


Grade 3 • Unit 1 | Identity: Keep an Open Mind | Essential Question: How can stories show you new perspectives?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "Learn from Stories"</p> <p>Focus Question: How can reading expand your knowledge of the world and yourself?</p> <p><i>Mixed-Media Video</i></p> <p>Collaborative Conversations Skill: Takes Turns Speaking</p>	<p>Read Aloud: "Finding Meaning in Stories"</p> <p>Focus Question: How can stories help you understand life lessons?</p> <p>Genre: Informational</p> <p>Comprehension Strategies: Ask and Answer Questions, Reread</p> <p>Lexile: 840L</p> <p>Directed Text: "It's Just an Act!"</p> <p>Focus Question: Why is it important to get the full story?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Character, Setting, Plot; Cause and Effect</p> <p>Lexile: 650L</p> <p>Central Text: <i>Watercress</i></p> <p>Focus Question: Why does the main character's perspective change?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Character, Setting, Plot; Cause and Effect</p> <p>Reread: Character Perspective, Imagery</p> <p>Lexile: 610L</p> <p>Companion Text: "An Interview with Andrea Wang"</p> <p>Focus Question: How can the author's perspective expand your understanding of a story?</p> <p>Genre: Interview (Informational)</p> <p>Structure/Elements: Description</p> <p>Reread: Author's Perspective</p> <p>Lexile: 710L</p>	<p>Concept Words: perspective, expand, assume, consider, insight, rethink</p> <p>Target Words: abrupt, unearth, longing, haul, ditch, underside, glistening, ashamed; inform, pursuing, conflicts, healing</p>	<p>Phonics/Word Structure: Short Vowels; Closed Syllables</p> <p>Spelling</p> <p>On-Level: fabric, mystic, helmet, cousin, magnet, jacket, discuss, headband, problem, difficult</p> <p>Challenge: dentist, contact, splendid, instead, touchpad, expect, public, system, problem, difficult</p> <p>Handwriting Left-handed vs. Right-handed Writers</p>	<p>Lesson 2: the (♥: e) only (♥: o, y) want (♥: a) very (♥: y) to (♥: o)</p> <p>Lesson 4: of (♥: o, f) you (♥: ou) do (♥: o) was (♥: a) are (♥: are)</p>	<p>Lesson 2: "The Box in the Attic"</p> <p>Lesson 4: "Maddox Will Help"</p>	Accuracy and Appropriate Rate	<p>Writing Skill: Clearly Communicate: Write Complete Sentences</p> <p>Grammar & Mechanics: complete sentences, simple subjects, simple sredicates, subject-verb agreement, nouns, verbs</p>	n/a	n/a
Week 2			<p>Phonics/Word Structure: Silent e Long Vowel Syllables</p> <p>Spelling</p> <p>On-Level: inside, include, alone, escape, became, reptile, compute, complete, problem</p> <p>Challenge: trombone, conclude, ignore, admire, athlete, compare, explore, compute, complete, difficult</p> <p>Handwriting Introduction: Cursive Alphabet</p>	<p>Lesson 7: what (♥: a) who (♥: wh, o) one (♥: o, ne) there (♥: e, re) they (♥: ey)</p> <p>Lesson 9: two (♥: tw, o) four (♥: ou) where (♥: e, re) were (♥: ere) once (♥: o, ce)</p>	<p>Lesson 7: "Pets Can Amuse!"</p> <p>Lesson 9: "The Best Cupcakes"</p>	<p>Building a Community of Writers</p> <p>Writing Genre: Personal Narrative</p> <p>Writing Prompt: In <i>Watercress</i>, the main character changed her mind about eating watercress when she learned more about it. Write a personal narrative about an experience that caused you to change your mind about something. What happened? How did this change you?</p>			<p>Title: Get a New Perspective!</p> <p>Options: Newspaper Advice Column or Letter to a Story Character</p>	




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Week 3	<p>Title: "How I See It"</p> <p>Focus Question: How does poetry present new perspectives?</p> <p><i>Live-Action Video</i></p> <p>Collaborative Conversations Skill: Clarify Information</p>	<p>Read Aloud: "Playing with Poetry"</p> <p>Focus Question: How can poems inspire you to view things differently?</p> <p>Genre: Rhymed Verse Poetry</p> <p>Comprehension Strategy: Visualize, Retell/Paraphrase</p> <p>Lexile: NP</p> <p>Directed Text: "One Arm and Counting"</p> <p>Focus Question: What do the characters learn from each other?</p> <p>Genre: Narrative Poetry</p> <p>Structure/Elements: Narrative Poetry: Character, Setting, Plot; Theme</p> <p>Lexile: NP</p> <p>Central Text: <i>Words with Wings</i></p> <p>Focus Question: How do Gabby's experiences affect her daydreaming?</p> <p>Genre: Narrative Poetry</p> <p>Structure/Elements: Narrative Poetry: Character, Setting, Plot; Theme</p> <p>Reread: Point of View, Metaphors</p> <p>Lexile: NP</p>	<p>Concept Words: creative, realize, imagination, inspire</p> <p>Target Words: complains, daydream, dreary, pounding, clench, concetrare, vivid, wander</p>	<p>Phonics/Word Structure: Long Vowels; Open Syllables</p> <p>Spelling On-Level: relax, myself, moment, silent, focus, hydrate, open, even, behind, compute</p> <p>Challenge: secret, hyphen, result, virus, python, basic, human, even, behind, complete</p> <p>Handwriting Strokes that Curve Up, Letters: i, t</p>	<p>Lesson 12: from (♥: o) their (♥: ei) been (♥: ee) does (♥: oe) your (♥: ou)</p> <p>Lesson 14: says (♥: ay) said (♥: ai) come (♥: o, me) some (♥: o, me) done (♥: o, ne)</p>	<p>Lesson 12: "Felix and the Robots"</p> <p>Lesson 14: "From China to Mexico"</p>	Expression	<p>Writing Skill: Clearly Communicate: Use the Four Sentence Types</p> <p>Grammar & Mechanics: imperative sentences, declarative sentences, interrogative sentences, exclamatory sentences, end punctuation</p>	continued	continued
Week 4				<p>Phonics/Word Structure: Inflectional Endings</p> <p>Spelling On-Level: rubbing, biting, lunches, spotted, riding, passes, added, using, beginning, even</p> <p>Challenge: admitted, stopped, erased, exploring, shining, planning, swimming, using, beginning, behind</p> <p>Handwriting Letters: e, l</p>	<p>Lesson 17: should (♥: ou, ld) would (♥: ou, ld) could (♥: ou, ld) sure (♥: ure) whose (♥: wh, o, se)</p> <p>Lesson 19: again (♥: ai) against (♥: ai) because (♥: au, se) often (♥: ft) people (♥: eo, le)</p>	<p>Lesson 17: "Riding the Bus"</p> <p>Lesson 19: "A Sliding Sport for Susan"</p>				

Grade 3 • Unit 2 | Civics and Government: Leadership | Essential Question: How can leaders help and serve others?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "The Leaders Among Us"</p> <p>Focus Question: Who are the different types of leaders in our communities?</p> <p><i>Animated Video</i></p> <p>Collaborative Conversations Skill: Review Key Ideas</p>	<p>Read Aloud: "Keeping it Local"</p> <p>Focus Question: What does local government do for a town or city?</p> <p>Genre: Narrative Nonfiction</p> <p>Comprehension Strategy: Make Predictions, Reread</p> <p>Lexile: 840L</p> <p>Directed Text: "Rodney Learns to Lead"</p> <p>Focus Question: How can leaders work with the people they represent?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Character, Setting, Plot; Problem/Solution</p> <p>Lexile: 590L</p> <p>Central Text: <i>A Vote is a Powerful Thing</i></p> <p>Focus Question: How does Callie lead a successful campaign?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Character, Setting, Plot; Problem/Solution</p> <p>Reread: Dialogue, Central Message</p> <p>Lexile: 640L</p> <p>Companion Text: "Get Out the Vote! How Young People Can Help"</p> <p>Focus Question: How can kids help during an election season?</p> <p>Genre: Informational</p> <p>Structure/Elements: Cause and Effect</p> <p>Reread: Author's Purpose</p> <p>Lexile: 680L</p>	<p>Concept Words: leadership, candidate election, campaign, mayor, governor</p> <p>Target Words: combined, issues, wilderness, supporters, cause, ballot, research, examines, decisions, register, encourage, rights</p>	<p>Phonics/Word Structure: Variant Vowels /ü/ and /û/ (oo)</p> <p>Spelling</p> <p>On-Level: balloon, footsteps, notebook, sunroof, toolbox, cookbook, bedroom, foolish*, toothpaste*, using (review)</p> <p>Challenge: shampoo, classroom, footprint, lunchroom, bookshelf, roommate, barefoot, foolish, toothpaste, beginning</p> <p>Handwriting</p> <p>Strokes that Curve Down, Letters: a, o</p>	<p>Lesson 2: above (♥: o) love (♥: o) any (♥: a, y) many (♥: a, y)</p> <p>Lesson 4: won (♥: o) son (♥: o) listen (♥: st) goes (♥: oe)</p>	<p>Lesson 2: "Cuckoo Woods"</p> <p>Lesson 4: "The Book Nook"</p>	Accuracy, Appropriate Rate, and Expression (Intonation)	<p>Writing Skill: Connect Ideas: Use Compound Subjects and Predicates</p> <p>Grammar & Mechanics: compound subjects, compound predicates, verbs, noun</p>	n/a	n/a
Week 2				<p>Phonics/Word Structure: Long o (oa, oe, ow)</p> <p>Spelling</p> <p>On-Level: below, tiptoe, pillow, rowboat, loaded, bowling, elbow, follow, tomorrow, foolish</p> <p>Challenge: approach, shadow, borrow, scarecrow, toasted, meadow, aloe, follow, tomorrow, toothpaste</p> <p>Handwriting</p> <p>Letters: c, d</p>	<p>Lesson 7: front (♥: o) among (♥: o) wonder (♥: o, er) friend (♥: ie)</p> <p>Lesson 9: learn (♥: ear) gone (♥: ne) worry (♥: orr) pretty (♥: e, y)</p>	<p>Lesson 7: "Snowboard or Rowboat?"</p> <p>Lesson 9: "Throwing Facts for the Win!"</p>		<p>Writing Genre: Opinion Essay</p> <p>Writing Prompt: Write an opinion essay about what you would like to change at your school. How would these changes make your school better? Explain your ideas so you can convince the principal and the school community to make these changes.</p>	<p>Title: Vote for Me!</p> <p>Options: Writing a Speech or Designing a Poster</p>	




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Week 3	<p>Title: "Welcome to Washington, DC"</p> <p>Focus Question: How is Washington, DC, a center of leadership?</p> <p><i>Interactive Map</i></p> <p>Collaborative Conversations Skill: Contribute to the Discussion</p>	<p>Read Aloud: "The Power of a Vote"</p> <p>Focus Question: Why is voting so important?</p> <p>Genre: Informational</p> <p>Comprehension Strategy: Ask and Answer Questions, Summarize</p> <p>Lexile: 830L</p> <p>Directed Text: "The History of Presidents' Day"</p> <p>Focus Question: Why do we celebrate Presidents' Day?</p> <p>Genre: Informational</p> <p>Structure/Elements: Main Idea and Key Details; Chronology</p> <p>Lexile: 700L</p> <p>Central Text: <i>The Presidency Why It Matters to You</i></p> <p>Focus Question: Why does the role of the presidency matter to people?</p> <p>Genre: Informational</p> <p>Structure/Elements: Main Idea and Key Details; Chronology</p> <p>Reread: Text Features: Maps and Tables; Author's Purpose</p> <p>Lexile: 820L</p>	<p>Concept Words: federal, vote, president, power</p> <p>Target Words: limit, diverse, term, requirements, ceremony mansion, staff, high-tech</p>	<p>Phonics/Word Structure: Long e (ee, ea, ie)</p> <p>Spelling</p> <p>On-Level: asleep, between, chief, fifteen, field, weekend, repeat, agree, meaning, follow</p> <p>Challenge: volunteer, reason, defeat, relief, beneath, freedom, windshield, agree, meaning, tomorrow</p> <p>Handwriting</p> <p>Strokes that Curve Over, Letters: n, m</p>	<p>Lesson 12: money (♥: o, y) school (♥: ch) buy (♥: uy) nothing (♥: o)</p> <p>Lesson 14: cover (♥: o, er) color (♥: o, or) laugh (♥: au, gh) heart (♥: ear)</p>	<p>Lesson 12: "Mealtime Volunteers"</p> <p>Lesson 14: "Pet Appeal"</p>	Accuracy, Appropriate Rate, and Expression (Phrasing)	<p>Writing Skill: Connect Ideas: Use Compound Sentences</p> <p>Grammar & Mechanics: compound sentences, independent clauses, coordinating conjunctions</p>	continued	continued
Week 4				<p>Phonics/Word Structure: Long a (ay, ai)</p> <p>Spelling</p> <p>On-Level: crayon, okay, away, waiting, maybe, rainbow, haircut, explain, yesterday, agree</p> <p>Challenge: weekday, display, remain, maintain, airplane, afraid, sideways, explain, yesterday, meaning</p> <p>Handwriting</p> <p>Connectives, Spacing</p>	<p>Lesson 17: warm (♥: a) war (♥: a) surprise (♥: ur) idea (♥: e, a)</p> <p>Lesson 19: country (♥: y) other (♥: o, er) police (♥: i, ce) eye (♥: eye)</p>	<p>Lesson 17: "Presidents Don't Delay!"</p> <p>Lesson 19: "Aiding the Globe"</p>				


Grade 3 • Unit 3 | Earth Science: Weather and Our World | Essential Question: How can we better understand and plan for weather events?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "Today's Forecast Calls for..."</p> <p>Focus Question: How can weather impact your daily life?</p> <p><i>Mixed-Media Video</i></p> <p>Collaborative Conversations Skill: Listen Attentively</p>	<p>Read Aloud: "Chasing the Sun"</p> <p>Focus Question: How did people explain weather long ago?</p> <p>Genre: Fable</p> <p>Comprehension Strategy: Visualize, Summarize</p> <p>Lexile: 600L</p> <p>Directed Text: "Weather Forecasting, Then and Now"</p> <p>Focus Question: How has forecasting the weather changed over time?</p> <p>Genre: Informational</p> <p>Structure/Elements: Chronology, Main Idea/Key Details</p> <p>Lexile: 730L</p> <p>Central Text: <i>Weather the Storm</i></p> <p>Focus Question: How do today's forecasting methods help people prepare for bad weather?</p> <p>Genre: Informational</p> <p>Structure/Elements: Chronology, Main Idea/Key Details</p> <p>Reread: Informational Text Features, Academic Vocabulary</p> <p>Lexile: 670L</p> <p>Companion Text: "To Move or to Stay?"</p> <p>Focus Question: What are some ways people can reduce the impact of severe weather?</p> <p>Genre: Argumentative</p> <p>Structure/Elements: Compare and Contrast</p> <p>Reread: Author's Claim and Evidence</p> <p>Lexile: 680L</p>	<p>Concept Words: forecast, weather systems, impact, instruments, severe, precipitation</p> <p>Target Words: intense, ingredients, moisture, clash, hail, jet stream, zones, detecting</p>	<p>Phonics/Word Structure: Long a (ei, eigh, ea)</p> <p>Spelling</p> <p>On-Level: wear, their, vein, great, steak, break, eight, weight, eighteen, explain</p> <p>Challenge: rainwear, veil, weightlifting, sleigh, reindeer, neighing, beefsteak, weight, eighteen, yesterday</p> <p>Handwriting</p> <p>Practice, Review</p>	<p>Lesson 2: world (♥: or) work (♥: or) word (♥: or)</p> <p>Lesson 4: earth (♥: ear) early (♥: ear, y) heard (♥: ear)</p>	<p>Lesson 2: "Rain with Weight"</p> <p>Lesson 4: "Eight Great Tools!"</p>	Accuracy, Appropriate Rate, and Expression	<p>Writing Skill: Elaborate Ideas: Add Descriptive Detail</p> <p>Grammar & Mechanics: adjectives, adverbs, precise nouns, strong verbs</p>	n/a	n/a
Week 2				<p>Phonics/Word Structure: Long i (ie, igh)</p> <p>Spelling</p> <p>On-Level: necktie, nightstand, sunlight, midnight, might, high, bright, sighed, airtight, weight</p> <p>Challenge: lightweight, spotlight, tonight, highlight, lightning, delight, tiebreak, sighed*, airtight*, eighteen (review)</p> <p>Handwriting</p> <p>Letters: h, f</p>	<p>Lesson 7: thought (♥: ough) although (♥: a, ough) almost (♥: a)</p> <p>Lesson 9: thousand (♥: ou) height (♥: eigh) island (♥: sl)</p>	<p>Lesson 7: "Midnight Monsoon"</p> <p>Lesson 9: "Twilight Saves the Day"</p>		<p>Writing Genre: Informative Essay</p> <p>Writing Prompt: In <i>Weather the Storm</i>, Guy Brown explains why weather forecasts are important. Write an informative essay about why it is important to stay informed when a storm is coming. Explain what happens during a severe storm and how weather forecasts can save lives.</p>	<p>Title: Prepare for a Weather Event!</p> <p>Options: Creating an Emergency Plan or Writing a Weather Forecast</p>	



Grade 3 • Unit 3 | Earth Science: Weather and Our World | Essential Question: How can we better understand and plan for weather events?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "Historic Weather Events"</p> <p>Focus Question: What types of severe weather can affect people and places?</p> <p><i>Interactive Map</i></p> <p>Collaborative Conversations Skill: Build on Others' Talk</p>	<p>Read Aloud: "Without Warning"</p> <p>Focus Question: How did severe weather impact communities in the past?</p> <p>Genre: Informational</p> <p>Comprehension Strategy: Reread, Ask and Answer Questions</p> <p>Lexile: 840L</p> <p>Directed Text: "Meteorologist in the Making"</p> <p>Focus Question: What are the effects of a heat wave and what can be done to prepare?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Character, Setting, Plot; Cause/Effect</p> <p>Lexile: 620L</p> <p>Central Text: <i>The Coquíes Still Sing</i></p>	<p>Concept Words: hurricane, blizzard, heat wave, hazard</p> <p>Target Words: ripened, static, landfall, drumming, sheltering, huddle, gust, familiar</p>	<p>Phonics/Word Structure: Prefixes: pre-, re-, dis-, mis</p> <p>Spelling</p> <p>On-Level: preheat, pretest, refill, misspell, dislike, misplace, repay, reread, disagree, sighed</p> <p>Challenge: prepaid, premade, replayed, misinform, reinvent, disbelief, misuse, reread, disagree, airtight</p> <p>Handwriting Letters: r, s</p>	<p>Lesson 12: building (♥: ui) built (♥: ui) ocean (♥: ce)</p> <p>Lesson 14: nature (♥: t, ure) picture (♥: t, ure) temperature (♥: er, t, ure)</p>	<p>Lesson 12: "Disappearing Act"</p> <p>Lesson 14: "Make No Mistakes!"</p>	Accuracy, Appropriate Rate, and Expression (Phrasing)	<p>Writing Skill: Clearly Communicate: Use a Variety of Nouns</p> <p>Grammar & Mechanics: common nouns, proper nouns, possessive nouns, collective nouns, concrete nouns, abstract nouns, capitalization</p>	continued	continued
Week 4		<p>Focus Question: How does a hurricane impact Elena and her community?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Character, Setting, Plot; Cause/Effect</p> <p>Reread: Figurative Language: Personification; Central Message</p> <p>Lexile: 580L</p>		<p>Phonics/Word Structure: Units 1-3 Review</p> <p>Spelling</p> <p>On-Level: remaking, misleading, sighed, resubmitted, misbehaving, reheated, disliked, preplanning, reusing, disagreeing</p> <p>Challenge: misspelled, repeated, disappearing, beginning, misplaced, explained, including, competing, reusing, disagreeing</p> <p>Handwriting Letters: p, b</p>	<p>Lesson 17: area (♥: a, ea) example (♥: x, le) exactly (♥: x, y)</p> <p>Lesson 19: desert (♥: er) force (♥: ce) flood (♥: oo)</p>	<p>Lesson 17: "Snow Day!"</p> <p>Lesson 19: "Speeding Sandstorms"</p>				



Grade 3 • Unit 4 | Storytelling: What Stories Can Teach Us | Essential Question: How can storytelling help us learn valuable life lessons?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "Tell Me a Story"</p> <p>Focus Question: Why are some stories told repeatedly through the ages?</p> <p><i>Mixed-Media Video</i></p> <p>Collaborative Conversations Skill: Take Turns Speaking</p>	<p>Read Aloud: "The Magic Jugs"</p> <p>Focus Question: What does the cracked jug discover about himself?</p> <p>Genre: Folktale</p> <p>Comprehension Strategy: Make Predictions, Summarize</p> <p>Lexile: 740L</p> <p>Directed Text: "The Tale of the Trojan Horse"</p> <p>Focus Question: What lesson can be learned from the Trojans' defeat?</p> <p>Genre: Myth/Drama</p> <p>Structure/Elements: Character, Setting, Plot; Problem and Solution</p> <p>Lexile: NP</p> <p>Central Text: "Daedalus and Icarus"</p> <p>Focus Question: How is the story of Daedalus and Icarus a warning to readers?</p> <p>Genre: Myth/Drama</p> <p>Structure/Elements: Character, Setting, Plot; Problem and Solution</p> <p>Reread: Imagery, Features of a Drama</p> <p>Lexile: NP</p> <p>Companion Text: "Voices of Minos, Daedalus, and Icarus"</p> <p>Focus Question: What do the poems reveal about each character from the Icarus myth?</p> <p>Genre: Rhymed Verse Poetry</p> <p>Structure/Elements: Stanza</p> <p>Reread: Rhyme Scheme</p> <p>Lexile: NP</p>	<p>Concept Words: orally, traditional, moral, culture, arrogance, fate</p> <p>Target Words: awning, gadgets, labyrinth, impress, plight, anxiously, distraught, trace, banish, uncertain, avoid, ascend</p>	<p>Phonics/Word Structure: Inflectional Endings</p> <p>Spelling</p> <p>On-Level: pennies, dried, babies, valleys, kidneys, crying, flies, families, emptied, reread</p> <p>Challenge: supplies, tried, ladies, chimneys, donkeys, replying, spies, families, emptied, disagree</p> <p>Handwriting</p> <p>Letters: g, q</p>	<p>Lesson 2: whole (♥: wh) half (♥: lf) hour (♥: hou)</p> <p>Lesson 4: brother (♥: o, er) mother (♥: o, er) another (♥: o, er)</p>	<p>Lesson 2: "A 'Berry' Messy Lesson"</p> <p>Lesson 4: "Puppetry Tells Stories"</p>	Accuracy, Appropriate Rate, and Expression (Intonation and Phrasing)	<p>Writing Skill: Connect Ideas: Use Transitions to Show Sequence</p> <p>Grammar & Mechanics: transition words, punctuation</p>	n/a	n/a
Week 2				<p>Phonics/Word Structure: Vowels /ū/ and /ü/ (ue, ew)</p> <p>Spelling</p> <p>On-Level: blues, clue, cashew, renew, due, chewing, few, continue, value, families</p> <p>Challenge: rescue, avenue, nephew, threw, untrue, withdrew, unscrew, continue, value, emptied</p> <p>Handwriting</p> <p>Letters: u, w</p>	<p>Lesson 7: guess (♥: gu) answer (♥: sw, er) question (♥: ti)</p> <p>Lesson 9: toward (♥: a) goodbye (♥: ye) through (♥: ough)</p>	<p>Lesson 2: "The Vast Value of Books"</p> <p>Lesson 4: "A News Story on Stories"</p>			<p>Writing Genre: Myth Retelling</p> <p>Writing Prompt: Myths tell stories that teach lessons. Write your own myth that changes story elements in "The Tale of the Trojan Horse" or "Daedalus and Icarus." Choose one or more characters, events, or parts of the setting to change in your version of the myth.</p>	<p>Title: Teaching My Own Lesson!</p> <p>Options: Write an Updated Myth or Create a Comic Strip</p>

Grade 3 • Unit 4 | Storytelling: What Stories Can Teach Us | Essential Question: How can storytelling help us learn valuable life lessons?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "Grandpa Shares a Story"</p> <p>Focus Question: How can a character's experience help us make sense of the world?</p> <p><i>Animated Video</i></p> <p>Collaborative Conversations Skill: Clarify Information</p>	<p>Read Aloud: "Hī'iaka's Pā'ū Skirt"</p> <p>Focus Question: How have people used myths to explain things in nature?</p> <p>Genre: Myth</p> <p>Comprehension Strategy: Visualize, Make Predictions</p> <p>Lexile: 880L</p> <p>Directed Text: "Aesop's Fables"</p> <p>Focus Question: Which fable do you most relate to and why?</p> <p>Genre: Fable</p> <p>Structure/Elements: Character, Setting, Plot; Cause and Effect</p> <p>Lexile: 650L</p> <p>Central Text: <i>The Courage of the Little Hummingbird</i></p> <p>Focus Question: What lesson do the animals learn from the hummingbird?</p> <p>Genre: Fable</p> <p>Structure/Elements: Character, Setting, Plot; Cause and Effect</p> <p>Reread: Central Message, Word Choice</p> <p>Lexile: 600L</p>	<p>Concept Words: obstacle, breakthrough, interfere, dilemma</p> <p>Target Words: ablaze, hovered, wary, raging, mighty, declared, disbelief, singed</p>	<p>Phonics/Word Structure: Suffixes: -y, -ly, -ful, -less</p> <p>Spelling</p> <p>On-Level: lucky, quickly, helpful, careless, easy, sadly, fearful, endless, healthy, continue</p> <p>Challenge: tricky, frightful, hopefully, helpless, rosy, silently, thankful, endless, healthy, value</p> <p>Handwriting</p> <p>Letters: k, j</p>	<p>Lesson 12: either (♥: ei, er) weird (♥: ei) neither (♥: ei, er)</p> <p>Lesson 14: notice (♥: ce) practice (♥: ce) office (♥: ce)</p>	<p>Lesson 12: "The Mighty Pull of Pictures"</p> <p>Lesson 14: "Scoring a Funny Story"</p>	Accuracy, Appropriate Rate, and Expression (Intonation)	<p>Writing Skill: Clearly Communicate: Use Pronouns Correctly</p> <p>Grammar & Mechanics: nouns, noun phrases, pronouns, antecedents</p>	continued	continued
Week 4				<p>Phonics/Word Structure: Variant Vowel /ü/ (ui, ou)</p> <p>Spelling</p> <p>On-Level: fruit, bruise, cruises, soup, juicy, suit, group, youthful, wounded, endless</p> <p>Challenge: toucan, suitcase, regroup, coupon, recruit, grapefruit, swimsuit, youthful, wounded, healthy</p> <p>Handwriting</p> <p>Letters: v, y</p>	<p>Lesson 17: beautiful (♥: eau) language (♥: ua, ge) message (♥: a, ge)</p> <p>Lesson 19: sew (♥: ew) sorry (♥: orr) clothes (♥: thes)</p>	<p>Lesson 17: "The Route from Clueless to Clued-In!"</p> <p>Lesson 19: "Cruising for a Win"</p>				

Grade 3 • Unit 5 | History: Native Americans and the European Colonies | Essential Question: What shaped different perspectives on the colonization of America?


WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "Native Peoples of the Northeastern Coast"</p> <p>Focus Question: What are some traditions of northeastern coastal Native peoples that are still honored today?</p> <p><i>Interactive Slideshow</i></p> <p>Collaborative Conversations Skill: Review Key Ideas</p>	<p>Read Aloud: "Braiding Corn"</p> <p>Focus Question: How does Sowaniu's family stay connected to its past?</p> <p>Genre: Narrative Nonfiction</p> <p>Comprehension Strategy: Reread, Summarize</p> <p>Lexile: 810L</p> <p>Directed Text: "A Trip to the Museum"</p> <p>Focus Question: What do the visitors learn about the lives of early Pequot people?</p> <p>Genre: Fiction</p> <p>Structure/Elements: Character, Setting, Plot</p> <p>Lexile: 660L</p> <p>Central Text: <i>Keepunumuk:</i> <i>Weeâchumun's Thanksgiving Story</i></p> <p>Focus Question: In this story, why did the First Peoples help the newcomers?</p> <p>Genre: Historical Fiction</p> <p>Structure/Elements: Character, Setting, Plot; Problem and Solution</p> <p>Reread: Reread, Summarize</p> <p>Lexile: 560L</p> <p>Companion Text: "Hobomock, the Sleeping Giant"</p> <p>Focus Question: How can oral storytelling shape a group's culture?</p> <p>Genre: Oral Tribal History</p> <p>Structure/Elements: x</p> <p>Structure/Elements: Character, Setting, Plot; Cause and Effect</p> <p>Reread: Figurative Language: Onomatopoeia</p> <p>Lexile: 740L</p>	<p>Concept Words: original, encounter, interaction, mutual, relationship, feast</p> <p>Target Words: ancestors, approached, weary, newcomers, abandoned, slumber, brimmed, mourning , persisted, colonialism, unbreakable, victories</p>	<p>Phonics/Word Structure: r-Controlled Vowels /ûr/</p> <p>Spelling</p> <p>On-Level: weather, birthday, during, worthy, winter, birdbath, return, thirty, neighbor, youthful</p> <p>Challenge: perfect, sweatshirt, survive, rumor, layers, thirteen, disturb, thirty, neighbor, wounded</p>	<p>Lesson 2: mountain (♥: ou, ai) certain (♥: c, ai) together</p> <p>Lesson 4: shoe (♥: oe) forward (♥: ar) canoe (♥: oe)</p>	<p>Lesson 2: "A Three Sisters Planter"</p> <p>Lesson 4: "Burning to Build"</p>	Accuracy, Appropriate Rate, and Expression (Intonation and Phrasing)	<p>Writing Skill: Connect Ideas: Use Complex Sentence</p> <p>Grammar & Mechanics: complex sentences, independent clause, dependent clause, subordinating conjunctions, punctuation</p>	n/a	n/a
Week 2				<p>Phonics/Word Structure: r-Controlled Vowels /är/</p> <p>Spelling</p> <p>On-Level: backyard, target, carpet, garden, started, army, alarm, harvest, starlight, thirty</p> <p>Challenge: cartoon, partner, argument, farmland, depart, smartphone, apartment, harvest, starlight, neighbor</p>	<p>Lesson 7: rough (♥: gh) tough (♥: gh) enough (♥: e, gh)</p> <p>Lesson 9: exercise (♥: c) special (♥: ci, al) especially (♥: ci, al)</p>	<p>Lesson 7: "Packing Partners"</p> <p>Lesson 9: "The First Thanksgiving Harvest"</p>			<p>Writing Genre: Informative Essay</p> <p>Writing Prompt: The Pequot and Wampanoag were known for their dugout canoes. Write an informative essay about these dugout canoes. Explain how dugout canoes are built, how they were used in the past, and why they are important to the Pequot and Wampanoag.</p>	<p>Title: Share Different Perspectives</p> <p>Options: Writing a Museum Label or Creating a Newscast</p>

Grade 3 • Unit 5 | History: Native Americans and the European Colonies | Essential Question: What shaped different perspectives on the colonization of America?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "Starting Over"</p> <p>Focus Question: Why did the Pilgrims leave Europe to start the community of Plymouth in North America?</p> <p><i>Mixed-Media Video</i></p> <p>Collaborative Conversations Skill: Contribute to the Discussion</p>	<p>Read Aloud: "The Diary of Mary Chilton, Age 13"</p> <p>Focus Question: How did Mary Chilton's life as a colonist shape her perspective of the first Thanksgiving?</p> <p>Genre: Historical Fiction</p> <p>Comprehension Strategy: Ask and Answer Questions, Visualize</p> <p>Lexile: 850L</p> <p>Directed Text: "A Close Look at Plymouth/Patuxet"</p> <p>Focus Question: How did the relationship between the Plymouth colonists and the Wampanoag people change over time?</p> <p>Genre: Informational</p> <p>Structure/Elements: Chronology, Cause and Effect</p> <p>Lexile: 700L</p> <p>Central Text: <i>My View from the Shore</i></p> <p>Focus Question: How can people's perspectives differ about the same historical events?</p> <p>Genre: Informational</p> <p>Structure/Elements: Chronology, Cause and Effect</p> <p>Reread: Text Features, Main Idea and Key Details</p> <p>Lexile: 770L</p>	<p>Concept Words: colony, encroach, voyage, settle</p> <p>Target Words: province, canoes, livestock, settlements, waged, suffered, nation, treaties</p>	<p>Phonics/Word Structure: Soft c (c) and Soft g (g, dge)</p> <p>Spelling</p> <p>On-Level: city, edge, giant, package, center, margin, service, bridge, celebrate, harvest</p> <p>Challenge: citizen, judge, gigantic, garbage, recent, energy, justice, bridge, celebrate, starlight</p> <p>Handwriting</p> <p>Connectives, Spacing</p>	<p>Lesson 12:</p> <p>move (♥: o)</p> <p>movement (♥: o)</p> <p>movie (♥: o)</p> <p>Lesson 14:</p> <p>women (♥:o)</p> <p>woman (♥: o)</p> <p>children</p>	<p>Lesson 12: "Circular or Square?"</p> <p>Lesson 14: "Bracelets and Breeches"</p>	Accuracy, Appropriate Rate, and Expression	<p>Writing Skill: Elaborate Ideas: Use Prepositional Phrases</p> <p>Grammar & Mechanics: prepositions, prepositional phrases, nouns, articles, adjectives, verbs</p>	continued	continued
Week 4				<p>Phonics/Word Structure: Diphthongs /ou/ and /oi/</p> <p>Spelling</p> <p>On-Level: noisy, annoy, cloudy, allow, counted, enjoy, shower, outfit, appoint, bridge</p> <p>Challenge: poison, employ, sprouting, crowded, discount, destroy, sundown, outfit, appoint, celebrate</p> <p>Handwriting</p> <p>Connectives With a "Hook" (o, w, b, v)</p>	<p>Lesson 17:</p> <p>century (♥: t)</p> <p>month (♥: o)</p> <p>minute (♥: u, te)</p> <p>Lesson 19:</p> <p>position (♥: ti)</p> <p>nation (♥: ti)</p> <p>information (♥: ti)</p>	<p>Lesson 17: "Countdown to Chow Down"</p> <p>Lesson 19: "Wow, Powwow!"</p>				

Grade 3 • Unit 6 | Life Science: Living Things Grow and Adapt | Essential Question: How do inherited traits help living things adapt to their surroundings?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "Welcome to the World"</p> <p>Focus Question: How do plants and animals develop features needed for survival?</p> <p><i>Interactive Slideshow</i></p> <p>Collaborative Conversations Skill: Listen Attentively</p>	<p>Read Aloud: "Amazing Adaptations"</p> <p>Focus Question: Why are adaptations important for plants and animals?</p> <p>Genre: Informational</p> <p>Comprehension Strategy: Ask and Answer Questions, Summarize</p> <p>Lexile: 880L</p> <p>Directed Text: "On the Move"</p> <p>Focus Question: How do seeds disperse and grow into new plants?</p> <p>Genre: Narrative Nonfiction</p> <p>Structure/Elements: Sequence, Cause and Effect</p> <p>Lexile: 760L</p> <p>Central Text: <i>Good Eating: The Short Life of Krill</i></p> <p>Focus Question: How does krill grow and change throughout its life?</p> <p>Genre: Narrative Nonfiction</p> <p>Structure/Elements: Sequence, Cause and Effect</p> <p>Reread: Main Idea and Key Details, Use Illustrations</p> <p>Lexile: 550L</p> <p>Companion Text: "Helping Nature Thrive"</p> <p>Focus Question: How can humans impact the survival of plants and animals in the wild?</p> <p>Genre: Argumentative</p> <p>Structure/Elements: Cause and Effect</p> <p>Reread: Author's Claim and Evidence</p> <p>Lexile: 800L</p>	<p>Concept Words: life cycle, inherit, trait, adaptation, disperse, survival</p> <p>Target Words: stretch, hatch, sphere, oval, spines, fellow, plunge, devour, success, roamed, costly, unintended</p>	<p>Phonics/Word Structure: Schwa -l: (-le, -el, -al, -il) To include: [Final Stable Syllables]</p> <p>Spelling</p> <p>On-Level: middle, simple, travel, nickel, final, total, gerbil, pencil, double, outfit</p> <p>Challenge: trouble, couple, vowel, channel, personal, formal, stencil, pencil, double, appoint</p> <p>Handwriting Letters: A, C</p>	<p>Lesson 2: machine (♥: ch, i, ne) science (♥: sc, i, e) lose (♥: o, se)</p> <p>Lesson 4: ache (♥: che) unique (♥: i, que) stomach (♥: o, a, ch)</p>	<p>Lesson 2: "Gerbils: Desert Dwellers"</p> <p>Lesson 4: "Camels: Ships of the Desert"</p>	Accuracy, Appropriate Rate, and Expression	<p>Writing Skill: Clearly Communicate: Use Precise Language</p> <p>Grammar & Mechanics: nouns, verbs, adjectctives, adverbs</p>	n/a	n/a
Week 2				<p>Phonics/Word Structure: Variant Vowel /ô/ (aw, au, a, al)</p> <p>Spelling</p> <p>On-Level: calling, sidewalk, salty, fault, water, straw, wash, always, laundry, pencil</p> <p>Challenge: install, beanstalk, almost, sausage, saltwater, waterfall, sawdust, always, laundry, double</p> <p>Handwriting Letters: O, E</p>	<p>Lesson 7: bury (♥: u) sugar (♥: s, gar) blood (♥: oo)</p> <p>Lesson 9: issue (♥: ss) cough (♥: ou, gh) variety (♥: r, i, e)</p>	<p>Lesson 7: "Keep Calm and Walk On"</p> <p>Lesson 9: "Jane Goodall: A Champ for Chimps"</p>		<p>Writing Genre: Informative Essay</p> <p>Writing Prompt: Many animals and plants use adaptations to help them survive. Write an informative essay about why adaptations are important. Give three examples of animal or plant adaptations and explain what they do.</p>	<p>Title: Traits for Survival</p> <p>Options: Creating an Info Poster or Writing a Fact-based Story</p>	



Grade 3 • Unit 6 | Life Science: Living Things Grow and Adapt | Essential Question: How do inherited traits help living things adapt to their surroundings?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "Ready or Not"</p> <p>Focus Question: How do different living things grow into their inherited traits?</p> <p><i>Mixed-Media Video</i></p> <p>Collaborative Conversations Skill: Build on Others' Talk</p>	<p>Read Aloud: "Observing Nature in Haiku"</p> <p>Focus Question: What do people observe about plant and animal features?</p> <p>Genre: Haiku</p> <p>Comprehension Strategy: Visualize, Reread</p> <p>Lexile: NP</p> <p>Directed Text: "Rising from the Ashes"</p> <p>Focus Question: How do the lodgepole pine's adaptations help it survive in its environment?</p> <p>Genre: Informational</p> <p>Structure/Elements: Sequence, Cause and Effect</p> <p>Lexile: 760L</p> <p>Central Text: <i>A Leopard Diary: My Journey into the Hidden World of a Mother and Her Cubs</i></p> <p>Focus Question: How do the leopard cubs develop their inherited traits into the skills they need to survive?</p> <p>Genre: Informational</p> <p>Structure/Elements: Sequence, Cause and Effect</p> <p>Reread: Informational Text Features [Captions], Author's Purpose</p> <p>Lexile: 850L</p>	<p>Concept Words: reproduction, offspring, continuity, progress</p> <p>Target Words: remote, predators, glimpse, pouncing, aggressive, stalked, thriving, relieved</p>	<p>Phonics/Word Structure: Variant Vowel /ô/ (augh, ough)</p> <p>Spelling</p> <p>On-Level: daughter, bought, taught, brought, fought, ought, sought, caught, thoughtful, always</p> <p>Challenge: naughty, thoughtless, retaught, rebought, distraught, afterthought, untaught, caught, thoughtful, laundry</p>	<p>Lesson 12: soldier (♥: di) courage (♥: our) journey (♥: our)</p> <p>Lesson 14: awesome (♥: awe, me) orange (♥: a) develop (♥: e)</p>	<p>Lesson 12: "Vaughn Saves the Birds"</p> <p>Lesson 14: "They Sought the Sea"</p>	Accuracy, Appropriate Rate, and Expression (Phrasing)	<p>Writing Skill: Connect Ideas: Use Transitions to Link Ideas</p> <p>Grammar & Mechanics: conjunctions, transition words, complex sentences, punctuation</p>	continued	continued
Week 4				<p>Phonics/Word Structure: Inflectional Endings Units 4-6 Review</p> <p>Spelling</p> <p>On-Level: giant, center, continue, hurried, clueless, youthful, finally, noisy, cities, families</p> <p>Challenge: energetic, cancel, value, emptied, regrouping, naughty, suddenly, breezy, cities, families</p>	<p>Lesson 17: muscle (♥: sc) addition (♥: ti) vegetable (♥: ge)</p> <p>Lesson 19: doubt (♥: bt) shoulder (♥: ou) tongue (♥: ngue)</p>	<p>Lesson 17: "A Fishy Cleaning Crew"</p> <p>Lesson 19: "Walruses: Arctic All-Stars"</p>				

Grade 3 • Unit 7 | Expression and the Arts : The Arts and Our Lives | Essential Question: What can the arts show about people?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "The Power of Music"</p> <p>Focus Question: How are the instruments important to the musician's identity and culture?</p> <p><i>Live-Action Video</i></p> <p>Collaborative Conversations Skill: Take Turns Speaking</p>	<p>Read Aloud: "Poems about Music"</p> <p>Focus Question: How can music portray people's feelings?</p> <p>Genre: Rhymed Verse Poetry</p> <p>Comprehension Strategy: Summarize, Vizualize</p> <p>Lexile: NP</p> <p>Directed Text: "Jayden's Musical Journey"</p> <p>Focus Question: What does Jayden's music reveal about him?</p> <p>Genre: Realistic Fiction</p> <p>Structure/Elements: Character, Setting, Plot; Cause and Effect</p> <p>Lexile: 710L</p> <p>Central Text: <i>La Mariachi</i></p> <p>Focus Question: Why is becoming a mariachi so important to Tuchi?</p>	<p>Concept Words: musician, reveal, performance, influence, portray, dedication</p> <p>Target Words: ensemble, shimmering, dismissed, pried, gasped, strummed, deserve, snickered, wondrous, lush, melodious, emitted</p>	<p>Phonics/Word Structure: Latin and Greek Roots</p> <p>Spelling</p> <p>On-Level: graph, audio, format, inform, graphic, audiobook, visit, video, paragraph, caught</p> <p>Challenge: telegraph, auditory, formula, transform, photograph, audience, visiting, video, paragraph, thoughtful</p> <p>Handwriting</p> <p>Letters: R, P</p>	<p>Lesson 2: schedule (♥: ch, d) promise (♥: se) figure (♥: ure)</p> <p>Lesson 4: rhyme (♥: rh, me) rhythm (♥: rh) whistle (♥: st)</p>	<p>Lesson 2: "The Gift of Graphic Novels"</p> <p>Lesson 4: "A Festive Visit"</p>	Accuracy, Appropriate Rate, and Expression (Intonation)	<p>Writing Skill: Clearly Communicate: Use a Variety of Verbs</p> <p>Grammar & Mechanics: verb tenses, linking verbs, subject, object, helping verbs, modal verbs</p>	n/a	n/a
Week 2		<p>Genre: Realistic Fiction</p> <p>Structure/Elements: Character, Setting, Plot; Cause and Effect</p> <p>Reread: Figurative Language: Simile; Character's Perspective</p> <p>Lexile: 690L</p> <p>Companion Text: "The Legend of Ling Lun"</p> <p>Focus Question: What does the legend show about Ling Lun and music??</p> <p>Genre: Legend</p> <p>Structure/Elements: Character, Setting, Plot</p> <p>Reread: Figurative Language: Onomatopoeia</p> <p>Lexile: 820L</p>		<p>Phonics/Word Structure: Prefixes: non-, im-, in-, de</p> <p>Spelling</p> <p>On-Level: nonstop, nonfat, impure, improper, defrost, inactive, invalid, nonverbal, incorrect, video</p> <p>Challenge: nonsense, nontoxic, impractical, imperfect, decompose, indirect, incompetent, nonverbal, incorrect, paragraph</p> <p>Handwriting</p> <p>Letters: N, M</p>	<p>Lesson 7: straight (♥: algh) poem (♥: o, e) exhibit (♥: x, h)</p> <p>Lesson 9: usually (♥: s) actually (♥: t) echo (♥: ch)</p>	<p>Lesson 7: "Nonstop Nigel"</p> <p>Lesson 9: "A Crafty Detour"</p>			<p>Writing Genre: Poetry (Weeks 2-3)</p> <p>Writing Prompt: Write a poem about a person, place, or thing that is special to you. Use a simple format for your poem, such as rhymed verse, free verse, or haiku.</p>	<p>Title: Plan: Express Yourself</p> <p>Options: Creating a Slideshow or Making a Video</p>

Grade 3 • Unit 7 | Expression and the Arts : The Arts and Our Lives | Essential Question: What can the arts show about people?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 3	<p>Title: "Visual Arts and the World"</p> <p>Focus Question: What are some jobs in the visual arts and why do some people do these jobs?</p> <p><i>Interactive Slideshow</i></p> <p>Collaborative Conversations Skill: Clarify Information</p>	<p>Read Aloud: "Poems about Art"</p> <p>Focus Question: What can people experience when they create visual art?</p> <p>Genre: Free Verse Poetry</p> <p>Comprehension Strategy: Visualize, Reread</p> <p>Lexile: NP</p> <p>Directed Text: <i>Just Jerry: How Drawing Shaped My Life</i></p> <p>Focus Question: How did drawing help Jerry Pinkney when he was in school?</p> <p>Genre: Autobiography</p> <p>Structure/Elements: Chronology, Problem and Solution</p> <p>Lexile: 790L</p> <p>Central Text: <i>Ablaze with Color: A Story of Painter Alma Thomas</i></p> <p>Focus Question: How did Alma Thomas's art reflect her life and experiences?</p> <p>Genre: Biography</p> <p>Structure/Elements: Chronology, Problem and Solution</p> <p>Reread: Imagery, Author's Purpose</p> <p>Lexile: 870L</p>	<p>Concept Words: realistic, style, abstract, interpret</p> <p>Target Words: attend, access, exhibited, unjust, proclaimed, momentous, displayed, symbol</p>	<p>Phonics/Word Structure: Suffix -ion</p> <p>Spelling</p> <p>On-Level: action, adoption, location, impression, tension, direction, operation, vacation, discussion, nonverbal</p> <p>Challenge: vibration, decoration, invention, progression, expression, subtraction, protection, vacation, discussion, incorrect</p> <p>Handwriting</p> <p>Connectives, Spacing</p>	<p>Lesson 12: recipe (♥: e) view (♥: iew) preview (♥: iew)</p> <p>Lesson 14: interesting (♥: er, e) evening (♥: ve) museum (♥: e, u)</p>	<p>Lesson 12: "Curating Collections"</p> <p>Lesson 14: "A Carnation Celebration"</p>	Accuracy, Appropriate Rate, and Expression (Phrasing)	<p>Writing Skill: Elaborate Ideas: Add Details with Phrases</p> <p>Grammar & Mechanics: appositive phrases, commas, descriptive phrases, prepositional phrases</p>	<p>Writing Genre: Opinion Letter (Weeks 3-4)</p> <p>Write an opinion letter to the author of one of your favorite books. Tell them why you like the book. Why would you recommend this book to others?</p>	continued
Week 4				<p>Phonics/Word Structure: Silent Letters</p> <p>Spelling</p> <p>On-Level: known, climb, write, knees, sign, scene, guest, wrong, guilty, vacation</p> <p>Challenge: knuckle, thumbnail, shipwreck, knotted, design, scenic, guitar, wrong, guilty, discussion</p> <p>Handwriting</p> <p>Practice, Review</p>	<p>Lesson 17: opposite (♥: te) favorite (♥: te) chocolate (♥: a, te)</p> <p>Lesson 19: quiet (♥: i, e) create (♥: e, a) ancient (♥: a, ci)</p>	<p>Lesson 17: "A Knack for Games"</p> <p>Lesson 19: "Costumes Set the Scene"</p>				

Grade 3 • Unit 8 | Economics and Geography: Trade Connects Us All | Essential Question: How are people and places connected by trade?


WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "Buying, Selling, and Shipping"</p> <p>Focus Question: How do river ports around the world help people trade goods?</p> <p><i>Mixed-Media Video</i></p> <p>Collaborative Conversations Skill: Review Key Ideas</p>	<p>Read Aloud: "On the Go"</p> <p>Focus Question: Why is transportation important to trade?</p> <p>Genre: Informational</p> <p>Comprehension Strategy: Ask and Answer Questions, Reread</p> <p>Lexile: 1000L</p> <p>Directed Text: "Tala Saves the Day"</p> <p>Focus Question: How is the family business affected when there is a disruption in their shipment of goods?</p> <p>Genre: Fiction</p> <p>Structure/Elements: Character, Setting, Plot; Cause and Effect</p> <p>Lexile: 800L</p> <p>Central Text: <i>The Knish War on Rivington Street</i></p> <p>Focus Question: What happens when another knish shop opens across the street from Beeny's family's shop?</p> <p>Genre: Fiction</p> <p>Structure/Elements: Character, Setting, Plot; Cause and Effect</p> <p>Reread: Use Illustrations, Dialogue</p> <p>Lexile: 560L</p> <p>Companion Text: "Swiss Cheese: The Hole Story"</p> <p>Focus Question: Why are so many people involved in getting Swiss cheese into a sandwich?</p> <p>Genre: Informational</p> <p>Structure/Elements: Sequence</p> <p>Reread: Steps in a Process</p> <p>Lexile: 690L</p>	<p>Concept Words: compete, distribute, consumer, supply, demand, disruption</p> <p>Target Words: coupon, sample, mobbed, bliss, convinced, insisted, admit, banner, factory, age, standards, tangy</p>	<p>Phonics/Word Structure: Latin and Greek Roots</p> <p>Spelling On-Level: autograph, automate, teleport, telescope, airport, passport, erupt, disrupt, interrupt, wrong</p> <p>Challenge: autographed, automatic, telephone, telemarket, transport, portal, eruption, disrupt, interrupt, guilty</p> <p>Handwriting Letters: S, G</p>	<p>Lesson 2: government (♥: o) iron (♥: ro) million (♥: i, on)</p> <p>Lesson 4: foreign (♥: ei) honest (♥: ho) period (♥: i, o)</p>	<p>Lesson 2: "Transporting Treats"</p> <p>Lesson 4: "Oscar's Amazing Automats"</p>	Accuracy, Appropriate Rate, and Expression	<p>Writing Skill: Clearly Communicate: Use Progressive Tenses</p> <p>Grammar & Mechanics: past progressive tense, present progressive tense, future progressive tense</p>	n/a	n/a
Week 2				<p>Phonics/Word Structure: Suffixes: -ness, -ment, -hood, -en</p> <p>Spelling On-Level: illness, sadness, placement, treatment, childhood, spoken, sharpen, chosen, frighten, disrupt</p> <p>Challenge: friendliness, silliness, agreement, basement, likelihood, lengthen, hardened, chosen, frighten, interrupt</p> <p>Handwriting Letters: H, K</p>	<p>Lesson 7: busy (♥: u, s) business (♥: u, si) acquire (♥: cqu)</p> <p>Lesson 9: obey (♥: ey) owe (♥: e) honor (♥: ho)</p>	<p>Lesson 7: "Happiness Haven Cat Rescue"</p> <p>Lesson 9: "Basement Swap Meet"</p>		<p>Writing Genre: Opinion Essay</p> <p>Writing Prompt: Improvements in technology have made life better for people. Write an opinion essay about a technology that has been important to people's lives. Why is this technology important? How does it impact people's lives? A few options are airplanes, trains, cars, cell phones, the internet, farming vehicles, and food science.</p>	<p>Title: Start a Business!</p> <p>Options: Creating a Slideshow or Creating an Advertisement</p>	

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Week 3	<p>Title: "Goods and Services: The Key Ingredients"</p> <p>Focus Question: What resources are needed to produce a good?</p> <p><i>Interactive Slideshow</i></p> <p>Collaborative Conversations Skill: Contribute to the Discussion</p>	<p>Read Aloud: "Specialization: Good or Bad for Production and Trade?"</p> <p>Focus Question: What impact can specialization have on production and trade?</p> <p>Genre: Argumentative</p> <p>Comprehension Strategy: Reread, Summarize</p> <p>Lexile: 930L</p> <p>Directed Text: "The Video Game Pioneer"</p> <p>Focus Question: What effect did Jerry Lawson's technology have on the video game business?</p> <p>Genre: Biography</p> <p>Structure/Elements: Chronology, Problem/ Solution</p> <p>Lexile: 890L</p> <p>Central Text: <i>John Deere, That's Who!</i></p> <p>Focus Question: What did John Deere's plow do for farming in the United States?</p> <p>Genre: Biography</p> <p>Structure/Elements: Chronology, Problem/ Solution</p> <p>Reread: Author's Purpose, Word Choice</p> <p>Lexile: 860L</p>	<p>Concept Words: technology, agriculture, specialize, resources</p> <p>Target Words: praise, pioneers, repair, debt, angles, chiseled, leery, tinkering</p>	<p>Phonics/Word Structure: Inflectional Endings</p> <p>Spelling</p> <p>On-Level: version, vision, occasion, illusion, casual, closure, measure, visual, decision, chosen</p> <p>Challenge: television, occasional, division, collision, conclusion, exposure, pleasure, visual, decision, frighten</p> <p>Handwriting</p> <p>Letters: D, L</p>	<p>Lesson 12: familiar (♥: i, ar) debt (♥: b) routine (♥: i)</p> <p>Lesson 14: aisle (♥: ai, sle) column (♥: mn) quarter (♥: ar)</p>	<p>Lesson 12: "Excursion Exchange"</p> <p>Lesson 14: "The Missing Illusion"</p>	Accuracy, Appropriate Rate, and Expression (Phrasing)	<p>Writing Skill: Clearly Communicate: Use Progressive Tenses</p> <p>Grammar & Mechanics: present perfect tense, future perfect tense, past perfect tense, past participles</p>	continued	continued
Week 4				<p>Phonics/Word Structure: Suffixes: -able, -ible</p> <p>Spelling</p> <p>On-Level: portable, payable, visible, flexible, sensible, reliable, usable, doable, reusable, visual</p> <p>Challenge: comfortable, predictable, adorable, convertible, destructible, deniable, affordable, doable, reusable, decision</p> <p>Handwriting</p> <p>Letters: U, V</p>	<p>Lesson 17: knowledge (♥: ow, e) equation (♥: e, ti) symbol (♥: ol)</p> <p>Lesson 19: anxious (♥: n, xi, ou) control (♥: o) cooperate (♥: o, o)</p>	<p>Lesson 17: "Wool: Valuable and Renewable"</p> <p>Lesson 19: "The Reliable Hands of Service"</p>				

Grade 3 • Unit 9 | Physical Science: Forces and Motion | Essential Question: How do forces affect an object?

WEEK	Concept Knowledge Multimedia	Build Knowledge Texts	Vocabulary	Phonics/Word Structure/ Spelling/Handwriting	High-Frequency Words	Decodable Passages	Fluency	Writing and Grammar	Extended Writing	Culminating Task
Week 1	<p>Title: "The Power to Move"</p> <p>Focus Question: What makes an object move?</p> <p><i>Mixed-Media Video</i></p> <p>Collaborative Conversations Skill: Listen Attentively</p>	<p>Read Aloud: "Unplugged"</p> <p>Focus Question: Why are Nikola Tesla’s discoveries important to our understanding of forces?</p> <p>Genre: Informational Text</p> <p>Comprehension Strategy: Make Predictions, Reread</p> <p>Lexile: 980L</p> <p>Directed Text: <i>Frank Einstein and the Electro-Finger</i> (Chapter 7)</p> <p>Focus Question: What does Klank’s test flight show about force and motion?</p> <p>Genre: Science Fiction</p> <p>Structure/Elements: Character, Setting, Plot; Cause and Effect</p> <p>Lexile: 620L</p> <p>Central Text: <i>Frank Einstein and the Electro-Finger</i> (Chapters 9 & 11)</p> <p>Focus Question: What forces does Frank use to power the Electro-Finger?</p> <p>Genre: Science Fiction</p> <p>Structure/Elements: Character, Setting, Plot; Cause and Effect</p> <p>Reread: Character's Perspective, Dialogue</p> <p>Lexile: 570L</p> <p>Companion Text: <i>Frank Einstein and the Antimatter Motor</i> (Chapter 1)</p> <p>Focus Question: How does Frank Einstein try to make the SmartBot come to life?</p> <p>Genre: Science Fiction</p> <p>Structure/Elements: Character, Setting, Plot</p> <p>Reread: Word Choice: Strong Verbs</p> <p>Lexile: 650L</p>	<p>Concept Words: force, resistance, electricity, friction, magnetism, reaction</p> <p>Target Words: attachments, experiment, electrons, current, coils, diagram, draw, hypothesis, vibration, calculates, pulley, releases</p>	<p>Phonics/Word Structure: "Person Who" Suffixes: -er, -or</p> <p>Spelling</p> <p>On-Level: actor, sailor, baker, farmer, dancer, writer, speaker, teacher, editor, doable</p> <p>Challenge: visitor, inventor, educator, traveler, painter, presenter, follower, teacher, editor, reusable</p> <p>Handwriting</p> <p>Letters: W, X</p>	<p>Lesson 2: necessary (♥: a) element (♥: o) prove (♥: o)</p> <p>Lesson 4: genius (♥: iu) thorough (♥: ough) imagine (♥: ne)</p>	<p>Lesson 2: "Fun Forces for Skaters"</p> <p>Lesson 4: "Racers Bank with Full Force"</p>	Accuracy, Appropriate Rate, and Expression	<p>Writing Skill: Elaborate Ideas: Compare and Contrast Ideas</p> <p>Grammar & Mechanics: comparative adjectives, superlative adjectives</p>	n/a	n/a
Week 2				<p>Phonics/Word Structure: Latin Roots: uni, bi, tri, multi</p> <p>Spelling</p> <p>On-Level: unicorn, uniform, biweekly, bifold, tripod, multistep, multigrain, triangle, multicolor, teacher</p> <p>Challenge: unicycle, unify, bicycle, bipolar, triathlete, multitask, multiplayer, triangle, multicolor, editor</p> <p>Handwriting</p> <p>Letters: Y, Z</p>	<p>Lesson 7: medicine (♥: ne) determine (♥: e, ne) engine (♥: ne)</p> <p>Lesson 9: research (♥: ear) laboratory (♥: or) theory (♥: eo)</p>	<p>Lesson 7: "Superhero Trio"</p> <p>Lesson 9: "Garrett Morgan: Tripling Traffic Safety"</p>		<p>Writing Genre: Science Fiction Story</p> <p>Writing Prompt: Forces like electricity and gravity affect the world around us in many ways. Write a science fiction story in which the characters encounter a problem related to electricity or gravity. What is the problem in the story? How can the characters solve it?</p>	<p>Title: What Happens Next?</p> <p>Options: Game or Documentary</p>	



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Week 3	<p>Title: "Fields of Magnetism and Static Electricity"</p> <p>Focus Question: How are magnetism and static electricity alike and different?</p> <p><i>Interactive Slideshow</i></p> <p>Collaborative Conversations Skill: Build on Others' Talk</p>	<p>Read Aloud: "Early Discoveries of Magnets"</p> <p>Focus Question: How did people discover the force of magnets in ancient times?</p> <p>Genre: Informational</p> <p>Comprehension Strategy: Summarize, Ask and Answer Questions</p> <p>Lexile: 960L</p> <p>Directed Text: "What Goes Up Must Come Down"</p> <p>Focus Question: How does gravity affect an object?</p> <p>Genre: Narrative Nonfiction [Graphic Novel]</p> <p>Structure/Elements: Description, Compare and Contrast</p> <p>Lexile: 710L</p> <p>Central Text: <i>Invisible Forces!</i></p>	<p>Concept Words: attract, repel, fields, charge</p> <p>Target Words: assistance, disguised, prefers, deceive, principle, contain, cancels, base</p>	<p>Phonics/Word Structure: Words with ous and ious</p> <p>Spelling</p> <p>On-Level: serious, numerous, nervous, delicious, joyous, various, previous, jealous, furious, triangle</p> <p>Challenge: dangerous, enormous, fabulous, obvious, spacious, curious, vicious, jealous, furious, multicolor</p> <p>Handwriting</p> <p>Letters: Q, B</p>	<p>Lesson 12: technology (♥: ch) mechanical (♥: ch) chemical (♥: ch)</p> <p>Lesson 14: experience (♥: e, i) experiment (♥: e) efficient (♥: e, ci)</p>	<p>Lesson 12: "Adventurous Ups and Marvelous Downs"</p> <p>Lesson 14: "The Fabulous Force of Gravity"</p>	Accuracy, Appropriate Rate, and Expression (Phrasing)	<p>Writing Skill: Elaborate Ideas: Use Voice and Style</p> <p>Grammar & Mechanics: Review</p>	continued	continued
Week 4		<p>Focus Question: What does Josh learn about unseen forces?</p> <p>Genre: Narrative Nonfiction [Graphic Novel]</p> <p>Structure/Elements: Description, Compare and Contrast</p> <p>Reread: Informational Text Features, Main Idea and Key Details</p> <p>Lexile: 470L</p>		<p>Phonics/Word Structure: Units 7-9 Review</p> <p>Spelling</p> <p>On-Level: happiness, visual, writer, climber, defrost, flexible, enjoyment, landform, multigrain, neighborhood</p> <p>Challenge: formation, visualize, transporter, assignment, improperly, collectible, bicycling, happiness, multigrain, neighborhood</p> <p>Handwriting</p> <p>Practice, Review</p>	<p>Lesson 17: subtle (♥: bt) receipt (♥: e, ei, pt) biscuit (♥: ui)</p> <p>Lesson 19: autumn (♥: mn) gauge (♥: au) maneuver (♥: ue)</p>	<p>Lesson 17: "Marvelous Maglevs"</p> <p>Lesson 19: "The Glorious Northern Lights"</p>				