GRADE 3 BENCHMARK ADVANCE SCOPE AND SEQUENCE

			Laur	nch L	Jnit	Un	nit 1		L	Jnit 2		Unit	3		Unit 4		l	Jnit 5			Unit 6	<u> </u>		Unit 7		Ų	Jnit 8		Ur	nit 9		Ur	nit 10
Metacognitive Strategies Comprehension Strategies	Benchmark Workshop Module	Strategy or Skill	W1	W2	W3 \	V1 W	۷2 \	W3 \	W1	W2	W3 W1	W2	W3	W1	W2	W3	W1	W2	W3	W1	W2	W3	W1	W2	W3	W1	W2	W3 V	V1 V	W2 V	νз ν	V1 '	W2 V
Metacognitive	Reader's	Ask Questions				•	•																									•	
Strategies	Workshop	Create Mental Images							•	•																•							
		Draw Inferences							1					•	•														•		•		
		Determine Text Importance									•	•																		•			
		Make Connections																		•	•											•	•
		Summarize and Synthesize															•	•									•						
		Fix-up and Self-Monitoring Strategies																					•	•									
Comprehension	Reader's	Identify and Analyze Literary Elements							•		•							•											\top		\top		\top
Strategies	Workshop	Analyze Figurative Language							•		•		•	•	•	•									•				\neg				
		Analyze Poetic Structure, Language, Voice				\dashv	\dashv				•	†				1			•				1			\Box		•	十	•	十	-	
		Explain and Analyze Author's Purpose and Message				\dashv	\dashv					•	 			1			-			•	1			\Box		$\neg +$	十	\dashv	十	-	\dashv
		Compare and contrast characters in stories with the same					\dashv		•	•		Ť						1										-+	+	+	+	$-\dagger$	+
		Compare and Contrast Themes in Two Texts					+		-	-			1									•					•	-+	+		+	-	+
		Describe Characters and Explain How Their Actions and					-															Ť							+		+		+
		Relationships Influence Plot							•	•	•									•	•							1					•
		Determine the Central Message, Lesson, or Theme					\dashv		-			1	1							•		•					•		-		+		+
		Explain How Illustrations Contribute to a Story					\dashv		-			1	1							_	•			•					-		+		•
		Retell/Recount Key Events					•	•	•	•	•	1									•								+		+		Ť
		Anayze Point of View				-	•							•	•	•								•				-+	+		+		+
		Compare and Contrast Narrator's Point of View												<u> </u>														-+	+		+		+
		Compare and Contrast Personal Narratives					•					-	<u> </u>			1	1												+		+		+
		Amalyze and Compare and Contrast Claims and Evidence					+	-				+																	+	•	•	-	-+
		Evaluate Details to Determine Key Ideas and Compare and																											+	•	-		+
		Contrast Key Ideas in Two Texts				• '	•	•																									
		Explain How Evidence Supports a Central Idea									• •		•																				
		Explain How Text Structure Contributes to Purpose and						•			•		•						•														
		Identify Real-life Connections Between Words and											•																				
		Text Structure: Cause/Effect				•		•												•						•		•				•	
		Text Structure: Compare and Contrast															•							•				1					
		Text Structure: Problem and Solution									•		•																				
		Text Structure: Sequential																					•						•		•		
		Text Structurs: Steps in a Process																															
		Analyze Text and Graphic Features				• (•	•									•		•	•		•	•			•							
Genre	Reader's	Drama															•																
	Workshop	Fable							1																								
		Personal Narrative				• (•								•																		
		Mythology					T		\neg †			1	1								•								一		\top	T	\dashv
		Poetry					T	•				1	1			j													一		一	\neg	\dashv
		Folktale					\dashv										<u> </u>	+									•	-	十		一	-	\dashv
		Graphic Story					-		\dashv			1					+	1											\top		\top	-	•
		Procedural Text				\dashv	\dashv					1																-+	+		+	$-\dagger$	+
		Argumentative/Opinion Essay				\dashv	-		$\overline{}$			•	•	1			+	+										\dashv	+	-+	+	-	+
		7 "gamonativo, Opinion Losay											Ť																一				
Vocabulary	Reader's	Use Context Clues to Determine the Meaning of Words and				•																	•		•				•		• •	•	•

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			Loui	nch l	Init	Un	i+ 1			Jnit 2		Unit :	2		Unit 4			Unit 5			Unit 6			Unit 7	7	I	Unit 8			Unit 9			Jnit 10	`
Category	Benchmark Workshop Module	Strategy or Skill						W3 W			W3 W1																							
Strategies	Workshop	Understand and Use Affixes															•	•	•											,				
		Determine the Meaning of Multiple Meaning Words										•																						1
		Determine the Meaning of Homophones and Homographs																		•		•	•											1
		Use Resources to Determine or Clarify Meaning				•	•																				•							1
		Distinguish the Literal and Nonliteral Meaning of Words																																1
		Identify Real-Life Connections Between Words and Their																										1		, ,	1	ļ	, ,	ı
		Uses																													Ш			ı
		Distinguish Shades of Meaning [Among Verbs]								•											•													1
																										<u> </u>	<u> </u>	ш			\Box			
																										<u> </u>	<u> </u>	ш			\Box			
Grammar and Language	Grammar Workshop	See Grammar Workshop Scope and Sequence																																l
•	Reader's	Expression: Anticipation/Mood																									<u> </u>	igwdot			igwdown			
	Workshop	Expression: Characterization and Feeling				_						ļ									•						↓ '	igspace		لـــــا	igspace		•	-
		Expression: Dramatic Expression				•	•									•										<u> </u>	•	ш			ш			
		Inflection/Intonation: Pitch									•												•			<u> </u>	<u> </u>	ш			ш	•		
		Inflection/Intonation: Stress												•												<u> </u>	<u> </u>	ш		•	\Box			
		Inflection/Intonation: Volume							•													•					<u> </u>	ш		لــــا	\square			
		Pausing: Full Stops																•							•						Ш			ı
		Pausing: Short Pauses													•									•						لــــا			<u> </u>	ı
		Phrasing: Dependent Clauses			•	•							•																					1
		Phrasing: High-Frequency Word Phrases																										\Box	•		•			
		Phrasing: Units of Meaning in Complex Sentences																	•															1
		Speed/Pacing: Fast																		•														1
		Speed/Pacing: Slow								•																					\Box			1
		Speed/Pacing: Varied										•					•																	
		Confirm or Correct Word Recognition and Understanding						•			•															•		•						•
Foundational Skills: Phonics and Word	Phonics Workshop	Use Syllable Pattern Knowledge to Read Unfamiliar Words			•	,	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Study	Workshop	Short Vowels			•	, ,	•	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•
		Long a (VCe, ai, ay, a)				-	•				•	•				•			•			•		•	•	•	•	一十	•	\rightarrow	•	•	\neg	•
		Long o (VCe, oa, ow, o)	1			+		•			•		1			•	•							•		+	\vdash	\Box	•	, — †	\Box	\rightarrow	\rightarrow	
		Long u (VCe, ue, ew, u)	+					•									•									 	\vdash	$\overline{}$	•	\longrightarrow	\Box	\rightarrow	-	
		Long e (VCe, ea, ee, ey, y, ie, e)	1			+	-		•		•	1	•			•			•	•			•	•		+-	$\vdash \vdash$	\vdash	•	 	•	\rightarrow		
		Long i (i_e, igh, y, ie, i)	+	 		+	\dashv	\dashv	\dashv	•	•	1	+	•	•	\vdash		•		•		1		1	 	+	+-	ightharpoonup			\vdash	•		-
		Compound Words	1	1		+	-	+	\dashv		•	•	+	1							•		•	1	•	+-	$\vdash \vdash$	•	\rightarrow	\vdash	\sqcap	\rightarrow		
		r-Controlled Vowels (/är/, /ôr/)	+	 		+	\dashv	\dashv	\dashv	-+	•	†	•	1		\vdash		•		 	<u> </u>	•		•	•	•	•	\vdash	•	•	•	•	•	•
		r-Controlled Vowels (-er, -ir, -ur)	1			+	-+			+		•	•					•	-	 	•	•	•	H	•			•	\dashv	•	•		•	•
		Closed Syllable Pattern	+			+	-	+	-			ł	•	•	•	•	•	•	•	•	•	•	•		•	_	1	•	•	•	•	•	•	•
		Open Syllable Pattern	+	1		+	\dashv	+	-+	-+		+	+	•		•	•	•	•	•	•	<u> </u>		}	Ť	•	-	┌┷┤	•		•	•	•	•
		Consonant -le Syllable Pattern	+	1		+	\dashv	-+	-+			1		 			-		<u> </u>	۰	<u> </u>	Ť	<u> </u>	1	1		<u></u> '	$\vdash \vdash$			\vdash			_
		Consonant le synaple rattern	1]		•	•										•	Ш_'		•					

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Category	Benchmark Workshop Module	Strategy or Skill						V3 V			W3 W1																							W3
		Vowel Team Syllable Pattern														•				•			•		•				•		•	•	•	
		VCe Syllable Pattern															•	•		•	•	•			1		•		•					•
		Vowel-r Syllable Pattern																•			•		•		•	•	•	•	•	•	•	•	•	•
		Inflectional Endings -ed, -ing																	•			•			•	•	•	•		•			•	
		Irregular Plurals																		•						•								•
		Long oo and Short oo																			•				•						•			
		/ou/ as in How and Out																				•						•						
		Suffixes -er, -or																					•											•
		Homophones																						•		•		•						
		Variant Vowel /ô/						+																1	•		•		•					
		Hard and Soft c				\dashv	-	\dashv	$\neg \dagger$				1				\dashv	1						1	1	•		•	•	•	•	•	•	
		Hard and Soft g						+																			•	•			•	•	•	•
		Dipthongs				_	+	\dashv	-		_		1				\dashv	+					1		1	1		•	•			•	•	
		Suffixes: -able, -ful, -less				-	-	+					+				+	+					1	1	1	 			•	•				
		Prefixes (dis-, un-)				-	-	+					+				+	+					1	1	1	 				•		•	•	
		Prefixes (pre-, re-)						\dashv	-								-														•	_	•	
		Unaccented Final Syllables -en, -on, -ain, -in																						1							_	•	<u> </u>	•
		Derivational Suffixes (-ing, -ment, -ness)				-	_	+	-				1				+							1	1							_	•	<u> </u>
		Introduce Related Words				-	-	+	-				-				-																•	-
		Introduce Helated Words																																
	Phonics	Use Spelling Patterns and Generalizations in Writing One-,					•	•	•	•					•	•	•	•	•		•	•	•	•		•	•		•	•	•	•	•	
Word Composition	Workshop	Two-, and Three-Syllable Words																																
		Use Conventional Spelling for High-Frequency Words			•	•	•	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
		Consult Reference Materials, including a dictionary and thesaurus, as Needed to Check and Correct Spelling				•	•	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
		Write Legibly in Manuscript; Write All Lower and Uppercase												1										1										
		Cursive Letters			·	•	•	•	•	•	• •	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Writing Text Types	Writer's		I	Volui	mo 1	<u> </u>		\//	مارات	ne 2		1		Valu	ma 2					Valu	ma 1			Vol	ıme 5	Ma	Juma	2.6			Valur	mo 7		
and Genres	Workshop		\A/ 1			// \/	\/ 1 \\				W5 W6	۱۸/۱			me 3		MG N	\\/ 			me 4		MG				lume		١٨/٦		Volur			Me
and demes	Womonop	Opinion Texts (Speech)	VVI	VVZ		/4 V	V I V	V	VSI	/V4	VV3 VV6		_	_	VV4	VVS	770	VVI	VVZ	WS	VV4	VVS	000	VVI	VVI	VVI	VVZ	VVS	VVI	VVZ	WS	VV4	VVS	VVO
					•	_	_	_	_	_		•	•	•								1	-	-	 	<u> </u>					-			├──
		Informative/Explanatory Texts			•		•	•	•	•	• •													-										<u> </u>
		Research Report						_									_												•	•	•			<u> </u>
		Narrative Texts										•	•	•	•	•	•																	Щ
		Poetry					_	_										•	•	•					ļ	•	•	•						<u> </u>
Writing Process	Writer's	Generate and Develop Ideas						•				1			igsquare				•		•		1	1	1		•							<u> </u>
	Workshop	Draft/Write							•					•		•				•		•	1	1	1		•							<u> </u>
		Revise							•	•	•			•		•				•		•			1		•	•						<u> </u>
		Edit								•	•			•		•				•		•	1	1				•						<u> </u>
		Publish			•	1		1	I		•	1	1	1						1	1		•	1	1	1		•			l Ī	Ī		1