

Grade 3 • Unit 1

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p>Genre Study 1: Week 1 and 2</p> <p>Genre: Narrative Nonfiction</p> <p>Essential Question: How do people from different cultures contribute to a community?</p> <p>Text Features: Headings and Maps</p> <p>3.RI.IK1.7, 3.RI.KID.10</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: admires classmate community contribute practicing pronounce scared tumbled</p> <p>Strategy: Compound Words</p>	<p>3.RI.CS.4, 3.FL.PWR.3a</p> <p>3.FL.PWR.3c, 3.RI.CS.4</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Text Structure: Sequence</p> <p>Author's Craft: Word Choice</p>	<p>3.RI.KID.1</p> <p>3.RI.KID.3</p> <p>3.RI.CS.4</p>	<p>Week 1 Short vowels: <i>a, i</i></p> <p>Week 2 Short vowels: <i>e, o, u</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3, 3.FL.WC.4b, 3.FL.WC.4a</p>	<p>Respond to Reading</p> <p>Writing Process Personal Narrative</p> <p>Plan: Sequence</p> <p>Draft: Descriptive Details</p> <p>Grammar and Mechanics</p> <p>Week 1: Sentences and Fragments; Capitalization and Punctuation</p> <p>Week 2: Commands and Exclamations; Punctuation in Commands and Exclamations</p>	<p>3.RI.KID.3, 3.W.RW.10</p> <p>3.W.TTP.3</p> <p>3.W.PDW.5, 3.W.RBPK.8 3.W.TTP.3b, 3.W.PDW.4</p> <p>3.FL.SC.6i, 3.FL.SC.6</p> <p>3.FL.SC.6i</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: What can traditions teach you about cultures?</p> <p>Literary Elements: Illustrations and Dialogue</p> <p>3.RL.IK1.7</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: celebrate courage disappointment precious pride remind symbols tradition</p> <p>Strategy: Context Clues</p>	<p>3.RL.CS.4, 3.FL.PWR.3c</p> <p>3.FL.F.5c</p>	<p>Strategy: Visualize</p> <p>Skill: Character, Setting, Plot: Sequence</p> <p>Author's Craft: Voice</p>	<p>3.RL.KID.3, 3.FL.VA.7ai, 3.FL.VA.7aiv</p> <p>3.RL.KID.3</p> <p>3.RI.CS.4, 3.FL.VA.7biii</p>	<p>Week 3 Final <i>e</i></p> <p>Week 4 Long <i>a</i>: <i>ay, ai, a_e, ea, eigh, ei, ey</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.WC.4a</p> <p>3.FL.PWR.3d, 3.FL.F.5b</p>	<p>Respond to Reading</p> <p>Writing Process Personal Narrative</p> <p>Revise: Sentence Fluency</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics</p> <p>Week 3: Subjects; Complete Sentences and Fragments</p> <p>Week 4: Predicates; Complete Sentences</p>	<p>3.RL.KID.1, 3.W.RW.10</p> <p>3.W.TTP.3</p> <p>3.W.TTP.3, 3.W.PDW.5</p> <p>3.W.PDW.5, 3.FL.SC.6d, 3.W.PDW.5</p> <p>3.W.PDW.6</p> <p>3.FL.VA.7a</p> <p>3.FL.SC.6f</p> <p>3.FL.SC.6i</p>

Grade 3 • Unit 1

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p>Genre Study 3: Week 5</p> <p>Genre: Argumentative Text: How do landmarks help us understand our country's story?</p> <p>Text Features: Captions, Maps, and Sidebar</p> <p>3.RI.IK.7</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: carved clues grand landmark massive monument national traces</p> <p>Strategy: Multiple-meaning Words</p>	<p>3.RI.CS.4</p> <p>3.FL.PWR.3a, 3.FL.PWR.3c</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Key Details</p> <p>Author's Craft: Photos and Captions</p>	<p>3.RI.KID.1</p> <p>3.RI.KID.2</p> <p>3.RI.KID.2, 3.RI.KID.3</p>	<p>Week 5 Long o: o, ow, o_e, oo, oe</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3, 3.FL.WC.4b, 3.FL.WC.4a</p>	<p>Respond to Reading</p> <p>Writing Process Persuasive Essay</p> <p>Expert Model: Argumentative Text</p> <p>Plan: Identify Relevant Information</p> <p>Draft: Fact and Opinion</p> <p>Grammar and Mechanics</p> <p>Week 5: Simple and Compound Sentences; Punctuate Simple and Compound Sentences</p>	<p>3.RI.KID.1, 3.W.RW.10</p> <p>3.W.TTP.1</p> <p>3.RL.KID.1, 3.W.TTP.1, 3.W.RW.10</p> <p>3.W.TTP.1, 3.W.PDW.5, 3.W.TTP.1b</p> <p>3.W.RBPK.8</p> <p>3.FL.SC.6h, 3.FL.SC.6i</p>

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
<p>Week 6</p> <p>Review, Extend, and Assess</p>	<p>Genre: Online Article</p> <p>Text: "Soccer Is America's Game!"</p> <p>3.RI.KID.10</p>	<p>Reader's Theater: Take Me to Your Litter</p> <p>3.RL.KID.10, 3.FL.F.5, 3.FL.F.5a, 3.FL.F.5b</p>	<p>Passage 1 Genre: Expository Text "Remembering San Jacinto"</p> <p>Passage 2 Genre: Realistic Fiction "Sofia's Mexican Birthday"</p> <p>3.FL.PWR.3, 3.RL.KID.1, 3.RI.KID.2, 3.RI.IK.7, 3.FL.VA.7ai, 3.RL.KID.2, 3.RL.KID.3 "</p>	<p>Comparing Genres Homographs</p> <p>3.RI.KID.2, 3.RI.CS.4</p> <p>Connect to Content Write an Advertisement Write Directions "Soccer Is America's Game"</p>	<p>Writing Process Persuasive Essay</p> <p>Revise: Strong Opening</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>3.W.TTP.1, 3.W.TTP.1a, 3.W.TTP.1c, 3.W.PDW.5, 3.FL.SC.6b</p>	<p>Reader's Theater Research and Inquiry Inquiry Space Writing</p> <p>3.FL.VA.7a, 3.W.TTP.1, 3.W.PDW.6, 3.SL.PK.1.4, 3.SL.PK.1.6</p>

Grade 3 • Unit 2

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p>Genre Study 1: Week 1 and 2</p> <p>Genre: Expository Text</p> <p>Essential Question: How do people make government work?</p> <p>Text Features: Headings and Bar Graphs</p> <p>3.RI.IK1.7</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: announced candidates convince decisions elect estimate government independent</p> <p>Strategy: Prefixes: <i>re-, un-, dis-, mis-</i></p>	<p>3.FL.PWR.3a, 3.FL.VA.7aii, 3.RI.KID.1</p> <p>3.FL.PWR.3a</p>	<p>Strategy: Reread</p> <p>Skill: Author's Point of View</p> <p>Author's Craft: Author's Purpose: Text Structure</p>	<p>3.RI.KID.1</p> <p>3.RI.CS.6</p> <p>3.RI.KID.2 , 3.RI.CS.5</p>	<p>Week 1 Long <i>i: i, ie, igh, i_e, y;</i> Long <i>u: u, u_e, ew</i></p> <p>Week 2 Long <i>e: e, ea, ee, e_e, ie, ey, y</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3, 3.FL.F.5a</p> <p>3.FL.WC.4a, 3.FL.WC.4c</p> <p>3.FL.WC.4a, 3.FL.WC.4c</p>	<p>Respond to Reading</p> <p>Writing Process Expository Essay</p> <p>Expert Model: Expository Text</p> <p>Plan: Paraphrase</p> <p>Draft: Developing the Topic</p> <p>Grammar and Mechanics</p> <p>Week 1: Kinds of Nouns; Capitalize Proper Nouns</p> <p>Week 2: Singular and Plural Nouns; Punctuate Four Sentence Types</p>	<p>3.W.RW.10</p> <p>3.W.TTP.2</p> <p>3.W.TTP.2a, 3.W.TTP.2b</p> <p>3.W.TTP.2c</p> <p>3.W.TTP.2e</p> <p>3.FL.SC.6</p> <p>3.FL.SC.6j</p> <p>33.FL.SC.6b</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Historical Fiction</p> <p>Essential Question: Why do people immigrate to new places?</p> <p>Literary Elements: Events and Illustrations</p> <p>3.RL.KID.3, 3.RL.IK1.7</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: arrived immigrated inspected moment opportunity photographs valuable whispered</p> <p>Strategy: Figurative Language: Similes</p>	<p>3.RL.CS.4 , 3.FL.VA.7ai, 3.FL.VA.7bi</p> <p>3.RL.CS.4, 3.FL.VA.7bi, 3.FL.VA.7b, 3.FL.F.5a</p>	<p>Strategy: Make, Confirm, or Revise Predictions</p> <p>Skill: Theme</p> <p>Author's Craft: Text Structure: Cause and Effect</p>	<p>3.RL.KID.1</p> <p>3.RL.KID.2</p> <p>3.RI.KID.3</p>	<p>Week 3 Words with Silent Letters</p> <p>Week 4 Three-Letter Blends</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3, 3.FL.WC.4a, 3.FL.WC.4c</p> <p>3.FL.WC.4a, 3.FL.WC.4c</p>	<p>Respond to Reading</p> <p>Writing Process Expository Essay</p> <p>Revise: Strong Conclusion</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics</p> <p>Week 3: Special Nouns; Spelling Plural Nouns</p> <p>Week 4: Combining Sentences; Commas</p>	<p>3.W.RW.10</p> <p>3.W.TTP.2</p> <p>3.W.TTP.3 d, 3.W.PDW.5</p> <p>3.W.PDW.6</p> <p>3.FL.SC.6, 3.FL.SC.6b, 3.FL.SC.6c</p> <p>3.FL.SC.6i, 3.FL.SC.6</p>

Grade 3 • Unit 2

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
Genre Study 3: Week 5 Genre: Poetry Essential Question: How do people figure things out? Text Structure: Limerick and Free Verse 3.FL.VA.7bi <i>Differentiated Genre Passages available</i>	Words: bounce, imagine, inventor, observer Poetry Terms: alliteration, free verse, limerick, rhyme Strategy: Multiple-meaning Words	3.RL.CS.4, 3.FL.VA.7a, 3.FL.VA.7b, 3.FL.VA.7bi 3.FL.VA.7a, 3.FL.VA.7ai, 3.RL.CS.5	Literary Elements: Alliteration and Rhyme Skill: Point of View Author's Craft: Voice (Humor)	3.RL.CS.5, 3.FL.WC.4a 3.RL.CS.6 3.RL.CS.5, 3.FL.VA.7bi	Week 5 Digraphs <i>Differentiated Spelling Lists available</i>	3.FL.PWR.3c, 3.FL.VA.7b, 3.FL.WC.4a, 3.FL.WC.4c	Respond to Reading Writing Process Poetry Expert Model: Free Verse Poem Plan: Ideas Draft: Rhythm and Rhyme Grammar and Mechanics Week 5: Possessive Nouns; Apostrophes in Possessive Nouns	3.W.RW.10 3.W.RW.10 3.FL.SC.6b, 3.W.PDW.4 3.FL.SC.6d

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Week 6 Review, Extend, and Assess	Genre: Online Article Text: "A Hunt to Help Frogs" 3.RI.KID.10	Reader's Theater: Name That Character! 3.RL.KID.10, 3.FL.F.5, 3.FL.F.5a, 3.FL.F.5b	Passage 1 Genre: Expository Text "Solving Local Problems" Passage 2 Genre: Historical Fiction "Welcome to America" 3.FL.PWR.3, 3.FL.PWR.3a, 3.FL.F.5, 3.FL.F.5c, 3.RI.CS.5, 3.RL.KID.1	Comparing Genres Homographs 3.FL.VA.7a Connect to Content Create a Venn Diagram Write a Public Service Announcement "A Hunt to Help Frogs"	Writing Process Poetry Revise: Figurative Language Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate 3.W.PDW.4, 3.SL.CC.1, 3.W.PDW.5, 3.FL.SC.6d	Reader's Theater Research and Inquiry Inquiry Space Writing 3.W.PDW.6, 3.SL.PKI.4, 3.SL.PKI.6

Grade 3 • Unit 3

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p>Genre Study 1: Week 1 and 2</p> <p>Genre: Expository Text</p> <p>Essential Question: What do we know about Earth and its neighbors?</p> <p>Text Features: Key Words and Chart</p> <p>3.RI.CS.5</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: amount astronomy globe solar system support surface temperature warmth</p> <p>Strategy: Suffixes: -y, -ly</p>	<p>3.RI.CS.4, 3.FL.VA.7ai</p> <p>3.FL.PWR.3a, 3.FL.VA.7ai, 3.FL.VA.7aai</p>	<p>Strategy: Summarize</p> <p>Skill: Main Idea and Key Details</p> <p>Author's Craft: Word Choice</p>	<p>3.RI.KID.2</p> <p>3.RI.KID.1, 3.RI.KID.2</p> <p>3.RL.CS.4</p>	<p>Week 1 r-Controlled Vowels</p> <p>Week 2 r-Controlled Vowels</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3, 3.FL.WC.4a, 3.FL.WC.4c</p> <p>3.FL.WC.4a, 3.FL.WC.4c</p>	<p>Respond to Reading</p> <p>Writing Process Expository Essay</p> <p>Expert Model: Expository Text</p> <p>Plan: Paraphrasing vs. Plagiarism</p> <p>Draft: Develop Your Topic</p> <p>Grammar and Mechanics</p> <p>Week 1: Action Verbs; Quotation Marks and Colon in Time</p> <p>Week 2: Present-Tense Verbs; Subject-Verb Agreement</p>	<p>3.RI.CS.5, 3.RI.KI.7</p> <p>3.W.TTP.2, 3.W.RBPK.8</p> <p>3.W.PDW.4, 3.W.RBPK.8</p> <p>3.W.TTP.2, 3.W.RBPK.8, 3.W.TTP.2a, 3.W.TTP.2b</p> <p>3.W.TTP.2c 3.W.TTP.2e</p> <p>3.FL.SC.6a, 3.FL.SC.6d, 3.FL.SC.6c</p> <p>3.FL.SC.6e, 3.FL.SC.6f</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Folktale</p> <p>Essential Question: What makes different animals unique?</p> <p>Literary Elements: Illustrations and Lessons</p> <p>3.RL.KI.7</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: disbelief dismay fabulous features offered splendid unique watchful</p> <p>Strategy: Context Clues, Synonyms</p>	<p>3.RL.CS.4, 3.FL.VA.7ai</p> <p>3.FL.F.5c</p>	<p>Strategy: Visualize</p> <p>Skill: Problem and Solution</p> <p>Author's Craft: Text Structure: Organization</p>	<p>3.RL.KID.1</p> <p>3.RL.KID.3</p> <p>3.RI.CS.5</p>	<p>Week 3 r-Controlled Vowels</p> <p>Week 4 Prefixes: pre-, dis-, mis-</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3, 3.FL.WC.4a</p> <p>3.FL.PWR.3a, 3.FL.WC.4b</p>	<p>Respond to Reading</p> <p>Writing Process Expository Essay</p> <p>Revise: Strong Conclusion</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics</p> <p>Week 3: Past-tense Verbs; Abbreviations and Name Titles</p> <p>Week 4: Future-tense Verbs; Book Titles</p>	<p>3.W.RW.10</p> <p>3.W.TTP.2</p> <p>3.W.TTP.3 d</p> <p>3.W.PDW.6, 3.FL.SC.6b, 3.SL.PKI.6</p> <p>3.FL.SC.6e, 3.FL.SC.6j 3.FL.SC.6e, 3.FL.SC.6j</p>

Grade 3 • Unit 3

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p>Genre Study 3: Week 5</p> <p>Genre: Expository Text</p> <p>Essential Question: How is each event in history unique?</p> <p>Text Features: Timelines and Captions</p> <p>3.RI.CS.5, 3.RI.IK1.7</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: agreeable appreciate boomed descendants population resources transportation vehicles</p> <p>Strategy: Suffixes: <i>-able, -ful, -less</i></p>	<p>3.RI.CS.4, 3.FL.VA.7ai, 3.FL.VA.7aii</p> <p>3.FL.PWR.3a, 3.FL.PWR.3b</p>	<p>Strategy: Summarize</p> <p>Skill: Sequence</p> <p>Author's Craft: Author's Purpose: Point of View</p>	<p>3.RI.KID.2</p> <p>3.RI.KID.3</p> <p>3.RI.CS.6</p>	<p>Week 5 Diphthongs /oi/ and /ou/</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3, 3.FL.WC.4b, 3.FL.WC.4a</p>	<p>Respond to Reading</p> <p>Writing Process Feature Article</p> <p>Expert Model: Expository Text</p> <p>Plan: Identify Relevant Information</p> <p>Draft: Clear Central Idea</p> <p>Grammar and Mechanics</p> <p>Week 5: Combining Sentences with Verbs; Punctuation in Formal Letters, Dates, Addresses, and Locations</p>	<p>RI.3.8, 3.W.TTP.2c</p> <p>3.RI.CS.5, 3.RI.IK1.7</p> <p>3.W.TTP.2</p> <p>3.W.TTP.2a, 3.W.TTP.2b, 3.W.TTP.2c, 3.W.PDW.5, 3.W.RBPK.8</p> <p>3.W.TTP.2c, 3.W.PDW.4</p> <p>3.FL.SC.6b, 3.FL.SC.6f, 3.FL.SC.6i, 3.FL.SC.6j, 3.FL.SC.6b</p>

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
<p>Week 6</p> <p>Review, Extend, and Assess</p>	<p>Genre: Online Article Text: "Saving Our Oceans"</p> <p>3.RI.KID.10</p>	<p>Reader's Theater: Weather... whether you like it or not</p> <p>3.RL.KID.10, 3.FL.F.5, 3.FL.F.5a, 3.FL.F.5b</p>	<p>Passage 1 Genre: Expository Text "Fascinating Facts About Our Amazing Sun"</p> <p>Passage 2 Genre: Folktale "The Cheetah's Tears"</p> <p>3.FL.VA.7a, 3.FL.VA.7ai, 3.RL.CS.4, 3.RL.KID.2, 3.FL.VA.7aii, 3.RI.KID.2</p>	<p>Comparing Genres Synonyms</p> <p>3.RL.KID.1, 3.FL.VA.7a, 3.FL.VA.7ai</p> <p>Connect to Content Create a Timeline Select a Genre "Saving Our Oceans"</p>	<p>Writing Process Feature Article</p> <p>Revise: Strong Conclusion</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>3.W.TTP.2, 3.W.TTP.2d, 3.W.PDW.5, 3.FL.SC.6a, 3.FL.SC.6b, 3.FL.SC.6c, 3.W.TTP.2e, 3.W.PDW.6</p>	<p>Reader's Theater Research and Inquiry Inquiry Space Writing</p> <p>3.W.PDW.6, 3.SL.PKI.4, 3.SL.PKI.6</p>

Grade 3 • Unit 4

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p>Genre Study 1: Week 1 and 2</p> <p>Genre: Realistic Fiction</p> <p>Essential Question: How can you use what you know to help others?</p> <p>Text Features: Dialogue and Illustrations</p> <p>3.RL.IK1.7</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: achievement apologized attention audience confidence embarrassed realized talents</p> <p>Strategy: Prefixes: <i>un-</i>, <i>non-</i>, <i>im-</i>, <i>pre-</i></p>	<p>3.RL.KID.1</p> <p>3.FL.VA.7a,ii, 3.FL.VA.7b, 3.FL.VA.7c, 3.FL.PWR.3a</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Point of View</p> <p>Author's Craft: Figurative Language</p>	<p>3.RL.KID.1, 3.RL.KID.3</p> <p>3.RL.CS.6</p> <p>3.FL.VA.7bi</p>	<p>Week 1 <i>/i:/ oo, ew, u_e, ue, u, ui, ou; /u:/ oo, ou</i></p> <p>Week 2 Plural Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3, 3.FL.WC.4b, 3.FL.WC.4a</p> <p>3.FL.SC.6b, 3.FL.WC.4a, 3.FL.WC.4c</p>	<p>Respond to Reading</p> <p>Writing Process Realistic Fiction</p> <p>Expert Model: Realistic Fiction</p> <p>Plan: Sequence of Events</p> <p>Draft: Dialogue</p> <p>Grammar and Mechanics</p> <p>Week 1: Linking Verbs; End Punctuation and Complete Sentences</p> <p>Week 2: Contractions with <i>Not</i>; Using Apostrophes</p>	<p>3.W.RW.10</p> <p>3.W.TTP.3</p> <p>3.W.TTP.3 a, 3.W.PDW.5, 3.W.TTP.3 b</p> <p>3.FL.SC.6a, 3.FL.SC.6d, 3.FL.SC.6i, 3.FL.SC.6</p> <p>3.FL.WC.4a</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Expository Text</p> <p>Essential Question: How do animals adapt to challenges in their habitat?</p> <p>Literary Elements: Maps and Captions</p> <p>3.RI.CS.5, 3.RI.IK1.7</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: alert competition environment excellent prefer protection related shelter</p> <p>Strategy: Sentence Clues</p>	<p>3.RL.KID.1, 3.RL.CS.4</p> <p>3.FL.F.5c</p>	<p>Strategy: Reread</p> <p>Skill: Text Structure: Compare and Contrast</p> <p>Author's Craft: Author's Message</p>	<p>3.RI.KID.1, RI.3.8</p> <p>3.RI.KID.2, 3.RI.CS.6</p>	<p>Week 3 Variant Vowel /<i>ö</i>/</p> <p>Week 4 Homophones</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3</p> <p>3.FL.WC.4b</p> <p>3.FL.WC.4a</p> <p>3.FL.VA.7ai</p>	<p>Respond to Reading</p> <p>Writing Process Realistic Fiction</p> <p>Revise: Signal Words</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics</p> <p>Week 3: Main and Helping Verbs; Quotation Marks, Commas and Periods in Dialogue</p> <p>Week 4: Complex Sentences; Using Commas in Sentences</p>	<p>3.W.RW.10</p> <p>3.W.TTP.3, 3.W.PDW.5</p> <p>3.W.PDW.6</p> <p>3.FL.SC.6d, 3.FL.SC.6e, 3.FL.SC.6c</p> <p>3.FL.SC.6h, 3.FL.SC.6i</p>

Grade 3 • Unit 4

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
Genre Study 3: Week 5 Genre: Poetry Essential Question: How can others inspire us? Text Features: Narrative and Free Verse 3.FL.VA.7bi <i>Differentiated Genre Passages available</i>	Words: adventurous courageous extremely weird Poetry Terms: free verse narrative poem repetition rhyme Strategy: Metaphor	3.RL.CS.4, 3.FL.F.5c, 3.FL.VA.7a 3.RL.CS.5	Strategy: Repetition and Rhyme Skill: Theme Author's Craft: Imagery	3.RL.CS.5 3.RL.KID.2 3.FL.VA.7b	Week 5 Soft c and g <i>Differentiated Spelling Lists available</i>	3.FL.PWR.3, 3.FL.WC.4a	Respond to Reading Writing Process Narrative Poem Expert Model: Narrative Poem Plan: Ideas Draft: Repetition and Rhyme Grammar and Mechanics Week 5: Irregular Verbs; Correct Verb Forms	3.RL.KID.2, 3.W.RBPK.8 3.RL.KID.2 3.W.TTP.3 3.W.TTP.3 a 3.FL.VA.7bi 3.FL.SC.6a, 3.FL.SC.6d

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
Week 6 Review, Extend, and Assess	Genre: Online Article Text: "Forbidden Foods" 3.RI.KID.10	Reader's Theater: The Baker's Neighbor 3.RL.KID.10, 3.FL.F.5 , 3.FL.F.5a, 3.FL.F.5b	Passage 1 Genre: Expository Text "Armadillo: Little Armored One" Passage 2 Genre: Realistic Fiction "Change for Ocelots" 3.FL.VA.7a , 3.FL.VA.7ai, 3.FL.F.5 , 3.RI.KID.2, 3.RL.KID.1, 3.RL.KID.2 , 3.RL.CS.6 , 3.FL.VA.7aii	Comparing Genres Main Idea and Key Details 3.RI.KID.2 , 3.RL.KID.3 Connect to Content Write a Journal Entry Select a Genre "Forbidden Foods"	Writing Process Poetry Revise: Figurative Language Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate 3.FL.VA.7bi, 3.W.PDW.5, 3.W.TTP.3, 3.FL.SC.6b, 3.W.PDW.6	Reader's Theater Research and Inquiry Inquiry Space Writing 3.W.PDW.6 , 3.SL.PKI.4, 3.SL.PKI.6

Grade 3 • Unit 5

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p>Genre Study 1: Week 1 and 2</p> <p>Genre: Biography</p> <p>Essential Question: What do good citizens do?</p> <p>Text Features: Captions and Timelines</p> <p>3.RI.IK1.7</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: citizenship continued daring horrified participate proposed unfairness waver</p> <p>Strategy: Prefixes and Suffixes</p>	<p>3.RL.CS.4, 3.FL.VA.7ai, 3.FL.VA.7aii, 3.FL.VA.7aiii,</p> <p>3.FL.PWR.3a, 3.FL.F.5c</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>3.RI.KID.1</p> <p>3.RI.CS.6</p>	<p>Week 1 Compound Words</p> <p>Week 2 Inflectional Endings</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3, 3.FL.WC.4a, 3.FL.WC.4c</p> <p>3.FL.WC.4b, 3.FL.WC.4a</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: Singular and Plural Pronouns; Capitalizing I, and Nouns</p> <p>Week 2: Subject and Object Pronouns; Pronoun Usage</p>	<p>3.RL.KID.1, 3.W.RW.10</p> <p>3.W.TTP.2c, 3.W.PDW.4</p> <p>3.W.TTP.2c, 3.W.PDW.4,</p> <p>3.W.RBPK.8</p> <p>3.W.TTP.2, 3.W.TTP.3c,</p> <p>3.FL.SC.6a, 3.FL.SC.6f</p> <p>3.FL.SC.6, 3.FL.SC.6a</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Fairy Tale</p> <p>Essential Question: How do we get what we need?</p> <p>Literary Elements: Events and Messages</p> <p>3.RL.KID.2, 3.RL.KID.10</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: admit barter considered creation humble magnificent payment reluctantly</p> <p>Strategy: Root Words</p>	<p>3.RL.CS.4</p> <p>3.FL.VA.7ai, 3.FL.VA.7aii, 3.FL.VA.7aiii, 3.FL.PWR.3a, 3.FL.PWR.3b</p>	<p>Strategy: Summarize</p> <p>Skill: Point of View</p> <p>Author's Craft: Voice</p>	<p>3.RL.KID.2</p> <p>3.RL.CS.6</p> <p>3.RI.KID.3, 3.RI.CS.4</p>	<p>Week 3 Syllabication: Closed Syllables</p> <p>Week 4 Inflectional Endings, y to i</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3, 3.FL.SC.6, 3.FL.WC.4a, 3.FL.WC.4c</p> <p>3.FL.WC.4b, 3.FL.WC.4a</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: Pronoun-Verb Agreement; Pronoun-Verb Agreement</p> <p>Week 4: Possessive Pronouns; Possessive Pronouns and Reflexive Nouns</p>	<p>3.W.RW.10</p> <p>3.W.TTP.3</p> <p>3.W.PDW.5, 3.W.PDW.6</p> <p>3.FL.SC.6a, 3.FL.SC.6e, 3.FL.SC.6f</p> <p>3.FL.SC.6a, 3.FL.SC.6d</p>

Grade 3 • Unit 5

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p>Genre Study 3: Week 5</p> <p>Genre: Argumentative Text</p> <p>Essential Question: What are different kinds of energy?</p> <p>Text Features: Headings and Sidebars</p> <p>3.RI.CS.5, 3.RI.KID.10</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: energy natural pollution produce renewable replace sources traditional</p> <p>Strategy: Context Clues: Homophones</p>	<p>3.RI.CS.4</p> <p>3.FL.F.5c</p>	<p>Strategy: Ask and Answer Questions</p> <p>Skill: Cause and Effect</p> <p>Author's Craft: Text Features</p>	<p>3.RI.KID.1</p> <p>3.RI.KID.3</p> <p>3.RI.IK1.7</p>	<p>Week 5 Open Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3, 3.FL.SC.6, 3.FL.WC.4a, 3.FL.WC.4c</p>	<p>Respond to Reading</p> <p>Writing Process 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: Pronoun-Verb Contraction; Spelling Contractions and Possessive Pronouns</p>	<p>3.W.TTP.2, 3.W.RW.10</p> <p>3.W.TTP.1, 3.W.TTP.1a, 3.W.TTP.1c</p> <p>3.W.TTP.1a, 3.W.TTP.1c, 3.W.TTP.2e</p> <p>3.W.TTP.1a, 3.W.TTP.1c, 3.W.PDW.5</p> <p>3.W.TTP.1b, 3.W.TTP.2e</p> <p>3.FL.SC.6a, 3.FL.SC.6</p>

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
<p>Week 6</p> <p>Review, Extend, and Assess</p>	<p>Genre: Online Article Text: "Rising to the Challenge"</p> <p>3.RI.KID.10</p>	<p>Reader's Theater: The Memory Quilt</p> <p>3.RL.KID.10, 3.FL.F.5, 3.FL.F.5a, 3.FL.F.5b</p>	<p>Passage 1 Genre: Biography "Ruby Bridges: Child of Change" Lexile: 720L</p> <p>Passage 2 Genre: Fairy Tale "The Tale of Bunny's Business" Lexile: 540L</p> <p>3.FL.PWR.3a, 3.RL.KID.1, 3.RI.KID.2, 3.RI.CS.5, 3.RI.IK1.7, 3.RL.KID.2, 3.RL.KID.3</p>	<p>Comparing Genres Homophones and Homographs</p> <p>3.RL.KID.1, 3.FL.VA.7a</p> <p>Connect to Content Write a Blog Post Make a List "Rising to the Challenge"</p>	<p>Writing Process Opinion Essay</p> <p>Revise: Strong Openings</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>3.W.TTP.1, 3.W.PDW.5, 3.FL.SC.6b, 3.FL.SC.6, 3.W.PDW.6</p>	<p>Reader's Theater Research and Inquiry Inquiry Space Writing</p> <p>3.W.PDW.6, 3.SL.PK1.4, 3.SL.PK1.6</p>

Grade 3 • Unit 6

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p>Genre Study 1: Week 1 and 2</p> <p>Genre: Biography</p> <p>Essential Question: Why are goals important?</p> <p>Text Features: Keywords and Photographs</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: communicated essential goal motivated professional research serious specialist</p> <p>Strategy: Greek and Latin Roots</p>	<p>3.RI.CS.4, 3.FL.F.5c</p> <p>3.FL.VA.7aiii</p>	<p>Strategy: Reread</p> <p>Skill: Problem and Solution</p> <p>Author's Craft: Imagery</p>	<p>3.RI.KID.1</p> <p>3.RI.KID.3</p> <p>3.FL.VA.7bi, 3.FL.VA.7biii</p>	<p>Week 1 Prefixes</p> <p>Week 2 Consonant + /e Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3a, 3.FL.SC.6, 3.FL.WC.4a, 3.FL.WC.4c</p> <p>3.FL.WC.4a, 3.FL.WC.4c</p>	<p>Respond to Reading</p> <p>Writing Process Research Report</p> <p>Expert Model: Biography</p> <p>Plan: Gather Relevant Information</p> <p>Draft: Develop the Topic</p> <p>Grammar and Mechanics</p> <p>Week 1: Adjectives and Articles; Commas in a Series and in Dates</p> <p>Week 2: Adjectives That Compare; Correct Comparative and Superlative Forms</p>	<p>3.RI.KI.7, 3.W.RW.10</p> <p>3.W.TTP.2, 3.W.PDW.4</p> <p>3.W.TTP.2c, 3.W.RBPK.7</p> <p>3.FL.SC.6a, 3.FL.SC.6b</p> <p>3.FL.SC.6g</p> <p>3.FL.SC.6g</p>
<p>Genre Study 2: Weeks 3 and 4</p> <p>Genre: Myth/Drama</p> <p>Essential Question: How do you decide what is important?</p> <p>Literary Elements: Stage Directions and Dialogue</p> <p>3.RL.CS.5, 3.RL.KID.10</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: alarmed anguish necessary obsessed possess reward treasure wealth</p> <p>Strategy: Root Words</p>	<p>3.RL.CS.4, 3.FL.F.5c</p> <p>3.FL.VA.7aiii</p>	<p>Strategy: Make Predictions</p> <p>Skill: Theme</p> <p>Author's Craft: Text Structure: Problem and Solution</p>	<p>3.RL.KID.1</p> <p>3.RL.KID.2</p> <p>3.RL.KID.3, 3.RL.CS.5</p>	<p>Week 3 Vowel-team Syllables</p> <p>Week 4 r-Controlled Vowel Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3, 3.FL.WC.4a</p> <p>3.FL.WC.4a, 3.FL.WC.4c</p>	<p>Respond to Reading</p> <p>Writing Process Research Report</p> <p>Revise: Voice</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>Grammar and Mechanics</p> <p>Week 3: Adverbs; Adverbs and Adjectives</p> <p>Week 4: Adverbs that Compare; Using More and Most</p>	<p>3.W.RW.10</p> <p>3.W.TTP.3, 3.W.PDW.5</p> <p>3.W.PDW.6</p> <p>3.W.PDW.5, 3.W.PDW.6</p> <p>3.FL.SC.6a</p> <p>3.FL.SC.6a, 3.FL.SC.6g</p>

Grade 3 • Unit 6

Genre Focus	Vocabulary	Standard	Comprehension	Standard	Phonics and Spelling	Standard	Writing and Grammar	Standard
<p>Genre Study 3: Week 5</p> <p>Genre: Poetry</p> <p>Essential Question: What makes you laugh?</p> <p>Text Features: Stanzas and Events</p> <p>3.RL.CS.5</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Words: entertainment humorous ridiculous slithered</p> <p>Poetry Terms: narrative poem rhyme rhythm stanza</p> <p>Strategy: Idioms</p>	<p>3.RL.CS.4, 3.FL.F.5c</p> <p>3.RL.CS.5</p> <p>3.FL.VA.7bi, 3.FL.VA.7bii</p>	<p>Strategy: Rhythm and Rhyme</p> <p>Skill: Point of View</p> <p>Author's Craft: Word Choice: Humor</p>	<p>3.FL.F.5b, 3.RL.CS.5, 3.FL.VA.7a</p> <p>3.RL.CS.6</p> <p>3.FL.VA.7b, 3.RL.KID.2, 3.RL.CS.4</p>	<p>Week 5 Suffixes <i>-ful, -less, -ly</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>3.FL.PWR.3a, 3.FL.WC.4b, 3.FL.WC.4c</p>	<p>Respond to Reading</p> <p>Writing Process Narrative Poem</p> <p>Plan: Ideas</p> <p>Draft: Rhythm and Rhyme</p> <p>Grammar and Mechanics Week 5: Prepositions; Commas after Introductory Words</p>	<p>3.RL.KID.3, 3.W.RW.10</p> <p>3.W.TTP.3, 3.W.PDW.5</p> <p>3.W.TTP.3, 3.W.PDW.5 3.RL.CS.5, 3.W.TTP.3</p> <p>3.FL.SC.6i, 3.FL.SC.6</p>

Genre Focus	Reading Digitally	Fluency	Show What You Learned	Extend Your Learning	Writing	Presentation Options
<p>Week 6</p> <p>Review, Extend, and Assess</p>	<p>Genre: Online Article</p> <p>Text: "Life Boats"</p> <p>3.RI.KID.10</p>	<p>Reader's Theater: The Lion and the Ostrich Chicks</p> <p>3.RL.KID.10, 3.FL.F.5, 3.FL.F.5a, 3.FL.F.5b</p>	<p>Passage 1 Genre: Biography "Watching the Stars: The Story of Maria Mitchell"</p> <p>Passage 2 Genre: Narrative Poem "The Memory Box"</p> <p>3.FL.VA.7aiii, 3.FL.F.5, 3.FL.F.5c, 3.RI.KID.2, 3.RL.KID.1, 3.RL.KID.3</p>	<p>Comparing Genres Idioms</p> <p>Connect to Content Write a Paragraph Write a Headline "Life Boats"</p> <p>3.FL.VA.7a, 3.RL.CS.5</p>	<p>Writing Process Narrative Poem</p> <p>Revise: Figurative Language</p> <p>Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate</p> <p>3.W.PDW.5, 3.W.PDW.6</p>	<p>Reader's Theater Research and Inquiry Inquiry Space Writing</p> <p>3.W.PDW.6, 3.SL.PK1.4, 3.SL.PK1.6</p>