GRADE 3/GRADE4/GRADE 5	
ELA CCGPS UNIT PLAN: 9 WEEKS (1 ST , 2 ND , 3 RD , OR 4 TH) Use your grade-level curriculum map to determine the reading and wi	
PRIMARY READING FOCUS:((literary or informational)
PRIMART READING FOCUS.	interary of informational)
THEME:	
EXTENDED TEXT:	
THEMATICALLY CONNECTED SHORT TEXTS (mixture of literary and information	nal):
1.	
2.	
3. 4.	
SUPPLEMENTARY MATERIAL:	
DDIMA DV WDITING FOOLIG	
PRIMARY WRITING FOCUS:1.	Opinion or Informative/Explanatory (see curriculum map)
2.	
3. (5 th only)	
Narratives:	
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2.	
Research Connections:	
1.	
2.	
Routine Writing Opportunities:	
1.	
2.	

PLANS FOR ASSESSMENT 1: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL
PROMPT:
SKILL BUILDING TASKS APPROXIMATELY 4 WEEKS FOR GRADES 3 AND 4
APPROXIMATELY 3 WEEKS FOR GRADE 5 APPROXIMATELY 3 WEEKS FOR GRADE 5
Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language,
Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.
ESSENTIAL QUESTION:
Task:
Standards:
Instruction:
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ESSENTIAL QUESTION:
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PLANS FOR ASSESSMENT 2: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL
PROMPT:
SKILL BUILDING TASKS
APPROXIMATELY 4 WEEKS FOR GRADES 3 AND 4
APPROXIMATELY 3 WEEKS FOR GRADE 5
Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.
ESSENTIAL QUESTION:
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Standards:
Instruction:
ESSENTIAL QUESTION:
Task:
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ESSENTIAL QUESTION:			
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Standards:			
Instruction:			

(GRADE FIVE ONLY) PLANS FOR ASSESSMENT 3: CONNECTING READING TO WRITING AT GRADE-APPROPRIATE LEVEL

PROMPT:

SKILL BUILDING TASKS APPROXIMATELY 3 WEEKS FOR GRADE 5
Note: tasks may take more than a single day. Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.
ESSENTIAL QUESTION:
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Standards:
Instruction:
ESSENTIAL QUESTION:
Task:
Standards:
Instruction:
ESSENTIAL QUESTION:
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ESSENTIAL QUESTION:
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Standards:
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ESSENTIAL QUESTION:
Task:
Standards:
In admiration.
Instruction:
ESSENTIAL QUESTION:
Task:
Standards:
Other Marian Marian

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SSENTIAL QUESTION:
⁻ ask:
Standards:
nstruction:
SSENTIAL QUESTION:
⁻ ask:
Standards:
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