

## Grade 3 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1: Weeks 1 and 2</b></p> <p><b>Essential Question:</b> How do people from different cultures contribute to a community?</p> <p><b>Genre:</b> Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Faith Ringgold: Telling Stories Through Art” SS.3.G.4.4</p>	<p>“Room to Grow” <b>Genre:</b> Narrative Nonfiction <b>Lexile:</b> 490L SS.3.G.4.4 <i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Gary the Dreamer</i> <b>Genre:</b> Narrative Nonfiction <b>Lexile:</b> 500L SS.3.G.4.4 <b>Paired Selection</b> “Sharing Cultures” <b>Genre:</b> Expository Text <b>Lexile:</b> 550L SS.3.G.4.4</p>	<p><b>Main Selections</b> <b>Genre:</b> Biography <b>A:</b> <i>Judy Baca</i> <b>Lexile:</b> 560L <b>O:</b> <i>Judy Baca</i> <b>Lexile:</b> 630L <b>ELL:</b> <i>Judy Baca</i> <b>Lexile:</b> 610L <b>B:</b> <i>Judy Baca</i> <b>Lexile:</b> 750L SS.3.G.1.1, SS.3.G.4.4 <b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Vibrant Los Angeles” <b>O:</b> “Vibrant Los Angeles” <b>ELL:</b> “Vibrant Los Angeles” <b>B:</b> “Vibrant Los Angeles” SS.3.G.1.1, SS.3.G.4.4</p>	<p><b>Academic Vocabulary:</b> <i>admires, classmate, community, contribute, practicing, pronounce, scared, tumbled</i> Compound Words Synonyms ELA.3.V.1.3, ELA.3.V.4.1</p>	<p>Ask and Answer Questions Headings and Maps Text Structure: Chronology Author’s Purpose ELA.3.R.2.1, ELA.3.R.2.3 <b>B.E.S.T. Literature Library</b> <i>Rosa Parks</i> <b>Genre:</b> Biography <b>Lexile:</b> 600L</p>	<p><b>Week 1:</b> Short vowels: <i>a, i</i> Structural Analysis: Word Families <b>Week 2:</b> Short vowels: <i>e, o, u</i> Structural Analysis: Inflectional Endings ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.c <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1:</b> Accuracy and Expression <b>Week 2:</b> Rate ELA.3.F.1.4</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Personal Narrative Plan: Sequence of Events Draft: Descriptive Details <b>Grammar and Mechanics</b> <b>Week 1:</b> Sentences and Fragments; Statements and Questions; Capitalization and Punctuation <b>Week 2:</b> Commands and Exclamations ELA.3.C.1.2, ELA.3.C.1.5, ELA.3.C.3.1</p>	<p><b>Project:</b> Culture in Your Community <b>Product:</b> Map <b>Blast:</b> “Who Made That?” ELA.3.C.2.1, ELA.3.C.4.1, SS.3.G.4.4</p>
<p><b>Text Set 2: Weeks 3 and 4</b></p> <p><b>Essential Question:</b> What can traditions teach you about cultures?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Ready for Aloha”</p>	<p>“The Dream Catcher” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 470L ELL Scaffolded Shared Read available</p>	<p><b>Anchor Text</b> <i>Yoon and the Jade Bracelet</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 480L <b>Paired Selection</b> “Family Traditions” <b>Genre:</b> Expository Text <b>Lexile:</b> 480L SS.3.G.4.3</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>The Special Meal</i> <b>Lexile:</b> 380L <b>O:</b> <i>A Row of Lamps</i> <b>Lexile:</b> 410L <b>ELL:</b> <i>A Row of Lamps</i> <b>Lexile:</b> 310L <b>B:</b> <i>Dragons on the Water</i> <b>Lexile:</b> 700L <b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “More About Mole” <b>O:</b> “Diwali” <b>ELL:</b> “Diwali” <b>B:</b> “A Great Tradition”</p>	<p><b>Academic Vocabulary:</b> <i>celebrate, courage, disappointment, precious, pride, remind, symbols, tradition</i> Context Clues Antonyms ELA.3.V.1.1, ELA.3.V.1.3</p>	<p>Visualize Character Perspective Plot: Character Development Author’s Purpose ELA.3.R.1.1, ELA.3.R.1.3, ELA.3.R.2.3 <b>B.E.S.T. Literature Library</b> <i>The Little Prince</i> <b>Genre:</b> Fantasy <b>Lexile:</b> 710L</p>	<p><b>Week 3:</b> Final e Structural Analysis: Inflectional Endings (drop final e) <b>Week 4</b> Long <i>a:</i> <i>ay, ai, a_e, ea, eigh, ei, ey</i> Structural Analysis: Plurals -s and -es ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.c <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3:</b> Rate <b>Week 4:</b> Expression ELA.3.F.1.4</p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Personal Narrative Revise: Sentence Fluency Peer Conferencing Edit and Proofread Publish, Present, and Evaluate <b>Grammar and Mechanics</b> <b>Week 3:</b> Subjects <b>Week 4:</b> Predicates ELA.3.C.1.1, ELA.3.C.1.2, ELA.3.C.1.5, ELA.3.C.3.1</p>	<p><b>Project:</b> Cultural Traditions <b>Product:</b> Quilt <b>Blast:</b> “City of Cultures” ELA.3.C.2.1, ELA.3.C.4.1</p>

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Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> How do landmarks help us understand our country's story?</p> <p><b>Genre:</b> Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> "America's Landmarks and Memorials"</p> <p><b>SS.3.G.2.5</b></p>	<p>"Preserve and Protect"</p> <p><b>Genre:</b> Argumentative Text <b>Lexile:</b> 660L</p> <p><b>SS.3.G.2.5</b></p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> "Protecting Our Parks" <b>Genre:</b> Argumentative Text <b>Lexile:</b> 690L</p> <p><b>SS.3.G.2.5</b></p> <p><b>Paired Selection</b> "5 Questions for George McDonald" <b>Genre:</b> Expository Text <b>Lexile:</b> 860L</p> <p><b>SS.3.G.2.5</b></p>	<p><b>Main Selections</b> <b>Genre:</b> Argumentative Text <b>A:</b> <i>Preserving a Special Place</i> <b>Lexile:</b> 630L <b>O:</b> <i>Preserving a Special Place</i> <b>Lexile:</b> 750L <b>ELL:</b> <i>Preserving a Special Place</i> <b>Lexile:</b> 730L <b>B:</b> <i>Preserving a Special Place</i> <b>Lexile:</b> 830L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> "Gateway Arch" <b>O:</b> "Gateway Arch" <b>ELL:</b> "Gateway Arch" <b>B:</b> "Gateway Arch" <b>SS.3.G.2.5</b></p>	<p><b>Academic Vocabulary:</b> <i>carved, clues, grand, landmark, massive, monument, national, traces</i></p> <p>Multiple-Meaning Words</p> <p><b>ELA.3.V.1.3, ELA.3.V.4.1</b></p>	<p>Ask and Answer Questions</p> <p>Captions, Maps, and Sidebars</p> <p>Central Idea and Relevant Details</p> <p>Author's Claim</p> <p><b>ELA.3.R.2.1, ELA.3.R.2.2, ELA.3.R.2.4</b></p>	<p><b>Week 5:</b> Long o: o, ow, o_e, oa, oe</p> <p>Structural Analysis: Compound Words</p> <p><b>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.c</b></p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5:</b> Accuracy and Phrasing</p> <p><b>ELA.3.F.1.4</b></p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Opinion Essay Plan: Identify Relevant Information Draft: Fact and Opinion</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Simple and Compound Sentences; Punctuate Simple and Compound Sentences</p> <p><b>ELA.3.C.1.3, ELA.3.C.1.5, ELA.3.C.3.1</b></p>	<p><b>Project:</b> Florida Landmarks</p> <p><b>Product:</b> Postcard</p> <p><b>Blast:</b> "Special Places"</p> <p><b>ELA.3.C.2.1, ELA.3.C.4.1, SS.3.G.2.5</b></p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<p><b>Genre:</b> Online Article "Soccer Is America's Game!" <b>SS.3.G.4.4</b></p>	<p><b>Reader's Theater:</b> <i>Take Me to Your Litter</i></p>	<p><b>Passages</b> <b>Genre:</b> Expository Text "America's First Preserve"</p> <p><b>Genre:</b> Expository Text "Protecting Florida's Panther"</p> <p><b>SC.3.L.14.1, SC.3.L.14.2, SC.3.N.1.1-7</b></p> <p><b>Activities</b> Compare the Passages Conduct a Plant Growth Experiment</p>	<p><b>Passages</b> <b>Genre:</b> Expository Text "Steel Drums of the Caribbean"</p> <p><b>Genre:</b> Realistic Fiction "Career Day"</p> <p><b>SS.3.G.1.1, SS.3.G.2.1, SS.3.G.4.3</b></p> <p><b>Activities</b> Compare the Passages Label a Map of the Caribbean Create a Caribbean Fact Sheet</p>	<p><b>Writing Process</b> Opinion Essay Revise: Strong Opening Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p><b>ELA.3.C.1.3, ELA.3.C.1.5, ELA.C.3.1</b></p>	<p><b>Reader's Theater</b></p> <p><b>Inquiry Space</b></p> <p><b>Writing</b></p>

## Grade 3 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1:</b> <b>Weeks 1 and 2</b></p> <p><b>Essential Question:</b> How do people make government work?</p> <p><b>Genre:</b> Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “All About Elections!”</p> <p><b>SS.3.C.11, SS.3.C.12</b></p>	<p>“Every Vote Counts!”</p> <p><b>Genre:</b> Expository Text <b>Lexile:</b> 560L</p> <p><b>SS.3.C.1.1, SS.3.C.1.2, SS.3.C.3.4</b></p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Vote!</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 530L</p> <p><b>SS.3.C.1.2, SS.3.C.1.3</b></p> <p><b>Paired Selection</b> “A Plan for the People” <b>Genre:</b> Expository Text <b>Lexile:</b> 530L</p> <p><b>SS.3.C.1.3, SS.3.C.3.4</b></p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>The Race for the Presidency</i> <b>Lexile:</b> 560L <b>O:</b> <i>The Race for the Presidency</i> <b>Lexile:</b> 720L <b>ELL:</b> <i>The Race for the Presidency</i> <b>Lexile:</b> 710L <b>B:</b> <i>The Race for the Presidency</i> <b>Lexile:</b> 890L</p> <p><b>SS.3.C.1.2</b></p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Elementary School Lawmakers” <b>O:</b> “Elementary School Lawmakers” <b>ELL:</b> “Elementary School Lawmakers” <b>B:</b> “Elementary School Lawmakers”</p> <p><b>SS.3.C.1.2</b></p>	<p><b>Academic Vocabulary:</b> <i>announced, candidates, convince, decisions, elect, estimate, government, independent</i></p> <p>Prefixes: <i>re-, un-</i></p> <p>Using a Dictionary</p> <p><b>ELA.3.V.1.2, ELA.3.V.1.3</b></p>	<p>Reread</p> <p>Headings and Bar Graphs</p> <p>Author’s Claim</p> <p>Author’s Purpose: Text Structure</p> <p><b>ELA.3.R.2.1, ELA.3.R.2.3, ELA.3.R.2.4</b></p> <p><b>B.E.S.T. Literature Library</b> <i>We Live Here Too! Kids Talk about Good Citizenship</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 680L</p>	<p><b>Week 1</b> Long <i>i: i, ie, igh, i_e, y;</i> Long <i>u: u, u_e, ew</i></p> <p>Structural Analysis: Plural Words with <i>y to l</i></p> <p><b>Week 2</b> Long <i>e: e, ea, ee, e_e, ie, ey, y</i></p> <p>Structural Analysis: Inflectional Endings</p> <p><b>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.c</b></p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Intonation and Phrasing</p> <p><b>Week 2</b> Rate</p> <p><b>ELA.3.F.1.4</b></p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Realistic Fiction Story Plan: Sequence of Events Draft: Dialogue</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Kinds of Nouns <b>Week 2:</b> Singular and Plural Nouns</p> <p><b>ELA.3.C.1.2, ELA.3.C.1.5, ELA.3.C.3.1</b></p>	<p><b>Project:</b> Workers in Your Community</p> <p><b>Product:</b> Thank-You Card</p> <p><b>Blast:</b> “Let’s Vote on It”</p> <p><b>ELA.3.C.2.1, ELA.3.C.4.1, SS.3.C.2.1</b></p>
<p><b>Text Set 2:</b> <b>Weeks 3 and 4</b></p> <p><b>Essential Question:</b> Why do people immigrate to new places?</p> <p><b>Genre:</b> Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Our Story Cloth”</p>	<p>“Sailing to America”</p> <p><b>Genre:</b> Historical Fiction <b>Lexile:</b> 460L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>The Castle on Hester Street</i> <b>Genre:</b> Historical Fiction <b>Lexile:</b> 730L</p> <p><b>Paired Selection</b> “Next Stop, America!” <b>Genre:</b> Expository Text <b>Lexile:</b> 510L</p> <p><b>SS.3.G.1.1, SS.3.G.4.2</b></p>	<p><b>Main Selections</b> <b>Genre:</b> Historical Fiction <b>A:</b> <i>The Promise of Gold Mountain</i> <b>Lexile:</b> 490L <b>O:</b> <i>Moving from Mexico</i> <b>Lexile:</b> 640L <b>ELL:</b> <i>Moving from Mexico</i> <b>Lexile:</b> 540L <b>B:</b> <i>Gustaf Goes to America</i> <b>Lexile:</b> 690L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Gold in California!” <b>O:</b> “Mexican Revolution 1910-1920” <b>ELL:</b> “Mexican Revolution 1910-1920” <b>B:</b> “A Celebrating Swedish Culture”</p>	<p><b>Academic Vocabulary:</b> <i>arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered</i></p> <p>Figurative Language</p> <p>Homographs</p> <p><b>ELA.3.V.1.1, ELA.3.V.1.3, ELA.3.R.3.1</b></p>	<p>Make Predictions</p> <p>Plot: Character Development</p> <p>Theme</p> <p>Text Structure: Cause and Effect</p> <p><b>ELA.3.R.1.1, ELA.3.R.1.2, ELA.3.R.2.1</b></p> <p><b>B.E.S.T. Literature Library</b> <i>Sarah, Plain and Tall</i> <b>Genre:</b> Historical Fiction <b>Lexile:</b> 650L</p>	<p><b>Week 3</b> Words with Silent Letters</p> <p>Structural Analysis: Singular and Plural Possessives</p> <p><b>Week 4</b> Three-Letter Blends</p> <p>Structural Analysis: Closed Syllables</p> <p><b>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.c</b></p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Accuracy and Phrasing</p> <p><b>Week 4</b> Rate</p> <p><b>ELA.3.F.1.4</b></p>	<p><b>Writing Process</b> Realistic Fiction Story Revise: Strong Conclusion Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Special Nouns; <b>Week 4:</b> Combining Sentences</p> <p><b>ELA.3.C.1.2, ELA.3.C.1.5, ELA.3.C.3.1</b></p>	<p><b>Project:</b> Immigration to the United States</p> <p><b>Product:</b> Journal Entry</p> <p><b>Blast:</b> “Leaving Home”</p> <p><b>ELA.3.C.2.1, ELA.3.C.4.1, SS.3.A.1.1, SS.3.A.1.2, SS.3.G.4.1</b></p>

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Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> How do people figure things out?</p> <p><b>Genre:</b> Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “New Bike, Old Bike”</p>	<p>“Empanada Day,” “Cold Feet,” “Our Washing Machine,” “Bugged”</p> <p><b>Genre:</b> Poetry <b>Lexile:</b> NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> “The Inventor Thinks Up Helicopters” and “The Ornithopter”</p> <p><b>Genre:</b> Poetry <b>Lexile:</b> NP (non-prose)</p> <p><b>Paired Selection</b> “Montgolfier Brothers’ Hot Air Balloon”</p> <p><b>Genre:</b> Poetry <b>Lexile:</b> NP (non-prose)</p>	<p><b>Main Selections</b></p> <p><b>Genre:</b> Realistic Fiction <b>A:</b> <i>Problem Solved</i> <b>Lexile:</b> 480L <b>O:</b> <i>The Long Walk</i> <b>Lexile:</b> 560L <b>ELL:</b> <i>The Long Walk</i> <b>Lexile:</b> 490L <b>B:</b> <i>Two Up, One Down</i> <b>Lexile:</b> 610L</p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Poetry <b>A:</b> “Rainy Day” <b>O:</b> “The Forgetful Girl” and “The Friendly Frog” <b>ELL:</b> “Thomas the Mess Monster” <b>B:</b> “I Listen” and “The Nesting Box”</p>	<p><b>Academic Vocabulary:</b> <i>bounce, imagine, inventor, observer</i></p> <p><b>Poetry Terms:</b> <i>alliteration, free verse, limerick, rhyme</i></p> <p>Figurative Language</p> <p><b>ELA.3.R.3.1, ELA.3.V.1.1, ELA.3.V.1.3,</b></p>	<p>Alliteration and Rhymed Verse</p> <p>Text Structure: Limerick and Free Verse</p> <p>Character Perspective</p> <p>Rhyme Scheme</p> <p><b>ELA.3.R.1.3, ELA.3.R.1.4</b></p>	<p><b>Week 5</b> Digraphs</p> <p>Structural Analysis: Open Syllables</p> <p><b>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.c</b></p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Phrasing</p> <p><b>ELA.3.F.1.4</b></p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Poetry Plan: Ideas Draft: Rhythm and Rhyme</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Possessive Nouns</p> <p><b>ELA.3.C.1.2, ELA.3.C.1.5, ELA.3.C.3.1</b></p>	<p><b>Project:</b> Famous Inventors</p> <p><b>Product:</b> Interview</p> <p><b>Blast:</b> “I Spy with My Little Eye”</p> <p><b>ELA.3.C.2.1, ELA.3.C.4.1</b> <b>SS.A.1.1, SS.A.1.2</b></p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p><b>Extend, Connect, and Assess</b></p>	<p><b>Genre:</b> Online Article “A Hunt to Help Frogs”</p> <p><b>SC.3.L.15.1</b></p>	<p><b>Reader’s Theater:</b> <i>Name That Character!</i></p>	<p><b>Passages</b> <b>Genre:</b> Expository Text “Lighting for Less”</p> <p><b>Genre:</b> Realistic Fiction “Someday”</p> <p><b>SC.3.N.1.3, SC.3.N.3.1, SC.3.P.10.1, SC.3.P.10.4</b></p> <p><b>Activities</b> Compare Passages Explore How Light Moves Write a Lab Report</p>	<p><b>Passages</b> <b>Genre:</b> Expository Text “Solving Local Problems”</p> <p><b>Genre:</b> Expository Text “What Constitutes a Constitution?”</p> <p><b>SS.3.C.1.1, SS.3.C.1.2, SS.3.C.3.2</b></p> <p><b>Activities</b> Compare Passages Create a Classroom Constitution</p>	<p><b>Writing Process</b> Poetry Revise: Figurative Language Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p><b>ELA.3.C.1.2, ELA.3.C.1.5, ELA.3.C.3.1</b></p>	<p><b>Reader’s Theater</b></p> <p><b>Inquiry Space</b></p> <p><b>Writing</b></p>

## Grade 3 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1: Weeks 1 and 2</b></p> <p><b>Essential Question:</b> What do we know about Earth and its neighbors?</p> <p><b>Genre:</b> Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Our Home in the Solar System”</p> <p>SC.3.E.5.2, SC.3.E.5.3</p>	<p>“Earth and Its Neighbors”</p> <p><b>Genre:</b> Expository Text <b>Lexile:</b> 660L</p> <p>SC.3.E.5.5</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Earth</i></p> <p><b>Genre:</b> Expository Text <b>Lexile:</b> 630L</p> <p>SC.3.E.6.1</p> <p><b>Paired Selection</b> “Why the Sun is Red”</p> <p><b>Genre:</b> Legend <b>Lexile:</b> 500L</p> <p>SS.3.G.2.6</p>	<p><b>Main Selections</b></p> <p><b>Genre:</b> Expository Text <b>A:</b> <i>Destination Saturn</i> <b>Lexile:</b> 500L <b>O:</b> <i>Destination Saturn</i> <b>Lexile:</b> 700L <b>ELL:</b> <i>Destination Saturn</i> <b>Lexile:</b> 660L <b>B:</b> <i>Destination Saturn</i> <b>Lexile:</b> 780L</p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Legend <b>A:</b> “Why the Stars Twinkle” <b>O:</b> “Why the Stars Twinkle” <b>ELL:</b> “Why the Stars Twinkle” <b>B:</b> “Why the Stars Twinkle”</p>	<p><b>Academic Vocabulary:</b> <i>amount, astronomy, globe, solar system, support, surface, temperature, warmth</i></p> <p>Suffixes: -y, -ly</p> <p>Using a Dictionary</p> <p>ELA.3.V.1.1, ELA.3.V.1.2, ELA.3.V.1.3</p>	<p>Summarize</p> <p>Key Words and Charts</p> <p>Central Idea and Relevant Details</p> <p>Personification</p> <p>ELA.3.R.2.1, ELA.3.R.2.2, ELA.3.R.3.1</p> <p><b>B.E.S.T. Literature Library</b> <i>Moonshot: The Flight of Apollo 11</i></p> <p><b>Genre:</b> Expository Text <b>Lexile:</b> 780L</p>	<p><b>Week 1</b> <i>r</i>-Controlled Vowels</p> <p>Structural Analysis: Contractions</p> <p><b>Week 2</b> <i>r</i>-Controlled Vowels</p> <p>Structural Analysis: Prefixes: <i>un-</i>, <i>re-</i>, <i>pre-</i></p> <p>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.c</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Expression</p> <p><b>Week 2</b> Phrasing</p> <p>ELA.3.F.1.4</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Opinion Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Action Verbs; Quotation Marks with Dialogue <b>Week 2:</b> Subject-Verb Agreement</p> <p>ELA.3.C.1.3, ELA.3.C.1.5, ELA.3.C.3.1, ELA.3.C.4.1</p>	<p><b>Project:</b> The Sun and Stars</p> <p><b>Product:</b> Genre Writing</p> <p><b>Blast:</b> “Eyes in the Sky”</p> <p>ELA.3.C.2.1, ELA.3.C.4.1 SC.3.E.5.3</p>
<p><b>Text Set 2: Weeks 3 and 4</b></p> <p><b>Essential Question:</b> What makes different animals unique?</p> <p><b>Genre:</b> Folktale</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Bear, Beaver, and Bee”</p>	<p>“Anansi Learns a Lesson”</p> <p><b>Genre:</b> Folktale <b>Lexile:</b> 560L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Martina the Beautiful Cockroach</i></p> <p><b>Genre:</b> Folktale <b>Lexile:</b> 570L</p> <p><b>Paired Selection</b> “Get a Backbone!”</p> <p><b>Genre:</b> Expository Text <b>Lexile:</b> 510L</p> <p>SC.3.L.15.1</p>	<p><b>Main Selections</b></p> <p><b>Genre:</b> Folktale <b>A:</b> <i>The Clever Rabbit</i> <b>Lexile:</b> 550L <b>O:</b> <i>King of the Birds</i> <b>Lexile:</b> 600L <b>ELL:</b> <i>King of the Birds</i> <b>Lexile:</b> 550L <b>B:</b> <i>Sheep and Pig Set Up Housekeeping</i> <b>Lexile:</b> 680L</p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Expository Text <b>A:</b> “All About Bats” <b>O:</b> “The Real Quetzal” <b>ELL:</b> “The Real Quetzal” <b>B:</b> “Sheep and Wolves”</p>	<p><b>Academic Vocabulary:</b> <i>disbelief, dismay, fabulous, features, offered, splendid, unique, watchful</i></p> <p>Synonyms</p> <p>Idioms</p> <p>ELA.3.R.3.1, ELA.3.V.1.1, ELA.3.V.1.3</p>	<p>Visualize</p> <p>Theme</p> <p>Character Perspective</p> <p>Text Structure: Compare and Contrast</p> <p>ELA.3.R.1.2, ELA.3.R.1.3, ELA.3.R.2.1</p> <p><b>B.E.S.T. Literature Library</b> <i>Stuart Little</i></p> <p><b>Genre:</b> Fantasy <b>Lexile:</b> 920L</p>	<p><b>Week 3</b> <i>r</i>-Controlled Vowels</p> <p>Structural Analysis: Suffixes: <i>-y</i> and <i>-ly</i></p> <p><b>Week 4</b> Prefixes: <i>pre-</i>, <i>dis-</i>, <i>mis-</i></p> <p>Structural Analysis: Final-e Syllables</p> <p>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.b, ELA.3.F.1.3.c</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Accuracy</p> <p><b>Week 4</b> Phrasing and Rate</p> <p>ELA.3.F.1.4</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Opinion Writing Analyze the Prompt Analyze the Sources: “Space is the Place,” “Robots in Space,” “A Team That Works!” Plan: Organize Ideas Draft: Introductions Revise: Peer Conferences</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Past-Tense Verbs <b>Week 4:</b> Future-Tense Verbs</p> <p>ELA.3.C.1.3, ELA.3.C.1.5, ELA.3.C.3.1, ELA.3.C.4.1</p>	<p><b>Project:</b> Animal Life Cycles</p> <p><b>Product:</b> Life Cycle</p> <p><b>Blast:</b> “The Perfect Predator”</p> <p>ELA.3.C.2.1, ELA.3.C.4.1 SC.3.L.15.1</p>



## Grade 3 • Unit 3 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> How is each event in history unique?</p> <p><b>Genre:</b> Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “The California Gold Rush”</p> <p><b>SS.3.A.1.3</b></p>	<p>“Moving America Forward”</p> <p><b>Genre:</b> Expository Text</p> <p><b>Lexile:</b> 720L</p> <p><b>SS.3.A.1.1, SS.3.A.1.3</b></p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> “Birth of an Anthem”</p> <p><b>Genre:</b> Expository Text</p> <p><b>Lexile:</b> 700L</p> <p><b>SS.3.A.1.3</b></p> <p><b>Paired Selection</b> “Discovering life Long Ago”</p> <p><b>Genre:</b> Expository Text</p> <p><b>Lexile:</b> 740L</p> <p><b>SS.3.A.1.1</b></p>	<p><b>Main Selections</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>A:</b> <i>Wheels to Wings</i></p> <p><b>Lexile:</b> 590L</p> <p><b>O:</b> <i>Wheels to Wings</i></p> <p><b>Lexile:</b> 650L</p> <p><b>ELL:</b> <i>Wheels to Wings</i></p> <p><b>Lexile:</b> 620L</p> <p><b>B:</b> <i>Wheels to Wings</i></p> <p><b>Lexile:</b> 730L</p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>A:</b> “Keeping History Alive”</p> <p><b>O:</b> “Keeping History Alive”</p> <p><b>ELL:</b> “Keeping History Alive”</p> <p><b>B:</b> “Keeping History Alive”</p> <p><b>SS.3.G.1.1, SS.3.A.1.1, SS.3.A.1.3</b></p>	<p><b>Academic Vocabulary</b> <i>agreeable, appreciate, boomed, descendants, population, resources, transportation, vehicles</i></p> <p>Suffixes: <i>-able, -ful, -less</i></p> <p><b>ELA.3.V.1.1, ELA.3.V.1.2</b></p>	<p>Summarize</p> <p>Timelines and Captions</p> <p>Text Structure: Chronology</p> <p>Author's Purpose</p> <p><b>ELA.3.R.2.1, ELA.3.R.2.3</b></p>	<p><b>Week 5</b></p> <p>Diphthongs /oi/ and /ou/</p> <p>Structural Analysis: Prefixes: <i>un-, non-, dis-</i></p> <p><b>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.c</b></p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b></p> <p>Accuracy and Phrasing</p> <p><b>ELA.3.F.1.4</b></p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Relevant Evidence Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Combining Sentences with Verbs</p> <p><b>ELA.3.C.1.3, ELA.3.C.1.5, ELA.3.C.3.1</b></p>	<p><b>Project:</b> Important Events in History</p> <p><b>Product:</b> Newspaper Article</p> <p><b>Blast:</b> “The Caddo”</p> <p><b>ELA.3.C.2.1, ELA.3.C.4.1 SS.3.A.1.1, SS.3.A.1.2, SS.3.G.4.2, SS.3.G.4.3, SS.3.G.4.4</b></p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<p><b>Genre:</b> Online Article “Saving Our Oceans”</p> <p><b>SS.3.C.2.1</b></p>	<p><b>Reader's Theater:</b> <i>Weather . . . whether you like it or not</i></p>	<p><b>Passages</b></p> <p><b>Genre:</b> Expository Text “Fascinating Facts About Our Amazing Sun”</p> <p><b>Genre:</b> Expository Text “Sun Storms”</p> <p><b>SC.3.E.5.1, SC.3.E.5.2, SC.3.E.5.3</b></p> <p><b>Activities</b> Compare the Passages Explore Sun Prints</p>	<p><b>Passage</b></p> <p><b>Genre:</b> Expository Text “On the Moon”</p> <p><b>SS.3.A.1.1, SS.3.A.1.2</b></p> <p><b>Activities</b> Determine Central Idea and Relevant Details Conduct an Interview Write a Summary</p>	<p><b>Writing Process</b> Write to Sources: Opinion Writing Analyze the Prompt Analyze the Sources: “Driving Toward a Future,” “A Safer Way to Drive?,” “Driverless Cars: Not So Fast!” Plan: Organize Ideas Draft: Strong Conclusion Revise: Peer Conferences</p> <p><b>ELA.3.C.1.3, ELA.3.C.1.5, ELA.3.C.4.1</b></p>	<p><b>Reader's Theater</b></p> <p><b>Inquiry Space</b></p> <p><b>Writing</b></p>

## Grade 3 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1:</b> <b>Weeks 1 and 2</b></p> <p><b>Essential Question:</b> How can you use what you know to help others?</p> <p><b>Genre:</b> Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Dancing La Raspa”</p>	<p>“The Impossible Pet Show” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 600L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>The Talented Clementine</i> <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 660L</p> <p><b>Paired Selection</b> “Clementine and the Family Meeting” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 630L</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Every Picture Tells a Story</i> <b>Lexile:</b> 470L <b>O:</b> <i>A Chef in the Family</i> <b>Lexile:</b> 530L <b>ELL:</b> <i>A Chef in the Family</i> <b>Lexile:</b> 440L <b>B:</b> <i>Stepping Forward</i> <b>Lexile:</b> 700L</p> <p><b>Paired Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> “Hidden Treasure” <b>O:</b> “The Perfect Sandwich” <b>ELL:</b> “The Perfect Sandwich” <b>B:</b> “Rigel to the Rescue”</p>	<p><b>Academic Vocabulary:</b> <i>achievement, apologized, attention, audience, confidence, embarrassed, realized, talents</i></p> <p>Prefixes: <i>un-, non-, im-, pre-</i></p> <p>Base Words <b>ELA.3.V.1.1, ELA.3.V.1.2</b></p>	<p>Ask and Answer Questions</p> <p>Character Perspective</p> <p>Plot: Character Development</p> <p>Figurative Language <b>ELA.3.R.1.1, ELA.3.R.1.3, ELA.3.R.3.1</b></p> <p><b>B.E.S.T. Literature Library</b> <i>Miracle on 133rd Street</i> <b>Genre:</b> Fiction <b>Lexile:</b> 640L</p>	<p><b>Week 1</b> <i>/û/: oo, ew, u_e, ue, u, ui, ou;</i> <i>/û/: oo, ou</i></p> <p>Structural Analysis: Base Words in Related Words</p> <p><b>Week 2</b> Plural Words</p> <p>Structural Analysis: Vowel Team Syllables <b>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.c</b></p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Expression and Rate</p> <p><b>Week 2</b> Phrasing <b>ELA.3.F.1.4</b></p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Linking Verbs; Principal Modals <b>Week 2:</b> Contractions with <i>Not</i> <b>ELA.3.C.1.4, ELA.3.C.1.5, ELA.3.C.3.1</b></p>	<p><b>Project:</b> Skills and Talents</p> <p><b>Product:</b> Blog</p> <p><b>Blast:</b> “Clara Barton” <b>ELA.3.C.2.1, ELA.3.C.4.1, SS.3.C.2.1, SS.3.C.3.1</b></p>
<p><b>Text Set 2:</b> <b>Weeks 3 and 4</b></p> <p><b>Essential Question:</b> How do animals adapt to challenges in their habitat?</p> <p><b>Genre:</b> Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “African Lions” <b>SC.3.L.15.1</b></p>	<p>“Gray Wolf! Red Fox!” <b>Genre:</b> Expository Text <b>Lexile:</b> 750L</p> <p><b>SC.3.L.15.1</b></p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Amazing Wildlife of the Mojave</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 720L</p> <p><b>Paired Selection</b> “Little Half Chick” <b>Genre:</b> Fable <b>Lexile:</b> 690L</p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>Life in a Tide Pool</i> <b>Lexile:</b> 550L <b>O:</b> <i>Life in a Tide Pool</i> <b>Lexile:</b> 730L <b>ELL:</b> <i>Life in a Tide Pool</i> <b>Lexile:</b> 610L <b>B:</b> <i>Life in a Tide Pool</i> <b>Lexile:</b> 860L</p> <p><b>Paired Selections</b> <b>Genre:</b> Folktale <b>A:</b> “Bluebird and Coyote” <b>O:</b> “Bluebird and Coyote” <b>ELL:</b> “Bluebird and Coyote” <b>B:</b> “Bluebird and Coyote”</p>	<p><b>Academic Vocabulary:</b> <i>alert, competition, environment, excellent, prefer, protection, related, shelter</i></p> <p>Sentence Clues</p> <p>Greek and Latin Roots <b>ELA.3.V.1.1, ELA.3.V.1.2, ELA.3.V.1.3</b></p>	<p>Reread</p> <p>Maps and Captions</p> <p>Text Structure: Compare and Contrast</p> <p>Theme <b>ELA.3.R.1.2, ELA.3.R.2.1, ELA.3.R.2.2, ELA.3.R.2.3</b></p> <p><b>B.E.S.T. Literature Library</b> <i>Revolutionary Friends: George Washington and the Marquis de Lafayette</i> <b>Genre:</b> Expository Text <b>Lexile:</b> 620L</p>	<p><b>Week 3</b> Variant Vowel /ô/ Structural Analysis: Greek and Latin Roots</p> <p><b>Week 4</b> Homophones</p> <p>Structural Analysis: <i>r</i>-Controlled Vowel Syllables <b>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.a, ELA.3.F.1.3.c</b></p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Intonation</p> <p><b>Week 4</b> Accuracy <b>ELA.3.F.1.4</b></p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Woof! Rrrread to Me, Please?” “Parrot Pals,” “A Dog’s Super Power” Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Main and Helping Verbs <b>Week 4:</b> Complex Sentences <b>ELA.3.C.1.4, ELA.3.C.1.5, ELA.3.C.3.1, ELA.3.C.4.1</b></p>	<p><b>Project:</b> Animal Behaviors</p> <p><b>Product:</b> Collage</p> <p><b>Blast:</b> “Creatures of the Deep” <b>ELA.3.C.2.1, ELA.3.C.4.1, SC.3.L.15.1</b></p>

## Grade 3 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> How can others inspire us?</p> <p><b>Genre:</b> Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “My Grandpa”</p>	<p>“Ginger’s Fingers,” “The Giant,” “Captain’s Log,” “Moon,” “Whale” <b>Genre:</b> Narrative Poetry, Free-Verse Poetry, and Haiku <b>Lexile:</b> NP (non-prose) <i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> “The Winningest Woman of the Iditarod Dog Sled Race” and “The Brave Ones” <b>Genre:</b> Narrative and Free-Verse Poetry <b>Lexile:</b> NP (non-prose) <b>Paired Selection</b> “Narcissa” <b>Genre:</b> Poetry <b>Lexile:</b> NP (non-prose)</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>A Speech to Remember</i> <b>Lexile:</b> 480L <b>O:</b> <i>Melanie’s Mission</i> <b>Lexile:</b> 590L <b>ELL:</b> <i>Melanie’s Mission</i> <b>Lexile:</b> 510L <b>B:</b> <i>In the Running</i> <b>Lexile:</b> 700L <b>Paired Selections</b> <b>Genre:</b> Poetry <b>A:</b> “Let the Lion Roar” <b>O:</b> “In the Land of the Lions” <b>ELL:</b> “The Greedy Puppy” <b>B:</b> “Everybody’s Surfing”</p>	<p><b>Academic Vocabulary:</b> <i>adventurous, courageous, extremely, weird</i></p> <p><b>Poetry Terms:</b> <i>free verse, narrative poem, repetition, rhyme</i></p> <p>Metaphor <b>ELA.3.R.3.1, ELA.3.V.1.1, ELA.3.V.1.3</b></p>	<p>Repetition and Rhymed Verse Narrative, Free Verse, and Haiku Theme Imagery <b>ELA.3.R.1.2, ELA.3.R.1.4, ELA.3.R.3.1</b></p>	<p><b>Week 5</b> Soft c and g Structural Analysis: Words with -er and -est <b>ELA.3.F.1.3, ELA.3.F.1.3.c</b> <i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Expression <b>ELA.3.F.1.4</b></p>	<p><b>Respond to Reading</b> <b>Writing Process</b> Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Relevant Evidence Analyze the Student Model <b>Grammar and Mechanics</b> <b>Week 5:</b> Irregular Verbs <b>ELA.3.C.1.4, ELA.3.C.1.5, ELA.3.C.3.1</b></p>	<p><b>Project:</b> Inspirational Figures <b>Product:</b> Acrostic Poem <b>Blast:</b> “An Inspirational Poet” <b>ELA.3.C.2.1, ELA.3.C.4.1, ELA.3.C.5.1</b> <b>SS.3.A.1.1, SS.3.A.1.2, SS.3.C.2.1</b></p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<p><b>Genre:</b> Online Article “Forbidden Foods”</p>	<p><b>Reader’s Theater:</b> <i>The Baker’s Neighbor</i></p>	<p><b>Passages</b> <b>Genre:</b> Expository Text “Armadillo: Little Armored One” <b>Genre:</b> Expository Text “Big Sticky Feet” <b>SC.3.L.15.1</b> <b>Activities</b> Compare the Passages Explore the Advantages of Adaptations</p>	<p><b>Passages</b> <b>Genre:</b> Expository Text “Balto the Hero” <b>Genre:</b> Expository Text “A Great Race” <b>SS.3.G.1.1, SS.3.C.2.1</b> <b>Activities</b> Compare the Passages Read a Map Write About an Animal Hero</p>	<p><b>Writing Process</b> Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “A Tough Two Minutes,” “An Interview with Firefighter Grant,” “A Firefighter’s Duties” Plan: Organize Ideas Draft: Strong Conclusion Revise: Peer Conferences <b>ELA.3.C.1.4, ELA.3.C.1.5, ELA.3.C.4.1</b></p>	<p><b>Reader’s Theater</b> <b>Inquiry Space</b> <b>Writing</b></p>



## Grade 3 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1:</b> <b>Weeks 1 and 2</b></p> <p><b>Essential Question:</b> What do good citizens do?</p> <p><b>Genre:</b> Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Jimmy Carter: A Good Citizen” <b>SS.3.C.2.1</b></p>	<p>“Dolores Huerta: Growing Up Strong” <b>Genre:</b> Biography <b>Lexile:</b> 670L <b>SS.3.C.2.1</b> <i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Elizabeth Stanton Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i> <b>Genre:</b> Biography <b>Lexile:</b> 700L <b>SS.3.C.2.1</b></p> <p><b>Paired Selection</b> “Susan B. Anthony Takes Action!” <b>Genre:</b> Biography <b>Lexile:</b> 730L <b>SS.3.C.2.1</b></p>	<p><b>Main Selections</b> <b>Genre:</b> Expository Text <b>A:</b> <i>Eunice Kennedy Shriver</i> <b>Lexile:</b> 600L <b>O:</b> <i>Eunice Kennedy Shriver</i> <b>Lexile:</b> 690L <b>ELL:</b> <i>Eunice Kennedy Shriver</i> <b>Lexile:</b> 600L <b>B:</b> <i>Eunice Kennedy Shriver</i> <b>Lexile:</b> 860L <b>SS.3.C.2.1</b></p> <p><b>Paired Selections</b> <b>Genre:</b> Biography <b>A:</b> “The Lifesaver” <b>O:</b> “The Lifesaver” <b>ELL:</b> “The Lifesaver” <b>B:</b> “The Lifesaver”</p>	<p><b>Academic Vocabulary:</b> <i>citizenship, continued, daring, horrified, participate, proposed, unfairness, waver</i></p> <p>Prefixes and Suffixes</p> <p>Antonyms</p> <p><b>ELA.3.V.1.1, ELA.3.V.1.2, ELA.3.V.1.3</b></p>	<p>Ask and Answer Questions</p> <p>Captions and Timelines</p> <p>Author’s Claim</p> <p>Text Structure: Cause and Effect</p> <p><b>ELA.3.R.2.1, ELA.3.R.2.4</b></p> <p><b>B.E.S.T. Literature Library</b> <i>We the People the Story of Our Constitution</i> by Lynne Cheney <b>Genre:</b> Expository Text <b>Lexile:</b> 1120L</p>	<p><b>Week 1</b> Compound Words</p> <p>Structural Analysis: Consonant + /e Syllables</p> <p><b>Week 2</b> Inflectional Endings</p> <p>Structural Analysis: Suffixes: <i>-ful, -less, -able</i></p> <p><b>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.b, ELA.3.F.1.3.c</b></p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Intonation</p> <p><b>Week 2</b> Phrasing <b>ELA.3.F.1.4</b></p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Logical Progression of Ideas Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Singular and Plural Pronouns <b>Week 2:</b> Subject and Object Pronouns <b>ELA.3.C.1.3, ELA.3.C.1.5, ELA.3.C.3.1</b></p>	<p><b>Project:</b> Volunteers in Your Community</p> <p><b>Product:</b> Poster</p> <p><b>Blast:</b> “The Generous Grower”</p> <p><b>ELA.3.C.2.1, ELA.3.C.4.1, SS.3.A.1.1, SS.3.A.1.2, SS.3.C.2.1, SS.3.C.3.2</b></p>
<p><b>Text Set 2:</b> <b>Weeks 3 and 4</b></p> <p><b>Essential Question:</b> How do we get what we need?</p> <p><b>Genre:</b> Fairy Tale</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Wei and the Golden Goose”</p>	<p>“Juanita and the Beanstalk” <b>Genre:</b> Fairy Tale <b>Lexile:</b> 610L <i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Clever Jack Takes the Cake</i> <b>Genre:</b> Fairy Tale <b>Lexile:</b> 600L</p> <p><b>Paired Selection</b> “Money Then and Now” <b>Genre:</b> Expository Text <b>Lexile:</b> 680L <b>SS.3.E.1.2, SS.3.E.1.3</b></p>	<p><b>Main Selections</b> <b>Genre:</b> Fairy Tale <b>A:</b> <i>The Chickpea Boy</i> <b>Lexile:</b> 510L <b>O:</b> <i>The Golden Goose</i> <b>Lexile:</b> 590L <b>ELL:</b> <i>The Golden Goose</i> <b>Lexile:</b> 440L <b>B:</b> <i>A Gift for Mario</i> <b>Lexile:</b> 800L</p> <p><b>Paired Selections</b> <b>Genre:</b> Expository Text <b>A:</b> “Forgotten Gold” <b>O:</b> “Gold, Gold, Gold!” <b>ELL:</b> “Gold, Gold, Gold!” <b>B:</b> “The Golden Land”</p>	<p><b>Academic Vocabulary:</b> <i>admit, barter, considered, creation, humble, magnificent, payment, reluctantly</i></p> <p>Base Words</p> <p>Homographs</p> <p><b>ELA.3.V.1.1, ELA.3.V.1.2, ELA.3.V.1.3</b></p>	<p>Summarize Theme</p> <p>Character Perspective</p> <p>Author’s Purpose</p> <p><b>ELA.3.R.1.2, ELA.3.R.1.3, ELA.3.R.2.3</b></p> <p><b>B.E.S.T. Literature Library</b> <i>The Boxcar Children</i> by Gertrude Chandler Warner <b>Genre:</b> Fiction <b>Lexile:</b> 510L</p>	<p><b>Week 3</b> Syllabication: Closed Syllables</p> <p>Structural Analysis: Base Words in Related Words</p> <p><b>Week 4</b> Inflectional Endings: <i>y to i</i></p> <p>Structural Analysis: Suffixes: <i>-ful, -ness, -less</i></p> <p><b>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.b, ELA.3.F.1.3.c</b></p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Phrasing and Rate</p> <p><b>Week 4</b> Phrasing and Rate <b>ELA.3.F.1.4</b></p>	<p><b>Writing Process</b> Write to Sources: Opinion Writing Analyze the Prompt Analyze the Sources: “Volunteering is a Choice,” “Serving and Learning,” “Getting Involved” Plan: Organize Ideas Draft: Elaborative Techniques Revise: Peer Conferences</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Pronoun-Verb Agreement <b>Week 4:</b> Possessive Pronouns <b>ELA.3.C.1.3, ELA.3.C.1.5, ELA.3.C.3.1, ELA.3.C.4.1</b></p>	<p><b>Project:</b> Business Plans</p> <p><b>Product:</b> Business Plan</p> <p><b>Blast:</b> “Strictly Business”</p> <p><b>ELA.3.C.2.1, ELA.3.C.4.1, SS.3.E.1.1, SS.3.E.1.3</b></p>

## Grade 3 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> What are different kinds of energy?</p> <p><b>Genre:</b> Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Using Power”</p> <p>SC.3.P.10.1, SC.3.P.10.2</p>	<p>“Here Comes Solar Power”</p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Lexile:</b> 800L</p> <p>SC.3.P.10.1</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> “It’s All in the Wind”</p> <p><b>Genre:</b> Argumentative Text</p> <p><b>Lexile:</b> 750L</p> <p>SC.3.P.10.1, SC.3.P.10.2</p> <p><b>Paired Selection</b> “Power for All”</p> <p><b>Genre:</b> Expository Text</p> <p><b>Lexile:</b> 780L</p> <p>SC.3.P.10.1</p>	<p><b>Main Selections</b></p> <p><b>Genre:</b> Argumentative Text</p> <p><b>A:</b> <i>The Fuel of the Future</i></p> <p><b>Lexile:</b> 680L</p> <p><b>O:</b> <i>The Fuel of the Future</i></p> <p><b>Lexile:</b> 750L</p> <p><b>ELL:</b> <i>The Fuel of the Future</i></p> <p><b>Lexile:</b> 680L</p> <p><b>B:</b> <i>The Fuel of the Future</i></p> <p><b>Lexile:</b> 800L</p> <p>SC.3.P.10.1, SC.3.P.10.2</p> <p><b>Paired Selections</b></p> <p><b>Genre:</b> Expository Text</p> <p><b>A:</b> “Saving Energy”</p> <p><b>O:</b> “Saving Energy”</p> <p><b>ELL:</b> “Saving Energy”</p> <p><b>B:</b> “Saving Energy”</p>	<p><b>Academic Vocabulary:</b></p> <p><i>energy, natural, pollution, produce, renewable, replace, sources, traditional</i></p> <p>Homophones</p> <p>ELA.3.V.1.1, ELA.3.V.1.3</p>	<p>Ask and Answer Questions</p> <p>Author’s Claim</p> <p>Text Structure: Cause and Effect</p> <p>Text Features</p> <p>ELA.3.R.2.1, ELA.3.R.2.4</p>	<p><b>Week 5</b></p> <p>Open Syllables</p> <p>Structural Analysis: Prefixes and Suffixes</p> <p>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.c</p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b></p> <p>Accuracy and Rate</p> <p>ELA.3.F.1.4</p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b></p> <p>Write to Sources: Opinion Writing</p> <p>Analyze the Rubric</p> <p>Rubric Minilesson: Transitional Strategies</p> <p>Analyze the Student Model</p> <p><b>Grammar and Mechanics</b></p> <p><b>Week 5:</b> Pronoun-Verb Contractions</p> <p>ELA.3.C.1.3, ELA.3.C.1.5, ELA.3.C.3.1</p>	<p><b>Project:</b> Sources of Energy</p> <p><b>Product:</b> Chart</p> <p><b>Blast:</b> “Can You Hear Me?”</p> <p>ELA.3.C.2.1, ELA.3.C.4.1</p> <p>SC.3.P.10.1, SC.3.P.10.2</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<p><b>Genre:</b> Online Article</p> <p>“Rising to the Challenge”</p> <p>SS.3.C.2.1, SS.3.G.1.1</p>	<p><b>Reader’s Theater:</b></p> <p><i>The Memory Quilt</i></p>	<p><b>Passages</b></p> <p><b>Genre:</b> Expository Text</p> <p>“Catching the Cold”</p> <p><b>Genre:</b> Expository Text</p> <p>“Watery Science”</p> <p>SC.3.N.1.3, SC.3.P.9.1</p> <p><b>Activities</b></p> <p>Compare the Passages</p> <p>Exploring Watery States</p>	<p><b>Passages</b></p> <p><b>Genre:</b> Expository Text</p> <p>“Leading the Dance”</p> <p><b>Genre:</b> Expository Text</p> <p>“Sharing Culture Through Dance”</p> <p>SS.3.C.2.1, DA.3.H.2.1, DA.3.S.1.1</p> <p><b>Activities</b></p> <p>Compare the Passages</p> <p>Tell a Story With Dance</p>	<p><b>Writing Process</b></p> <p>Write to Sources: Opinion Essay</p> <p>Analyze the Prompt</p> <p>Analyze Sources: “Wind Energy is for Everyone,” “The Incredible Power of Solar Energy,” “Wind and Solar: The Perfect Combination”</p> <p>Plan: Organize Ideas</p> <p>Draft: Word Choice</p> <p>Revise: Peer Conferences</p> <p>ELA.3.C.1.3, ELA.3.C.1.5, ELA.3.C.4.1</p>	<p><b>Reader’s Theater</b></p> <p><b>Inquiry Space</b></p> <p><b>Writing</b></p>

## Grade 3 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 1:</b> <b>Weeks 1 and 2</b></p> <p><b>Essential Question:</b> Why are goals important?</p> <p><b>Genre:</b> Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Mae Jamison, Astronaut”</p> <p><b>SS.3.C.2.1</b></p>	<p>“Rocketing into Space”</p> <p><b>Genre:</b> Biography <b>Lexile:</b> 790L</p> <p><b>SS.3.C.2.1</b></p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>Looking Up to Ellen Ochoa</i> <b>Genre:</b> Biography <b>Lexile:</b> 860L</p> <p><b>Paired Selection</b> “A Flight to Lunar City” <b>Genre:</b> Fantasy <b>Lexile:</b> 600L</p>	<p><b>Main Selections</b> <b>Genre:</b> Biography <b>A:</b> <i>Reach for the Stars</i> <b>Lexile:</b> 600L <b>O:</b> <i>Reach for the Stars</i> <b>Lexile:</b> 750L <b>ELL:</b> <i>Reach for the Stars</i> <b>Lexile:</b> 680L <b>B:</b> <i>Reach for the Stars</i> <b>Lexile:</b> 850L</p> <p><b>SS.3.C.2.1</b></p> <p><b>Paired Selections</b> <b>Genre:</b> Science Fiction <b>A:</b> “Melina Shows Her Mettle” <b>O:</b> “Melina Shows Her Mettle” <b>ELL:</b> “Melina Shows Her Mettle” <b>B:</b> “Melina Shows Her Mettle”</p>	<p><b>Academic Vocabulary:</b> <i>communicated, essential, goal, motivated, professional, research, serious, specialist</i></p> <p>Greek and Latin Roots</p> <p>Multiple-Meaning Words</p> <p><b>ELA.3.V.1.2, ELA.3.V.1.3, ELA.3.V.1.1</b></p>	<p>Reread</p> <p>Key Words and Photographs</p> <p>Central Idea and Relevant Details</p> <p>Imagery</p> <p><b>ELA.3.R.2.1, ELA.3.R.2.2, ELA.3.R.3.1</b></p> <p><b>B.E.S.T. Literature Library</b> <i>Flight</i> by Robert Burleigh <b>Genre:</b> Expository Text <b>Lexile:</b> 570L</p>	<p><b>Week 1</b> Prefixes</p> <p>Structural Analysis: Greek and Latin Roots</p> <p><b>Week 2</b> Consonant + <i>le</i> Syllables</p> <p>Structural Analysis: Latin Suffixes</p> <p><b>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.a, ELA.3.F.1.3.c</b></p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 1</b> Expression and Rate</p> <p><b>Week 2</b> Phrasing <b>ELA.3.F.1.4</b></p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Expository Writing Rubric Minilesson: Academic Language Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 1:</b> Adjectives and Articles <b>Week 2:</b> Adjectives that Compare <b>ELA.3.C.1.4, ELA.3.C.1.5, ELA.3.C.3.1</b></p>	<p><b>Project:</b> National Heroes</p> <p><b>Product:</b> Timeline</p> <p><b>Blast:</b> “Mission: Juno”</p> <p><b>ELA.3.C.2.1, ELA.3.C.4.1, SS.3.C.2.1</b></p>
<p><b>Text Set 2:</b> <b>Weeks 3 and 4</b></p> <p><b>Essential Question:</b> How do you decide what is important?</p> <p><b>Genre:</b> Drama/Myth</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Pandora Finds a Box”</p>	<p>“Athena and Arachne”</p> <p><b>Genre:</b> Drama/Myth <b>Lexile:</b> NP (non-prose)</p> <p><b>ELA.3.R.3.3</b></p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> <i>King Midas and the Golden Touch</i> <b>Genre:</b> Drama/Myth <b>Lexile:</b> NP (non-prose)</p> <p><b>Paired Selection</b> “Carlos’s Gift” <b>Genre:</b> Realistic Fiction <b>Lexile:</b> 640L</p>	<p><b>Main Selections</b> <b>Genre:</b> Drama <b>A:</b> <i>Midas and the Donkey Ears</i> <b>Lexile:</b> NP (non-prose) <b>O:</b> <i>The Naming of Athens</i> <b>Lexile:</b> NP (non-prose) <b>ELL:</b> <i>The Naming of Athens</i> <b>Lexile:</b> NP (non-prose) <b>B:</b> <i>Odysseus and King Aeolus</i> <b>Lexile:</b> NP (non-prose)</p> <p><b>Paired Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> “It’s Party Time!” <b>O:</b> “The Perfect Present” <b>ELL:</b> “The Perfect Present” <b>B:</b> “Daria’s Dream”</p>	<p><b>Academic Vocabulary:</b> <i>alarmed, anguish, necessary, obsessed, possess, reward, treasure, wealth</i></p> <p>Base Words</p> <p>Compound Words</p> <p><b>ELA.3.V.1.2, ELA.3.V.1.3, ELA.3.V.1.1</b></p>	<p>Make Predictions</p> <p>Elements of a Play</p> <p>Theme</p> <p>Plot: Character Development</p> <p><b>ELA.3.R.1.1, ELA.3.R.1.2, ELA.3.R.1.3</b></p> <p><b>B.E.S.T. Literature Library</b> <i>Charlotte’s Web</i> by E.B. White <b>Genre:</b> Fantasy <b>Lexile:</b> 680L</p>	<p><b>Week 3</b> Vowel Team Syllables</p> <p>Structural Analysis: Base Words in Related Words</p> <p><b>Week 4</b> <i>r</i>-Controlled Vowel Syllables</p> <p>Structural Analysis: Latin Suffixes</p> <p><b>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.a, ELA.3.F.1.3.c</b></p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 3</b> Accuracy</p> <p><b>Week 4</b> Phrasing <b>ELA.3.F.1.4</b></p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Astronauts Who Farm,” “Growing Vegetables in Space,” “Spores in Space” Plan: Organize Ideas Draft: Reference Sources Revise: Peer Conferences</p> <p><b>Grammar and Mechanics</b> <b>Week 3:</b> Adverbs <b>Week 4:</b> Adverbs that Compare <b>ELA.3.C.1.4, ELA.3.C.1.5, ELA.3.C.3.1, ELA.3.C.4.1</b></p>	<p><b>Project:</b> What We Think is Important</p> <p><b>Product:</b> Bar Graph</p> <p><b>Blast:</b> “Snow Leopards”</p> <p><b>ELA.3.C.2.1, ELA.3.C.4.1, ELA.3.C.5.1, SC.3.L.17.1, SC.3.N.1.3</b></p>

## Grade 3 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Differentiated Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p><b>Text Set 3: Week 5</b></p> <p><b>Essential Question:</b> What makes you laugh?</p> <p><b>Genre:</b> Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p><b>Interactive Read Aloud:</b> “Show and Tell”</p>	<p>“The Camping Trip” and “Bubble Gum”</p> <p><b>Genre:</b> Narrative Poetry <b>Lexile:</b> NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p><b>Anchor Text</b> “Ollie’s Escape” <b>Genre:</b> Narrative Poetry <b>Lexile:</b> NP (non-prose)</p> <p><b>Paired Selection</b> “The Gentleman Bookworm” <b>Genre:</b> Narrative Poetry <b>Lexile:</b> NP (non-prose)</p>	<p><b>Main Selections</b> <b>Genre:</b> Realistic Fiction <b>A:</b> <i>Funny Faces</i> <b>Lexile:</b> 450L <b>O:</b> <i>Too Many Frogs</i> <b>Lexile:</b> 670L <b>ELL:</b> <i>Too Many Frogs</i> <b>Lexile:</b> 600L <b>B:</b> <i>The Joke’s On You</i> <b>Lexile:</b> 780L</p> <p><b>Paired Selections</b> <b>Genre:</b> Poetry <b>A:</b> “My Cheeky Puppy” <b>O:</b> “Pet Day” <b>ELL:</b> “Cat and Dog” <b>B:</b> “The Homeward Blues”</p>	<p><b>Academic Vocabulary:</b> <i>entertainment, humorous, ridiculous, slithered</i></p> <p><b>Poetry Terms:</b> <i>narrative poem, rhyme, rhythm, stanza</i></p> <p>Idioms <b>ELA.3.R.3.1, ELA.3.V.1.3,</b></p>	<p>Rhythm and Rhymed Verse</p> <p>Text Structure: Stanzas and Events</p> <p>Character Perspective</p> <p>Figurative Language <b>ELA.3.R.1.3, ELA.3.R.1.4, ELA.3.R.3.1</b></p>	<p><b>Week 5</b> Suffixes: <i>-ful, -less, -ly</i></p> <p>Structural Analysis: Frequently Misspelled Words <b>ELA.3.C.3.1, ELA.3.F.1.3, ELA.3.F.1.3.b, ELA.3.F.1.3.c</b></p> <p><i>Differentiated Spelling Lists available</i></p>	<p><b>Week 5</b> Phrasing and Expression <b>ELA.3.F.1.4</b></p>	<p><b>Respond to Reading</b></p> <p><b>Writing Process</b> Write to Sources: Expository Writing Rubric Minilesson: Relevant Evidence Analyze the Student Model</p> <p><b>Grammar and Mechanics</b> <b>Week 5:</b> Prepositions; Prepositional Phrases <b>ELA.3.C.1.4, ELA.3.C.1.5, ELA.3.C.3.1</b></p>	<p><b>Project:</b> Tall Tales <b>Product:</b> Tall Tale <b>Blast:</b> “The Best Medicine” <b>ELA.3.C.4.1, ELA.3.R.3.1 SC.3.N.1.1</b></p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<b>Extend, Connect, and Assess</b>	<p><b>Genre:</b> Online Article “Life Boats” <b>SS.3.C.2.1</b></p>	<p><b>Reader’s Theater:</b> <i>The Lion and the Ostrich Chicks</i></p>	<p><b>Passages</b> <b>Genre:</b> Biography “Watching the Stars: The Story of Maria Mitchell”</p> <p><b>Genre:</b> Expository Text “Exoplanets Are Out of This World!”</p> <p><b>SC.3.E.5.5</b></p> <p><b>Activities</b> Compare the Passages Create Your Own Constellation</p>	<p><b>Passages</b> <b>Genre:</b> Folktale “Why the Dog’s Nose is Cold”</p> <p><b>Genre:</b> Expository Text “About Folktales”</p> <p><b>SS.3.G.2.6</b></p> <p><b>Activities</b> Compare the Passages Plan Your Own Animal Tale Write Your Own Animal Tale</p>	<p><b>Writing Process</b> Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Why Do Animals Play?,” “Playgrounds Grow Up,” “Learning from Laughing Rats” Plan: Organize Ideas Draft: Transitional Strategies Revise: Peer Conferences <b>ELA.3.C.1.4, ELA.3.C.1.5, ELA.3.C.4.1</b></p>	<p><b>Reader’s Theater</b> <b>Inquiry Space</b> <b>Writing</b></p>