

Grade 3 • Unit 1 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Narrative Nonfiction</p> <p>Essential Question: ¿Cómo contribuyen las personas de diferentes culturas a una comunidad?</p> <p>Text Features: Headings and Maps</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Faith Ringgold: Contar cuentos a través del arte”</p>	<p>“Un jardín para todos”</p> <p>Genre: Narrative Nonfiction Lexile: 510L</p>	<p>Anchor Text <i>Gary el soñador</i> Genre: Narrative Nonfiction Lexile: 680L</p> <p>Paired Selection “Compartir culturas” Genre: Expository text Lexile: 600L</p>	<p>Main Selections</p> <p>Genre: Narrative Nonfiction A: Judy Baca Lexile: 530L O: Judy Baca Lexile: 600L B: Judy Baca Lexile: 660L</p> <p>Paired Selections</p> <p>Genre: Expository text A: “Los Ángeles vibrante” O: “Los Ángeles vibrante” B: “Los Ángeles vibrante”</p>	<p>Words: <i>admirar, asustar, biblioteca, comunidad, contribuir, practicar, pronunciar, tropezar</i></p> <p>Strategy: Compound Words</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Sequence</p> <p>Author’s Craft: Word Choice</p>	<p>Week 1 Words with c, z</p> <p>Week 2 Words with c, s, z, x</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Expression</p> <p>Week 2: Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Personal Narrative Expert Model: Narrative Nonfiction Plan: Sequence Draft: Descriptive Details</p> <p>Grammar and Mechanics Week 1: Declarative and Interrogative Sentences and Fragments; Punctuation in Statements and Questions Week 2: Commands and Exclamations; Punctuation in Commands and Exclamations</p>	<p>Product: Make a Map</p> <p>Study Skill: Read and Present a Map</p> <p>Blast: ¿Quién hizo eso?</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: ¿Qué aprendemos de las culturas a través de las tradiciones?</p> <p>Literary Elements: Illustrations and Dialogue</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “¡Listos para Aloha!”</p>	<p>“Un nuevo hogar en el valle”</p> <p>Genre: Realistic Fiction Lexile: 620L</p>	<p>Anchor Text <i>Los tamales del guanaco</i> Genre: Realistic Fiction Lexile: 660L</p> <p>Paired Selection “Tradiciones de familia” Genre: Expository text Lexile: 640L</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction A: Una comida especial Lexile: 450L O: Una fila de lámparas Lexile: 550L B: Dragones en el agua Lexile: 670L</p> <p>Paired Selections</p> <p>Genre: Expository text A: “El mole poblano” O: “Diwali” B: “Una antigua tradición”</p>	<p>Words: <i>ahuyentar, guanaco, hogar, morada, orgullo, sendero, tradición, vigilar</i></p> <p>Strategy: Context Clues</p>	<p>Strategy: Visualize</p> <p>Skill: Character, Setting, Plot: Sequence</p> <p>Author’s Craft: Voice</p>	<p>Week 3 Words with b, v</p> <p>Week 4 Words with nv, v</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Rate</p> <p>Week 4: Expression</p>	<p>Respond to Reading</p> <p>Writing Process: Personal Narrative Revise: Sentence Fluency Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: The Subject; Capitalization in Proper Names and Holidays Week 4: Predicates; Lower Case in Days of the Week and Months</p>	<p>Product: Create a Class Culture Quilt</p> <p>Study Skill: Generate Questions; Formal and Informal Inquiry; Present</p> <p>Blast: Un buen doctor</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Argumentative Text</p> <p>Essential Question: ¿Cómo nos ayudan los monumentos a entender la historia de nuestro país?</p> <p>Text Features: Captions, Maps, and Sidebar</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Hitos y monumentos de Estados Unidos”</p>	<p>“Preservar y proteger”</p> <p>Genre: Argumentative Text Lexile: 600L</p>	<p>Anchor Text “Protejamos nuestros parques” Genre: Argumentative Text Lexile: 700L</p> <p>Paired Selection: “5 preguntas para George McDonald” Genre: Expository Text Lexile: 670L</p>	<p>Main Selections</p> <p>Genre: Argumentative Text A: Preservar un lugar especial Lexile: 480L O: Preservar un lugar especial Lexile: 620L B: Preservar un lugar especial Lexile: 690L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: “El arco Gateway” O: “El arco Gateway” B: “El arco Gateway”</p>	<p>Words: <i>grandioso, hito, masivo, monumento, nacional, pista, rastro, tallar</i></p> <p>Strategy: Multiple-meaning Words</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Main Idea and Key Details</p> <p>Author’s Craft: Author’s Purpose</p>	<p>Week 5 Words with mb, mp</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Persuasive Essay Expert Model: Argumentative Text Plan: Organization Draft: Fact and Opinion</p> <p>Grammar and Mechanics Week 5: Simple and Compound Sentences with subject-verb agreement; Compound Sentences with the conjunction y</p>	<p>Product: Create a Postcard</p> <p>Study Skill: Facts and Opinions</p> <p>Blast: Lugares especiales</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>Genre: Online Article Text: “El fútbol es el juego de Estados Unidos”</p>	<p>Reader’s Theater: <i>Llévame a tu basura</i></p>	<p>Passage 1: “Recordar San Jacinto” Genre: Expository Text Lexile: 650L</p> <p>Passage 2: “Un regalo extraordinario” Genre: Realistic Fiction Lexile: 590L</p>	<p>Comparing Genres: Homographs</p> <p>Connect to Content</p> <p>Write an Advertisement Write Directions “El fútbol es el juego de Estados Unidos”</p>	<p>Writing Process: Persuasive Essay</p> <p>Revise: Strong Opening</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Research and Inquiry</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 3 • Unit 2 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Expository Text</p> <p>Essential Question: ¿En qué forma contribuimos a que funcione el gobierno?</p> <p>Text Features: Headings and Bar Graphs</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Todo sobre las elecciones”</p>	<p>“Cada voto cuenta”</p> <p>Genre: Expository Text Lexile: 600L</p>	<p>Anchor Text ¡A votar! Genre: Expository Text Lexile: 600L</p> <p>Paired Selection “Un legado para la gente” Genre: Expository Text Lexile: 550L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: La carrera por la presidencia Lexile: 590L O: La carrera por la presidencia Lexile: 720L B: La carrera por la presidencia Lexile: 790L</p> <p>Paired Selections</p> <p>Genre: Expository text A: “Estudiantes legisladores” O: “Estudiantes legisladores” B: “Estudiantes legisladores”</p>	<p>Words: <i>anunciar, calcular, candidato, convencer, decisión, elegir, gobierno, independiente</i></p> <p>Strategy: Prefixes</p>	<p>Strategy: Reread</p> <p>Skill: Author’s Point of View</p> <p>Author’s Craft: Author’s Purpose: Text Structure</p>	<p>Week 1 Words with <i>c, q, k</i></p> <p>Week 2 Words with <i>ca, co, cu, que, qui</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Intonation and Phrasing</p> <p>Week 2: Rate</p>	<p>Respond to Reading</p> <p>Writing Process: Expository Essay Expert Model: Expository Text Plan: Paraphrase Draft: Developing the Topic</p> <p>Grammar and Mechanics Week 1: Proper and Common Nouns; Definite and Indefinite articles; noun-article agreement; Punctuation in Letters and E-mails Week 2: Singular, Plural and Collective Nouns; Abbreviations</p>	<p>Product: Create a Thank-You Note</p> <p>Study Skill: Letter Format; Present</p> <p>Blast: A votar</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Historical Fiction</p> <p>Essential Question: ¿Por qué la gente emigra a otros lugares?</p> <p>Literary Elements: Events and Illustrations</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “El tapiz de nuestra historia”</p>	<p>“Del pueblo a la ciudad”</p> <p>Genre: Historical Fiction Lexile: 660L</p>	<p>Anchor Text <i>La tienda de mamá y papá</i> Genre: Historical Fiction Lexile: 800L</p> <p>Paired Selection “Tierra a la vista” Genre: Expository text Lexile: 620L</p>	<p>Main Selections</p> <p>Genre: Historical Fiction A: La promesa de la Montaña de Oro Lexile: 510L O: Mudanza desde México Lexile: 610L B: Gustaf viaja a Estados Unidos Lexile: 660L</p> <p>Paired Selections</p> <p>Genre: Expository text A: “¡Oro en California!” O: “La Revolución mexicana” B: “Celebración de la cultura sueca”</p>	<p>Words: <i>ábaco, almacén, azotea, bulto, emigrar, indígena, oportunidad, peñasco</i></p> <p>Strategy: Figurative Language: Similes</p>	<p>Strategy: Make, confirm or revise Predictions</p> <p>Skill: Theme</p> <p>Author’s Craft: Text Structure: Cause and Effect</p>	<p>Week 3 Change of <i>z</i> to <i>c</i> in the Plural</p> <p>Week 4 Words with <i>ge, gi, j, x</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Accuracy and Phrasing</p> <p>Week 4: Rate</p>	<p>Respond to Reading</p> <p>Writing Process: Expository Essay Revise: Strong Conclusion Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Masculine and Feminine Nouns; Punctuation in Sentences Week 4: Conjunctions <i>e, u, y, o, ni</i>; Coordinating Conjunctions to form compound predicates, subjects and sentences; Commas in a series and dates</p>	<p>Product: Write a Journal Entry</p> <p>Study Skill: Primary and Secondary Sources; Present</p> <p>Blast: Irnos de nuestro hogar</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Poetry</p> <p>Essential Question: ¿Cómo se nos ocurren las ideas?</p> <p>Text Structure: Décimas and Free Verse</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Nueva bici, vieja bici”</p>	<p>“El coloquio de los ratones”</p> <p>Genre: Poetry Lexile: Non-prose</p>	<p>Anchor Text “El sapo distraído” Genre: Poetry Lexile: Non-prose</p> <p>Paired Selection: “Adivina, adivinador” Genre: Poetry Lexile: Non-prose</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction A: Aviones de papel Lexile: 520L O: ¡Qué problema! Lexile: 660L B: Una tarde inolvidable Lexile: 730L</p> <p>Paired Selections</p> <p>Genre: Poetry A: “Los números” O: “¿Cómo huyó el ratoncito?” B: “Adivinanzas”</p>	<p>Words: <i>cascabel, imaginare, marchante, vitrina</i></p> <p>Poetry Terms: <i>aliteración, verso libre, décima, rima</i></p> <p>Strategy: Figurative Language: Similes</p>	<p>Literary Elements: Alliteration and Rhyme</p> <p>Skill: Point of View</p> <p>Author’s Craft: Voice (Humor)</p>	<p>Week 5 Words with <i>gue, gui, güe, güi</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Expression and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Poetry Expert Model: Free Verse Poem Plan: Ideas Draft: Rhythm and Rhyme</p> <p>Grammar and Mechanics Week 5: Augmentative and Diminutive Nouns; Capital Letter in Holidays and Proper Nouns</p>	<p>Product: Interview an Inventor</p> <p>Study Skill: Gathering Information</p> <p>Blast: Aprender a ver</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>Genre: Online Article Text: “Una búsqueda para ayudar a las ranas”</p>	<p>Reader’s Theater: <i>¡Adivina el personaje!</i></p>	<p>Passage 1: “Solucionar problemas locales” Genre: Expository Text Lexile: 710L</p> <p>Passage 2: “¡Bienvenida!” Genre: Historical Fiction Lexile: 660L</p>	<p>Comparing Genres: Homographs</p> <p>Connect to Content</p> <p>Create a Venn Diagram</p> <p>Write a Public Service Announcement “Una búsqueda para ayudar a las ranas”</p>	<p>Writing Process: Poetry</p> <p>Revise: Figurative Language</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Research and Inquiry</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 3 • Unit 3 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Expository Text</p> <p>Essential Question: ¿Qué sabemos del planeta Tierra y de sus vecinos en el espacio?</p> <p>Text Features: Key Words and Charts</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Nuestro hogar en el Sistema solar”</p>	<p>“La tierra y sus vecinos”</p> <p>Genre: Expository Text Lexile: 630L</p>	<p>Anchor Text <i>La Tierra</i> Genre: Expository Text Lexile: 720L</p> <p>Paired Selection “¿Por qué el Sol es rojo?” Genre: Legend Lexile: 520L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: Destino: Saturno Lexile: 570L O: Destino: Saturno Lexile: 700L B: Destino: Saturno Lexile: 730L</p> <p>Paired Selections</p> <p>Genre: Legend A: “¿Por qué titilan las estrellas?” O: “¿Por qué titilan las estrellas?” B: “¿Por qué titilan las estrellas?”</p>	<p>Words: <i>astronomía, cantidad, permitir, rocoso, sistema solar, superficie, temperatura, terráqueo</i></p> <p>Strategy: Suffixes</p>	<p>Strategy: Summarize</p> <p>Skill: Main Idea and Key Details</p> <p>Author’s Craft: Word Choice</p>	<p>Week 1 Words with <i>x, x as j, cc</i> and the ending <i>-cción</i></p> <p>Week 2 Words with <i>ll, y</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Expression</p> <p>Week 2: Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Expository Essay Expert Model: Expository Essay Plan: Paraphrasing vs. Plagiarism Draft: Develop Your Topic</p> <p>Grammar and Mechanics Week 1: The Verb: Infinitive and Present, Preterit and Future Verb Tenses; Titles Week 2: The Present Tense of Regular Verbs; Abbreviations</p>	<p>Product: A Solar System Poster</p> <p>Study Skill: Taking Notes</p> <p>Blast: La mirada en el cielo</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Folktale</p> <p>Essential Question: ¿Qué características hacen que los animales sean únicos?</p> <p>Literary Elements: Illustrations and Lessons</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Oso, Castor y Abeja”</p>	<p>“Anansi aprende una lección”</p> <p>Genre: Folktale Lexile: 560L</p>	<p>Anchor Text <i>Martina una cucarachita muy linda</i> Genre: Folktale Lexile: 590L</p> <p>Paired Selection “Animales vertebrados” Genre: Expository text Lexile: 550L</p>	<p>Main Selections</p> <p>Genre: Folktale A: El conejo inteligente Lexile: 530L O: El rey de las aves Lexile: 580L B: La oveja y el cerdo forman un hogar Lexile: 730L</p> <p>Paired Selections</p> <p>Genre: Expository text A: “Todo sobre los murciélagos” O: “El verdadero quetzal” B: “Ovejas y lobos”</p>	<p>Words: <i>arrogante, atento, atrevido, característica, noticia, reluciente, reajo, único</i></p> <p>Strategy: Context Clues: Synonyms and Antonyms</p>	<p>Strategy: Visualize</p> <p>Skill: Problem and Solution</p> <p>Author’s Craft: Text Structure: Organization</p>	<p>Week 3 Words with <i>h</i> and <i>hue-, hui-, hosp-, hum-, hidr-, hipo-</i></p> <p>Week 4 Words with <i>ch</i>; Words that start with <i>ch</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Accuracy</p> <p>Week 4: Phrasing and Rate</p>	<p>Respond to Reading</p> <p>Writing Process: Expository Essay Revise: Strong Conclusion Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Past-Tense of Regular Verbs; Lower-Case in Nationality Words Week 4: Future-Tense of Regular Verbs; Lower Case in the Names of Languages</p>	<p>Product: A Life Cycle Drawing</p> <p>Study Skill: Key Words; Present</p> <p>Blast: El depredador perfecto</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Expository Text</p> <p>Essential Question: ¿Qué hace que un evento histórico sea único?</p> <p>Text Features: Sidebars, Timelines and Captions</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “La fiebre del oro en California”</p>	<p>“El progreso de Estados Unidos”</p> <p>Genre: Expository Text Lexile: 630L</p>	<p>Anchor Text “El nacimiento de un himno” Genre: Expository Text Lexile: 700L</p> <p>Paired Selection: “Descubre el pasado” Genre: Expository Text Lexile: 640L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: De ruedas a alas Lexile: 530L O: De ruedas a alas Lexile: 630L B: De ruedas a alas Lexile: 690L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: “La historia sigue viva” O: “La historia sigue viva” B: “La historia sigue viva”</p>	<p>Words: <i>apreciar, descendiente, explosión demográfica, placentero, población, recursos, transporte, vehículo</i></p> <p>Strategy: Suffixes</p>	<p>Strategy: Summarize</p> <p>Skill: Sequence</p> <p>Author’s Craft: Point of View</p>	<p>Week 5 Words with Prefixes <i>in-, des-, ex-</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Feature Article Expert Model: Expository Text Plan: Identify Relevant Information Draft: Clear Central Idea</p> <p>Grammar and Mechanics Week 5: Combining Sentences with Verbs; Punctuation in Formal Letters, Dates, Addresses, and Locations</p>	<p>Product: Step-By-Step Instructions</p> <p>Study Skill: Giving and Following Instructions</p> <p>Blast: Los caddo</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>Genre: Online Article Text: “Salvemos nuestros océanos”</p>	<p>Reader’s Theater: <i>Tiempo... te guste o no</i></p>	<p>Passage 1: “Datos curiosos del asombroso Sol” Genre: Expository Text Lexile: 750L</p> <p>Passage 2: “La rana y la serpiente” Genre: Folktale Lexile: 620L</p>	<p>Comparing Genres: Synonyms Connect to Content Create a Timeline Select a Genre “Salvemos nuestros océanos”</p>	<p>Writing Process: Feature Article Revise: Strong Conclusion Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater Research and Inquiry Inquiry Space Writing</p>

Grade 3 • Unit 4 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: ¿Cómo usas tus talentos para ayudar a los demás?</p> <p>Literary Elements: Dialogue and Illustration</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “El baile de La Raspa”</p>	<p>“Una idea genial”</p> <p>Genre: Realistic Fiction Lexile: 710L</p>	<p>Anchor Text <i>¿Flor o caracol?</i> Genre: Realistic Fiction Lexile: 770L</p> <p>Paired Selection “Una niña muy especial” Genre: Realistic Fiction Lexile: 620L</p>	<p>Main Selections Genre: Realistic Fiction A: Amigos generosos Lexile: 540L O: Un pequeño gran violinista Lexile: 610L B: La feria de la abundancia Lexile: 690L</p> <p>Paired Selections Genre: Realistic Fiction A: “Tesoro escondido” O: “El sándwich perfecto” B: “Rigel al rescate”</p>	<p>Words: <i>comprometer, confianza, domicilio, imprudente, inquieto, logro, acientemente, travieso</i></p> <p>Strategy: Prefixes</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Point of View</p> <p>Author’s Craft: Figurative Language</p>	<p>Week 1 Words with Suffixes <i>-mente, -dad, -oso, -eza, and -ura</i></p> <p>Week 2 Words with r, rr <i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Expression Week 2: Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Realistic Fiction Expert Model: Realistic Fiction Plan: Sequence of Events Draft: Dialogue Grammar and Mechanics</p> <p>Week 1: Conditional Mood; Lower case in Cardinal Points Week 2: Present and Preterit of Irregular Verbs ser and estar; Titles in a Text</p>	<p>Product: Write a Blog</p> <p>Study Skill: Citing Sources; Present</p> <p>Blast: Clara Barton</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Expository Text</p> <p>Essential Question: ¿Cómo se adaptan los animales a su hábitat cuando hay obstáculos?</p> <p>Text Features: Maps and Captions</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Leones africanos”</p>	<p>“Lobo gris, zorro rojo”</p> <p>Genre: Expository Text Lexile: 710L</p>	<p>Anchor Text <i>La impresionante naturaleza del Mojave</i> Genre: Expository Text Lexile: 730L</p> <p>Paired Selection “El pollito a medias” Genre: Folktale Lexile: 720L</p>	<p>Main Selections Genre: Expository Text A: La vida en una poza de marea Lexile: 610L O: La vida en una poza de marea Lexile: 690L B: La vida en una poza de marea Lexile: 770L</p> <p>Paired Selections Genre: Folktale A: “Azulejo y Coyote” O: “Azulejo y Coyote” B: “Azulejo y Coyote”</p>	<p>Words: <i>alertar, ambiente, arbusto, competir, excelente, preferir, proteger, relacionado</i></p> <p>Strategy: Sentence Clues</p>	<p>Strategy: Reread</p> <p>Skill: Text Structure: Compare and Contrast</p> <p>Author’s Craft: Author’s Message</p>	<p>Week 3 Words with Diphthongs <i>au, eu, ia, ie, io, ua, ue</i> and their implications for orthographic accents</p> <p>Week 4 Words with Diphthongs <i>ai(ay), ei(ey), iu, oi(oy), ui(uy)</i> and their implications for orthographic accents <i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Intonation Week 4: Accuracy</p>	<p>Respond to Reading</p> <p>Writing Process: Realistic Fiction Revise: Signal Words Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Auxiliary Verb haber, Imperfect Past Tense; Quotation Marks Week 4: Irregular Verb ir in Present, Past, and Future Tenses; Dashes in Dialogues</p>	<p>Product: Make a Collage with Captions</p> <p>Study Skill: Find Relevant Information; Present</p> <p>Blast: Criaturas de las profundidades marinas</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Poetry</p> <p>Essential Question: ¿Qué nos inspira?</p> <p>Text Structure: Narrative and Free Verse</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Mi abuelo”</p>	<p>“Me gusta”</p> <p>Genre: Poetry Lexile: Non-prose</p>	<p>Anchor Text “Gato embotado y enamorado” Genre: Poetry Lexile: Non-prose</p> <p>Paired Selection: “El río”; “El manzano” Genre: Poetry Lexile: Non-prose</p>	<p>Main Selections Genre: Realistic Fiction A: La música y yo Lexile: 480L O: Ayer, hoy y mañana Lexile: 640L B: Sobre el escenario Lexile: 680L</p> <p>Paired Selections Genre: Poetry A: “Palabras” O: “La luna” B: “La canción del grillo”</p>	<p>Words: <i>reposo, sencillo, sentir, sereno</i></p> <p>Poetry Terms: <i>verso libre, poema narrativo, repetición, rima</i></p> <p>Strategy: Metaphor</p>	<p>Literary Elements: Repetition and Rhyme</p> <p>Skill: Theme</p> <p>Author’s Craft: Imagery</p>	<p>Week 5 Words with Triphthongs <i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Expression</p>	<p>Respond to Reading</p> <p>Writing Process: Narrative Poem Expert Model: Narrative Poem Plan: Ideas Draft: Repetition and Rhyme Grammar and Mechanics Week 5: Present and Preterit of Irregular Verbs tener and saber; The Hyphen</p>	<p>Product: Write an Acrostic Poem</p> <p>Study Skill: Primary and Secondary Sources</p> <p>Blast: Una poeta inspirada</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>Genre: Online Article Text: “Alimentos prohibidos”</p>	<p>Reader’s Theater: <i>El vecino del panadero</i></p>	<p>Passage 1: “Armadillo: El de la pequeña armadura” Genre: Expository Text Lexile: 790L</p> <p>Passage 2: “Ayudemos al yaguarundi” Genre: Realistic Fiction Lexile: 610L</p>	<p>Comparing Genres: Main Idea and Key Details Connect to Content Write a Journal Entry Select a Genre “Alimentos prohibidos”</p>	<p>Writing Process: Poetry Revise: Figurative Language Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater Research and Inquiry Inquiry Space Writing</p>

Grade 3 • Unit 5 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Biography</p> <p>Essential Question: ¿Qué hacen los buenos ciudadanos?</p> <p>Text Features: Captions and Timelines</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Jimmy Carter: un buen ciudadano”</p>	<p>“Irma Rangel, Legisladora de Texas”</p> <p>Genre: Biography</p> <p>Lexile: 400L</p>	<p>Anchor Text <i>Elizabeth y el derecho al voto: la historia de Elizabeth Cady Stanton</i></p> <p>Genre: Biography</p> <p>Lexile: 710L</p> <p>Paired Selection “Susan B. Anthony ¡en acción!”</p> <p>Genre: Biography</p> <p>Lexile: 630L</p>	<p>Main Selections</p> <p>Genre: Biography</p> <p>A: Eunice Kennedy Shriver</p> <p>Lexile: 620L</p> <p>O: Eunice Kennedy Shriver</p> <p>Lexile: 680L</p> <p>B: Eunice Kennedy Shriver</p> <p>Lexile: 760L</p> <p>Paired Selections</p> <p>Genre: Biography</p> <p>A: “El socorrista”</p> <p>O: “El socorrista”</p> <p>B: “El socorrista”</p>	<p>Words: <i>audaz, ciudadanía, continuar, horrorizado, obstáculo, participar, proponer, vacilar</i></p> <p>Strategy: Prefixes and Suffixes</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Author’s Point of View</p> <p>Author’s Craft: Text Structure: Cause and Effect</p>	<p>Week 1 Hiatus</p> <p>Week 2 Division into Syllables and identify the tonic syllable</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Intonation</p> <p>Week 2: Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Biography</p> <p>Expert Model: Biography</p> <p>Plan: Use a Variety of Sources</p> <p>Draft: Sequence</p> <p>Grammar and Mechanics</p> <p>Week 1: The Personal Pronoun. Personal Pronouns: yo, mí, tú, ti; Acronyms</p> <p>Week 2: Direct and Indirect Object Pronouns; State Abbreviations</p>	<p>Product: Create a Poster</p> <p>Study Skill: Primary and Secondary Sources</p> <p>Blast: El cultivador generoso</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Fairy Tale</p> <p>Essential Question: ¿Cómo conseguimos lo que necesitamos?</p> <p>Literary Elements: Events and Messages</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Wei y el ganso de oro”</p>	<p>“El granjero y el duende”</p> <p>Genre: Fairy Tale</p> <p>Lexile: 800L</p>	<p>Anchor Text <i>Rosas, piedritas y mariposas</i></p> <p>Genre: Fairy Tale</p> <p>Lexile: 750L</p> <p>Paired Selection “El dinero: Ayer y hoy”</p> <p>Genre: Expository text</p> <p>Lexile: 640L</p>	<p>Main Selections</p> <p>Genre: Fairy Tale</p> <p>A: Las tres pruebas</p> <p>Lexile: 590L</p> <p>O: Sedna y la perla rosada</p> <p>Lexile: 600L</p> <p>B: El acertijo de Calabrese</p> <p>Lexile: 740L</p> <p>Paired Selections</p> <p>Genre: Expository text</p> <p>A: “El oro olvidado”</p> <p>O: “Oro, oro, oro”</p> <p>B: “La tierra del oro”</p>	<p>Words: <i>carcajadas, delicadeza, interrumpir, paciencia, pago, soberano, trono, trueque</i></p> <p>Strategy: Root Words</p>	<p>Strategy: Summarize</p> <p>Skill: Point of View</p> <p>Author’s Craft: Voice</p>	<p>Week 3 Oxytone, Paroxytone, and Proparoxytone Words</p> <p>Week 4 Oxytone Words with or without Written Accent</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Phrasing and Rate</p> <p>Week 4: Phrasing and Rate</p>	<p>Respond to Reading</p> <p>Writing Process: Biography</p> <p>Revise: Precise Nouns</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics</p> <p>Week 3: Personal Pronoun-Verb Agreement; Addresses in Letters</p> <p>Week 4: Possessive Pronouns; Lower Case Letters in the Days of the Week and Names of Months</p>	<p>Product: A Business Plan</p> <p>Study Skill: Plan a Business</p> <p>Blast: Negocios solamente</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Argumentative Text</p> <p>Essential Question: ¿Qué tipos de energía existen?</p> <p>Text Features: Photographs and captions, and Sidebars</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Energía en funcionamiento”</p>	<p>“La energía solar”</p> <p>Genre: Argumentative Text</p> <p>Lexile: 620L</p>	<p>Anchor Text “El poder del viento”</p> <p>Genre: Argumentative Text</p> <p>Lexile: 700L</p> <p>Paired Selection: “Energía para todos”</p> <p>Genre: Expository Text</p> <p>Lexile: 720L</p>	<p>Main Selections</p> <p>Genre: Argumentative Text</p> <p>A: El combustible del futuro</p> <p>Lexile: 670L</p> <p>O: El combustible del futuro</p> <p>Lexile: 740L</p> <p>B: El combustible del futuro</p> <p>Lexile: 760L</p> <p>Paired Selections</p> <p>Genre: Expository Text</p> <p>A: “Ahorro de energía”</p> <p>O: “Ahorro de energía”</p> <p>B: “Ahorro de energía”</p>	<p>Words: <i>contaminación, energía, fuente, producir, recurso natural, reemplazar, renovable, tradicional</i></p> <p>Strategy: Context Clues: Homophones and Homographs</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Cause and Effect</p> <p>Author’s Craft: Text Features</p>	<p>Week 5 Paroxytone Words with and without Written Accent</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Accuracy and Rate</p>	<p>Respond to Reading</p> <p>Writing Process</p> <p>Opinion Essay</p> <p>Expert Model: Argumentative Text</p> <p>Plan: Organization</p> <p>Draft: Fact and Opinion</p> <p>Grammar and Mechanics</p> <p>Week 5: Reflexive Pronouns; Abbreviations</p>	<p>Product: Make a Chart</p> <p>Study Skill: Asking Questions</p> <p>Blast: ¿Puedes oírme?</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>Genre: Online Article</p> <p>Text: “Ponerse de pie frente a los desafíos”</p>	<p>Reader’s Theater: <i>La colcha de los recuerdos</i></p>	<p>Passage 1: “Ruby Bridges: Símbolo del cambio”</p> <p>Genre: Biography</p> <p>Lexile: 660L</p> <p>Passage 2: “El negocio de Ceci”</p> <p>Genre: Fairy Tale</p> <p>Lexile: 650L</p>	<p>Comparing Genres: Homophones and Homographs</p> <p>Connect to Content</p> <p>Write a Blog Post</p> <p>Make a List</p> <p>“Ponerse de pie frente a los desafíos”</p>	<p>Writing Process: Opinion Essay</p> <p>Revise: Strong Openings</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Research and Inquiry</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 3 • Unit 6 • Scope and Sequence

Genre Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Reader	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Genre Study 1: Weeks 1 and 2</p> <p>Genre: Biography</p> <p>Essential Question: ¿Por qué son importantes las metas?</p> <p>Text Features: Key Words and Photographs</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Mae Jemison, astronauta”</p>	<p>“Hacia el espacio” Genre: Biography Lexile: 700L</p>	<p>Anchor Text <i>Ellen Ochoa, una mujer admirable</i> Genre: Biography Lexile: 690L</p> <p>Paired Selection “Viaje a la ciudad lunar” Genre: Adventure Story Lexile: 610L</p>	<p>Main Selections</p> <p>Genre: Biography A: Alcanza las estrellas Lexile: 680L O: Alcanza las estrellas Lexile: 760L B: Alcanza las estrellas Lexile: 780L</p> <p>Paired Selections</p> <p>Genre: Science Fiction A: “Melina muestra su entereza” O: “Melina muestra su entereza” B: “Melina muestra su entereza”</p>	<p>Words: <i>aplomo, culto, distinguir, entereza, laborioso, meta, motivar, tertulia</i></p> <p>Strategy: Greek and Latin Roots</p>	<p>Strategy: Reread</p> <p>Skill: Problem and Solution</p> <p>Author’s Craft: Imagery</p>	<p>Week 1 Proparoxytone Words</p> <p>Week 2 Diacritic Accent</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Expression</p> <p>Week 2: Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Research Report Expert Model: Biography Plan: Gather Relevant Information Draft: Develop the Topic</p> <p>Grammar and Mechanics Week 1: Qualifying and Possessive Adjectives; Dialogue Dash Week 2: Adjectives That Compare; Capital Letters and Accents</p>	<p>Product: Create a Timeline</p> <p>Study Skill: Understanding Information</p> <p>Blast: Misión: Juno</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Drama/Myth</p> <p>Essential Question: ¿Cómo decides lo que es importante?</p> <p>Literary Elements: Stage Directions and Dialogue</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Pandora encuentra una caja”</p>	<p>“Perdix, el inventor” Genre: Drama/Myth Lexile: Non-prose</p>	<p>Anchor Text <i>De cómo los aztecas consiguieron el maíz</i> Genre: Drama/Myth Lexile: Non-prose</p> <p>Paired Selection “El mejor día de la semana” Genre: Realistic Fiction Lexile: 760L</p>	<p>Main Selections</p> <p>Genre: Drama A: Midas y las orejas de burro Lexile: Non-prose O: Cómo Atenas obtuvo su nombre Lexile: Non-prose B: Odiseo y el rey Eolo Lexile: Non-prose</p> <p>Paired Selections</p> <p>Genre: Fairy Tale A: “El soplido del lobo” O: “La casita del duende” B: “El pez carpintero”</p>	<p>Words: <i>aplaudir, cabecera, despegar, elegancia, envoltura, pianista, tesoro, riqueza</i></p> <p>Strategy: Root Words</p>	<p>Strategy: Make Predictions</p> <p>Skill: Theme</p> <p>Author’s Craft: Text Structure: Problem and Solution</p>	<p>Week 3 Words with <i>br, bl, cr, cl</i></p> <p>Week 4 Words with <i>dr, fr, pr, tr, gr</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Accuracy</p> <p>Week 4: Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process: Research Report Revise: Voice Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Adverbs; Lower Case in Adjectives that Show Origin Week 4: Adverbs of Place and Quantity; Lowercase in Languages and Nationalities</p>	<p>Product: Create a Bar Graph</p> <p>Study Skill: Using Information</p> <p>Blast: Leopardos de la nieve</p>
<p>Genre Study 3: Week 5</p> <p>Genre: Poetry</p> <p>Essential Question: ¿Qué te hace reír?</p> <p>Text Structure: Stanzas and Events</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Absurdos”</p>	<p>“El chicle viajero” Genre: Poetry Lexile: Non-prose</p>	<p>Anchor Text “Risa”; “Se vende todo” Genre: Poetry Lexile: Non-prose</p> <p>Paired Selection: “Adivinanzas”; “Trabalenguas”; “Cine de palabras” Genre: Poetry Lexile: Non-prose</p>	<p>Main Selections</p> <p>Genre: Fiction A: Travesuras en el mar Lexile: 590L O: En busca del tesoro Lexile: 640L B: La fiesta de Rodrigo Lexile: 710L</p> <p>Paired Selections</p> <p>Genre: Poetry A: “La orquesta” O: “Era que se era” B: “Poema rascacielos”</p>	<p>Words: <i>chancleta, revés, risotada, risueño</i></p> <p>Poetry Terms: <i>poema narrativo, rima, ritmo, estrofa</i></p> <p>Strategy: Idioms</p>	<p>Literary Elements: Rhythm and Rhyme</p> <p>Skill: Point of View</p> <p>Author’s Craft: Word Choice: Humor</p>	<p>Week 5 Accent in Words Used in Questions and Exclamations</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Phrasing and Expression</p>	<p>Respond to Reading</p> <p>Writing Process: Narrative Poem Expert Model: Narrative Poem Plan: Ideas Draft: Rhythm and Rhyme</p> <p>Grammar and Mechanics Week 5: Prepositions and prepositional phrases; Punctuation in Sentences</p>	<p>Product: Write a Tall Tale</p> <p>Study Skill: Hyperbole</p> <p>Blast: La mejor medicina</p>

Week 6	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Review, Extend, and Assess	<p>Genre: Online Article Text: “Botes de rescate”</p>	<p>Reader’s Theater: <i>El león y los pollitos de avestruz</i></p>	<p>Passage 1: “Ver las estrellas: La historia de Maria Mitchell” Genre: Biography Lexile: 610L</p> <p>Passage 2: “Compartir alegrías” Genre: Narrative Poem Lexile: Non-prose</p>	<p>Comparing Genres: Idioms</p> <p>Connect to Content</p> <p>Write a Paragraph Write a Headline “Botes de rescate”</p>	<p>Writing Process</p> <p>Narrative Poem</p> <p>Revise: Figurative Language</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Research and Inquiry</p> <p>Inquiry Space</p> <p>Writing</p>

