.2, RL.3.10) Identify Genre Features: Historical Fiction (RL.3.1, RL.3.5) Close Reading: Analyze Story Illustrations (RL.3.1, RL.3.7) Close Reading: Draw Inferences from Character Actions (RL.3.1, RL.3.3) Close Reading: Compare and Contrast Two Texts on the Same Topic (RL.3.2, RI.3.9) 	<ul style="list-style-type: none"> Variant Vowel /ð/ (RF.3.3c, L.3.2f) 		
		Word Study Read 3	Wind and Wildflowers	Narrative Nonfiction: Memoir	670						

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Avoid the First Person in an Informative Text (W.3.2a, W.3.5) Plan and Organize a Compare and Contrast Essay (W.3.4, W.3.5, W.3.8) Use Linking Words and Phrases to Incorporate Supporting Facts (W.3.2c, W.3.4, W.3.5, W.3.8) Draft a Compare and Contrast Essay (W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.10) Revise and Edit (W.3.4, W.3.5, W.3.10) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Reciprocal Pronouns (L.3.1k) 	<ul style="list-style-type: none"> Use Context Clues to Define Vocabulary (L.3.4a, L.3.4d) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Prepositional phrases (2, 8, 15) Irregular verbs (13)
<ul style="list-style-type: none"> Vary Words That Show Dialogue Attribution (W.3.3b, W.3.5) Plan and Organize a Short Narrative (W.3.4, W.3.5, W.3.8) Develop Characters Through Description (W.3.3b, W.3.4, W.3.5, W.3.10) Draft: Review the Elements of a Narrative (W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.10) Revise and Edit (W.3.3b, W.3.4, W.3.5, W.3.10) 		<ul style="list-style-type: none"> Review English Language Conventions (L.3.3b) 	<ul style="list-style-type: none"> Simple, Compound, and Complex Sentences (L.3.1i) 	<p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Suffixes (4) Homophones (9) Word choice (12) Build vocabulary (14) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> State an Opinion Without Using the First Person (W.3.1a, W.3.5) Plan and Organize an Opinion Essay With Multiple Sources (W.3.1b, W.3.4, W.3.5, W.3.8) Use Linking Words to Connect Reasons and Evidence (W.3.1c, W.3.5, W.3.8) Draft: Review the Elements of an Opinion Essay (W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4, W.3.5, W.3.8, W.3.10) Revise to Strengthen the Conclusion of an Opinion Essay (W.3.1e, W.3.4, W.3.5, W.3.10) 		<ul style="list-style-type: none"> Review Parts of Speech (L.3.1a) 	<ul style="list-style-type: none"> Use Linking Words to Create Compound and Complex Sentences (L.3.1h, L.3.1i) 	

Benchmark Advance

Grade 3 Skills and Strategies

Unit 8: Weather and Climate									
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	
								Literary and Informational Standards Focus	Foundational
8	1	Short Read 1	Fairweather Clouds	Literary Text: Free Verse	NP	3-ESS2-1 3-ESS2-2 3-ESS3-1		<ul style="list-style-type: none"> Read and Respond to a Poem (RL.3.1, RL.3.2, RL.3.10) Use Text Features: Footnotes (RI.3.1, RI.3.5) Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) Identify Genre Features: Descriptive Texts (RI.3.1, RI.3.3, RI.3.8) Compare and Contrast a Poem and a Descriptive Text (RI.3.1, RI.3.9) 	<ul style="list-style-type: none"> Hard and Soft c (RF.3.3c, L.3.2f)
		Short Read 2	Earth's Weather and Climate	Informational Text: Science	740				
		Word Study Read 1	Blizzard Alert!	Informational Text: Science	850				
	2	Extended Read 1	Water Sky	Literary Text: Realistic	810			<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.3.4a) Expression–Characterization/Feelings Expression–Dramatic Expression (RF.3.4b) 	<ul style="list-style-type: none"> Hard and Soft g (RF.3.3c, L.3.2f)
		Word Study Read 2	How Indian Summer Began	Literary Text: Pourquoi Tale	590				
	3	Extended Read 2	The Tropical Rain Belt	Informational Text: Science	860			<ul style="list-style-type: none"> Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) Interpret Graphic Features: Analyze Graphic Aids (RI.3.1, RI.3.5) Close Reading: Analyze Connections Within a Descriptive Text (RI.3.1, RI.3.3, RI.3.8) Close Reading: Draw Inferences from a Descriptive Text (RI.3.1) Close Reading: Compare Two Texts on the Same Topic (RL.3.1, RI.3.1, RI.3.9) 	<ul style="list-style-type: none"> Diphthongs (RF.3.3c, L.3.2f)
		Word Study Read 3	Predicting Hurricanes	Informational Text: Science	820				

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Introduce the Unit 8 Research Project (W.3.7) Pre-Search: Use Print Sources to Choose Research Topics (W.3.4, W.3.7, W.3.8, W.3.10) Pre-Search: Use Online Sources to Choose Research Topics (W.3.6, W.3.7, W.3.8) Formulate and Evaluate Guiding Research Questions (W.3.7) Categorize Information and Identify Possible Sources (W.3.7, W.3.8) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.</p>		<ul style="list-style-type: none"> Distinguish Literal from Nonliteral Language: Metaphors (L.3.5a) Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Adjectives (1) Concrete and abstract nouns (5)
<ul style="list-style-type: none"> Take Notes from Sources (W.3.7, W.3.8) Paraphrase Information from Sources (W.3.4, W.3.7, W.3.8) Evaluate Research (W.3.7, W.3.8) Plan Your Narrative Point of View (W.3.3a, W.3.4, W.3.5) Plan Your Story (W.3.3a, W.3.4, W.3.5) 			<ul style="list-style-type: none"> Identify and Analyze Elements of Poetry and Descriptive Text (L.3.5a) 	<p>Text Structure</p> <ul style="list-style-type: none"> Problem-solution (7) Sequence (8) Compare-contrast (13) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Metaphors (2) Domain-specific vocabulary (4) Academic language (8, 13) Context clues (9, 11) Latin roots (14) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> Begin the Firsthand Account (W.3.3a, W.3.4, W.3.5) Incorporate Research (W.3.4, W.3.5) Use Temporal Words and Phrases to Signal Order of Events (W.3.3c, W.3.5) Bring Closure to the Narrative (W.3.3c, W.3.3d, W.3.5, W.3.6, W.3.10) 		<ul style="list-style-type: none"> Form and Use Verb Tenses (L.3.1e) 	<ul style="list-style-type: none"> Incorporate Nonliteral Language (L.3.5a) 	

Benchmark Advance

Grade 3 Skills and Strategies

Unit 9: Spending Time and Money											
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading		Foundational	
								Literary and Informational Standards Focus		Word Study and Spelling	Fluency
9	1	Short Read 1	Making Choices: Ben Franklin's "Two Cents" and <i>The Ant and the Grasshopper</i>	Informational Text: Social Studies Literary Text: Fable	710	3-5-ETS1-1 3-5-ETS1-2	3.5.1 3.5.2 3.5.3	<ul style="list-style-type: none"> Identify Main Idea and Key Details (RI.3.1, RI.3.2, RI.3.1, RI.3.2, RI.3.9, RI.3.10) Distinguish Literal from Nonliteral Language: Proverbs (RI.3.1, RI.3.2, RI.3.4) Analyze Text Connections: Steps in a Procedure (RI.3.1, RI.3.3, RI.3.8) Compare and Contrast Informational and Literary Text (RI.3.1, RI.3.9) 	<ul style="list-style-type: none"> Suffixes: -able, -ful, -less (RF.3.3a, RF.3.3b, L.3.2e, L.3.4b) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.3.4a) Phrasing—High-Frequency Word Phrases (RF.3.4c) Inflection/Intonation—Stress (RF.3.4b) 	
		Short Read 2	Let it Grow: The Booming Business of Farmers' Markets	Informational Text: Social Studies	710						
		Word Study Read 1	The Milkmaid	Literary Text: Folktale	650						
	2	Extended Read 1	Lazy Harry	Literary Text: Folktale	720			3.5.1 3.5.2 3.5.3	<ul style="list-style-type: none"> Identify and Summarize Key Story Events (RI.3.1, RI.3.2, RI.3.10) Distinguish Literal from Nonliteral Language: Idioms (RI.3.1, RI.3.4) Close Reading: Analyze How Text and Illustrations Convey Character (RI.3.1, RI.3.3, RI.3.7) Close Reading: Determine Theme (RI.3.1, RI.3.2, W.3.10) 		<ul style="list-style-type: none"> Prefixes: dis-, un- (RF.3.3a, L.3.4b)
		Word Study Read 2	Two Foolish Brothers	Literary Text: Folktale	630						
	3	Extended Read 2	From Fruit to Jam: A Tasty List of Choices	Informational Text: Social Studies	750			3.5.1 3.5.2 3.5.3	<ul style="list-style-type: none"> Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) Identify Real-Life Connections Between Words and Their Use (RI.3.1) Close Reading: Analyze Text Connections (RI.3.1, RI.3.3, RI.3.8) Close Reading: Analyze Author's Purpose for Including Sidebars (RI.3.1, RI.3.3, RI.3.8) Close Reading: Identify and Analyze Authors' Points of View (RI.3.1, RI.3.6, RI.3.9) 		<ul style="list-style-type: none"> Prefixes pre-, re- (RF.3.3a, RF.3.3b, L.3.2f)
		Word Study Read 3	Where Do You Get Your Produce?	Informational Text: Social Studies	730						

Writing	Speaking and Listening	Language		
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)
<ul style="list-style-type: none"> Introduce the Unit 9 Research Project (W.3.7) Pre-Search: Use Print Sources to Identify Research Topics (W.3.7, W.3.8) Pre-Search: Use Online Sources to Identify Research Topics (W.3.6, W.3.7, W.3.8) Formulate and Evaluate Guiding Research Questions (W.3.7) Categorize Information and Identify Possible Sources (W.3.7, W.3.8) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.</p>	<ul style="list-style-type: none"> Use Context Clues to Define Domain-Specific Vocabulary (L.3.4a, L.3.4d) Distinguish Literal from Nonliteral Language: Proverbs (L.3.5a) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Present tense verbs (1) Concrete and abstract nouns (2) Pronouns (5) Complex sentences (13) <p><u>Text Structure</u></p> <ul style="list-style-type: none"> Sequence (8, 12) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Suffixes (4) Prefixes (9, 14) Academic language (8) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons) 	
<ul style="list-style-type: none"> Note-Taking: Distinguish Important from Unimportant Information (W.3.5, W.3.7, W.3.8) Generate Questions to Conduct an Interview (W.3.4, W.3.7, W.3.8) Use Quotations to Credit Your Sources (W.3.7, W.3.8) Evaluate Research Quality and Thoroughness (W.3.7, W.3.8) Plan Your Informational Essay (W.3.2a, W.3.2b, W.3.4, W.3.5) 	<ul style="list-style-type: none"> Write a Strong Introduction (W.3.2a, W.3.5) Focus Sections Around Main Ideas (W.3.2a, W.3.4, W.3.5) Incorporate Research by Quoting Sources (W.3.2b, W.3.4, W.3.5, W.3.8) Provide a Strong Conclusion (W.3.2d, W.3.4, W.3.5) Credit and List Your Sources (W.3.6, W.3.8, W.3.10) 	<ul style="list-style-type: none"> Distinguish Literal from Nonliteral Language: Idioms (L.3.5a) Close Reading: Distinguish Literal from Nonliteral Language to Analyze Story Events (L.3.5a) 	<ul style="list-style-type: none"> Identify Real-Life Connections Between Words and Their Use (L.3.5b) 	

Benchmark Advance

Grade 3 Skills and Strategies

Unit 10: Forces and Interactions									
Unit	Week	Student Reads	Selection Title	Genre	Lexile	Next Generation Science Standards	CA-HSS Standards	Reading	
								Literary and Informational Standards Focus	Foundational
10	1	Short Read 1	Poems of Movement: "The Swing" and "The Wind"	Literary Text: Rhymed Verse	NP	3-PS2-1 3-PS2-2 3-PS2-3 3-PS2-4		<ul style="list-style-type: none"> Read and Respond to a Poem (RL.3.1, RL.3.2, RL.3.10) Identify Genre Features: Rhymed Verse (RL.3.1, RL.3.2, RL.3.5) 	<ul style="list-style-type: none"> Compound Words (RF.3.4a, RF.3.4c, L.3.4c, L.3.2f)
		Short Read 2	What Makes Things Move?	Informational Text: Science	590			<ul style="list-style-type: none"> Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) Identify Genre Features: Procedural Text (RI.3.3, RI.3.8, RI.3.7) Compare and Contrast the Experience of Reading Poems and Scientific Text (RL.3.9, RI.3.9) 	
		Word Study Read 1	The Tortoise and the Hare	Literary Text: Fable	520			<ul style="list-style-type: none"> Identify and Summarize Key Story Events (RL.3.1, RL.3.2) Distinguish Shades of Meaning Among Related Words (RL.3.1) Close Reading: Analyze the Effect of Literal and Nonliteral Language on Imagery (RL.3.1, RL.3.4) 	
	2	Extended Read 1	The Great Tug-of-War	Literary Text: Folktale	710			<ul style="list-style-type: none"> Close Reading: Draw Inferences from Text (RI.3.1, RL.3.2, RL.3.3) Close Reading: Read Across Texts (RL.3.1, RL.3.2, RI.3.9) 	<ul style="list-style-type: none"> Read on-level text with purpose and understanding (RF.3.4a) Inflection/Intonation–Pitch Expression–Anticipation/Mood (RF.3.4b)
		Word Study Read 2	The Merchant's Donkey	Literary Text: Fable	710			<ul style="list-style-type: none"> Identify Key Details and Main Idea (RI.3.1, RI.3.2, RI.3.10) Identify Multiple Text Formats (RI.3.1, RI.3.3, RI.3.8) Close Reading: Analyze Procedural Text (RI.3.1, RI.3.3, RI.3.7) Close Reading: Draw Inferences from Text (RI.3.1, RI.3.2, RI.3.3) Close Reading: Integrate Information from Two Texts (RI.3.1, RL.3.2, RI.3.9) 	
	3	Extended Read 2	Investigate: Magnetism	Informational Text: Science	830			<ul style="list-style-type: none"> Related Words (RF.3.3a, L.3.2f, L.3.4b, L.3.4c) 	
Word Study Read 3		Why Didn't I Think of That?	Informational Text: Science	600					

Writing	Speaking and Listening	Language				
		Conventions of English	Vocabulary Acquisition	English Language Development (ESL)		
<ul style="list-style-type: none"> Introduce the Unit 10 Research Project (W.3.4, W.3.7, W.3.8) Pre-Search: Use Print Sources to Choose Research Topics (W.3.7, W.3.8) Pre-Search: Use Online Sources to Choose Research Topics (W.3.6, W.3.7, W.3.8) Formulate and Evaluate Guiding Research Questions (W.3.7, W.3.8) Develop an Opinion and Reasons Statement (W.3.7, W.3.8) 	<p>Speaking and Listening Standards are addressed throughout the unit.</p> <p>Comprehension and Collaboration Standards (SL.3.1, SL.3.2, SL.3.3) are integrated into the mini-lessons during Turn and Talk, Collaborative Conversations, and Productive Engagement activities.</p> <p>Presentation of Knowledge and Ideas standards (SL.3.4, SL.3.5, SL.3.6) are addressed in the Connect Across Discipline Projects.</p>		<ul style="list-style-type: none"> Distinguish Literal from Nonliteral Language in Imagery (L.3.5a) Use Dictionaries to Clarify Word Meanings (L.3.4d) Compound Words (L.3.4c) 	<p><u>Grammar and Syntax</u></p> <ul style="list-style-type: none"> Progressive tense verbs (1) Adverbials and Adjectives (2) 		
<ul style="list-style-type: none"> Research to Support Reasons with Evidence (W.3.7, W.3.8) Research to Refute an Opposing Opinion (W.3.1b, W.3.8) Interviewing Sources: Generate Good Interview Questions (W.3.7, W.3.8) Evaluate Your Research (W.3.7, W.3.8) Revise/Finalize Your Opinion and Plan Your Opinion Essay (W.3.1a, W.3.1b, W.3.1d, W.3.5, W.3.8) 					<ul style="list-style-type: none"> Distinguish Shades of Meaning Among Related Words (L.3.5c) Close Reading: Analyze the Effect of Literal and Nonliteral Language on Imagery (L.3.5a) 	<p><u>Text Structure</u></p> <ul style="list-style-type: none"> Cause and effect (5) Sequence (8, 13) Procedural (12, 13) <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> Compound words (4) Suffixes (9) Synonyms and antonyms (14) Academic language (5, 8, 12, 13) <p><u>Interact in Meaningful Ways</u></p> <ul style="list-style-type: none"> Collaborative (All lessons) Interpretive (All lessons) Productive (All lessons)
<ul style="list-style-type: none"> State Your Opinion and Reasons Clearly (W.3.1a, W.3.4) Present Evidence for Reasons (W.3.1b, W.3.4) Link Your Reasons Back to Your Opinion (W.3.1c, W.3.4) Refute Opposing Opinions (W.3.1b, W.3.4, W.3.8) Restate Your Opinion and Reasons (W.3.1d, W.3.4, W.3.5, W.3.6) 						