

Grade 3 • Review and Routines

Specifically written by teachers for teachers to help:

- Review foundational skills
- Prepare students for the routines of an effective literacy classroom
- Build a community of learners
- Foster independent thinking and reading

Day	Establishing Routines	Read-Aloud and Book Discussion	Phonics and Word Study	Independent Reading	Writing	Independent Writing
1	Smooth Transitions Creating a Collaborative Atmosphere	Choosing a Good Book for Independent Reading	Closed Syllables	Introduce Independent Reading	Writing to Sources A Response to Reading	Response Journals
2	Smooth Transitions Creating a Collaborative Atmosphere	Build Good Listening Habits	Open Syllables	Practice Independent Reading	Writing to Sources A Response to Reading	Response Journals
3	Smooth Transitions Creating a Collaborative Atmosphere	Understanding Author's Purpose (to entertain)	Final e Syllable Pattern	Previewing Books	Writing to Sources A Response to Reading	A Response to Reading
4	Smooth Transitions Creating a Collaborative Atmosphere	Understanding Author's Purpose (to inform)	Long a Syllable Patterns	Use a Reading Log	Writing to Sources Writing	Persuasive Writing
5	Smooth Transitions Creating a Collaborative Atmosphere	Understanding Author's Purpose (to inform)	Long o Syllable Patterns	Introduce the Reading Workstation	Writing to Sources Persuasive Writing	Persuasive Writing
6	Smooth Transitions Activating Prior Knowledge	Use a KWL Chart to Document Learning	Long e Syllable Patterns	Practice the Reading Workstation	Building the Writing Process Sharing Our Writing	Introduce the Writing Workstation
7	Smooth Transitions Activating Prior Knowledge	Use a KWL Chart to Document Learning	Long i Syllable Patterns	Review the Reading Workstation	Building the Writing Process Constructive Feedback	Review the Writing Workstation
8	Smooth Transitions Making Connections	Making Connections	Long u Syllable Patterns	Introducing the Listening Workstation	Writing to Sources Writing about Making Connections to Text	Writing about Making Connections to Text

Day	Establishing Routines	Read-Aloud and Book Discussion	Phonics and Word Study	Independent Reading	Writing	Independent Writing
9	Smooth Transitions Making Connections	Making Connections to Text	r-Controlled /är/ and /ör/ Syllable Patterns	Practice Making Connections	Writing to Sources A Response to Reading	Practice the Writing Workstation
10	Smooth Transitions Introduction to Questioning	Introduction to Questioning	r-Controlled /ûr/ Syllable Patterns	Recording Questions about Reading	Writing to Sources A Response to Reading	Introduce the Computer Workstation
11	Smooth Transitions Using Questioning to Understand Text	Using Questioning to Understand Text	Vowel Teams /oi/ and /ou/ Syllable Patterns	Questioning to Understand Text	Writing to Sources A Response to Reading	Establishing Workstation Routines
12	Smooth Transitions What's in the Bag?	Making Predictions	Vowel Teams /oõ/ and /oo/ Syllable Patterns	Practice Making Predictions	Writing to Sources Writing a Book Recommendation	Writing a Book Recommendation
13	Workstation Routines	Smooth Transitions Visualizing	Vowel Teams /ô/ Syllable Patterns	Independent Reading Workstation Independent Listening Workstation	Independent Writing Workstation Independent Computer Workstation	
14	Workstation Routines	Smooth Transitions Annotations	Inflectional Endings (with spelling changes)	Independent Reading Workstation Independent Listening Workstation	Independent Writing Workstation Independent Computer Workstation	
15	Big Words Strategy	Smooth Transitions Annotations	Silent Letters	Independent Reading Workstation Independent Listening Workstation	Independent Writing Workstation Independent Computer Workstation	

Grade 3 • Unit 1 • Animal Adaptations

Essential Question: How do living things survive in their environment?

Enduring Understandings:

- Over time, groups of living things develop and pass down certain features or traits that help them survive in their environments.
- An adaptation is an inherited feature or trait that helps a living thing survive where it lives.
- Different animals have different adaptations for survival depending on where they live, what they eat, and what they need protection from.

Build Knowledge Word Bank: *characteristic, adaptation, environment, survive/survival*

Research & Inquiry Project: Research Animal Survival

Unit Readings

Read-Alouds: Choose from Unit 1 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Winnie’s Watermelon (860L)
Growing Plants (660L)
Animals Help Plants (640L)
What Am I? (580L)
The Forest Friends (650L)

Rain Forest Mystery (590L)
Exploring and Preserving Nature (800L)
Opinions About Robot Bees (870L)
I Am a Botanist (850L)

Reader’s Theater Scripts:

The Jack and the Beanstalk Trial



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “How Animals Stay Cool” Accountable Text: “How Animals Stay Warm” Word Study Read: “The Remarkable Teeth of a Shark”	Short Read 1: “Animal Disguises” Short Read 2: “Animals’ Tools for Survival”	“How I Blend In”	Short Vowels	<i>product</i> <i>contact</i> <i>address</i> <i>upset</i> <i>helpful</i> <i>until</i> <i>listen</i> <i>bread</i>	<i>advantages</i> <i>grasshopper</i> <i>insects</i> <i>difficult</i> <i>undetected</i> <i>especially</i> <i>adaptation</i> <i>indistinguishable</i> <i>blending</i>	<i>of</i> <i>for</i> <i>from</i> <i>said</i> <i>all</i> <i>and</i> <i>both</i> <i>by</i> <i>call</i> <i>the</i>		Pausing—Short Pauses	Metacognitive: Ask Questions Metacognitive: Create Mental Images Fix-Up: Reread to Clarify or Confirm Understanding	Determine Main Idea and Recount Key Details Describe Compare-and-Contrast Relationships and Connections in a Text Compare and Contrast How Two Authors Present Information on the Same Topic	Use Context Clues to Determine the Meaning of Unknown Words	General Academic Listening & Speaking: <i>advantage</i> <i>blending in</i> <i>characteristics</i> <i>surfaces</i>	Write an Informative/ Explanatory Essay: Read a Mentor Text	Form and Use Regular Plural Nouns Use Abstract Nouns
Week 2	Interactive Text: “How Beaver Got His Flat Tail” Accountable Text: “Why Turtle Sleeps Through Winter” Word Study Read: “Caterpillar Self-Defense”	Extended Read 1: “Animal Coverings”	“Observations of the Kangaroo Rat”	Long a (a_e, ai, ay, a)	<i>able</i> <i>afraid</i> <i>indicate</i> <i>hooray</i> <i>Tuesday</i> <i>explained</i> <i>became</i> <i>raise</i>	<i>explaining</i> <i>replayed</i> <i>investigate</i> <i>basically</i> <i>entertainment</i> <i>fingernails</i> <i>layered</i> <i>population</i> <i>alienate</i>	<i>was</i> <i>saw</i> <i>too</i> <i>never</i> <i>wash</i> <i>water</i> <i>no</i> <i>right</i> <i>is</i> <i>into</i>		Pausing—Short Pauses	Metacognitive: Ask Questions	Determine Main Idea and Recount Key Details Describe Compare-and-Contrast Relationships and Connections in a Text Compare and Contrast How Two Authors Present Information on the Same Topic Refer Explicitly to the Text to Draw Inferences	Use Context Clues to Determine the Meaning of Unknown Words	General Academic Listening & Speaking: <i>functions</i> <i>classified</i> <i>role</i> <i>various</i>	Write an Informative/ Explanatory Essay: Read a Mentor Text	Form and Use Regular Present Tense Verbs
Week 3	Interactive Text: “The Great Snowy Owl” Accountable Text: “The Coolest Monkeys on Earth” Word Study Read: “Why Loons Have Flat Backs”	Extended Read 2: “One Body Many Adaptations” Unit Poem: “Something Told the Wild Geese”	“The Walrus”	Long o (o_e, oa, ow o) Long u (u_e, ue, ew u)	<i>float</i> <i>tomorrow</i> <i>continue</i> <i>broken</i> <i>obey</i> <i>few</i> <i>contribute</i> <i>united</i>	<i>unloaded</i> <i>disputed</i> <i>potential</i> <i>newlywed</i> <i>producer</i> <i>microscope</i> <i>ecosystem</i> <i>refusal</i> <i>overvalued</i> <i>unapproachable</i>	<i>one</i> <i>once</i> <i>want</i> <i>also</i> <i>another</i> <i>better</i> <i>bring</i> <i>because</i> <i>if</i> <i>new</i>		Metacognitive: Create Mental Images Fix-Up: Reread to Clarify or Confirm Understanding	Determine Main Idea and Recount Key Details Compare and Contrast How Two Authors Present Information on the Same Topic Refer Explicitly to the Text to Draw Inferences Understand Features of Poetry	Use Context Clues to Determine the Meaning of Unknown Words	General Academic Listening & Speaking: <i>consume</i> <i>frigid</i> <i>sheds</i> <i>special features</i>	Write an Informative/ Explanatory Essay: Read a Mentor Text	Ensure Subject/ Verb Agreement Form Simple Sentences	

Grade 3 • Unit 2 • Ways Characters Shape Stories

Essential Question: How do our actions influence our lives?

Enduring Understandings:

- Writers tell traditional tales including fables, tall tales, myths and folktales; these tales carry important messages and lessons for readers.
- Every action has a consequence, and a story's plot is shaped by the actions of its characters.
- Readers can learn from characters' actions and their consequences.
- People who think about the consequences of their actions can make caring and constructive decisions.

Build Knowledge Word Bank: actions, constructive, traditional tale, consequence, decisions

Research & Inquiry Project: Research Tales from Other Countries

Unit Readings

Read-Alouds: Choose from Unit 2 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Esme Solis, Superstar (550L)
A Winning Team (540L)
Red in the Face (600L)
Make Way for the Boston Duckling (600L)
Lexi's Lantern (590L)

Tommy Thompson's Talking Parrot (560L)
Bex Falcon and the Mystery of the Missing Muffins (650L)
The Real Story of Jack and Jill (560L)
I Was There (590L)

Reader's Theater Scripts:

Sleepless Beauty



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Yay for Petel!” Accountable Text: “Julie’s Bike” Word Study Read: “Geese for the Queen”	Short Read 1: “Two Aesop’s Fables: Dog and Bone & Ant and Dove” Short Read 2: “Two Famous Poems”	“Foul Ball!”	Long e (e_e, ea, ee, ey, y, ie, e)	<i>really either cheese monkey only piece compete medium</i>	<i>athlete honey emergency beneath supreme committee achiever chimney reconsider centipede pioneer reasonable relieved increasing released</i>	<i>there their they about always any blue away before found</i>		Expression— Characterization/ Feelings <						

Grade 3 • Unit 3 • Government for the People

Essential Question: Why do people participate in government?

Enduring Understandings:

- Participating in government gives people a voice in how their lives are governed.
- In a democracy, people have a civic duty to take part in government and contribute to their communities.
- Throughout history, people in the United States protested unjust laws and worked with the government to gain rights and equal and fair treatment.
- There are many ways to participate in government, including: voting, proposing new laws, petitioning leaders, protesting inequality, and/or serving as a volunteer or worker.

Build Knowledge Word Bank: *civic duty, protest, responsibility, equal, equality, rights, participate*

Research & Inquiry Project: Research Social Change Advocates

Unit Readings

Read-Alouds: Choose from Unit 3 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Get Involved in Your Community (640L)
The National Government (640L)
Community Changers (760L)
Saving Clayton House (550L)
Making a Difference (730L)

U.S. Government (770L)
Opinions About Banning Plastic Bags (880L)
Eyewitness to Martin Luther King’s “I Have a Dream” Speech (800L)
We the People (830L)

Reader’s Theater Scripts:

Plural Spelling Court



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Wave the Flag!” Accountable Text: “Electing a President” Word Study Read: “Robert’s Rules of Order”	Short Read 1: “Working Together” Short Read 2: “Election Day”	“Remember to Vote!”	r-Controlled Vowels (/är/, /ôr/)	<i>alarm</i> <i>charge</i> <i>starving</i> <i>forgot</i> <i>import</i> <i>ornament</i> <i>forward</i> <i>carnivore</i>	<i>reborn</i> <i>resorted</i> <i>partnership</i> <i>apartment</i> <i>discard</i> <i>portable</i> <i>unharmed</i> <i>memorial</i> <i>transport</i> <i>compartment</i> <i>fortunately</i>	<i>been</i> <i>both</i> <i>water</i> <i>round</i> <i>then</i> <i>full</i> <i>funny</i> <i>through</i> <i>today</i> <i>together</i>		Inflection/Intonation—Pitch	Metacognitive: Distinguish Between Important and Unimportant Information Metacognitive: Summarize and Synthesize Fix-Up: Read More Slowly and Think About the Words	Describe Cause/Effect Relationships and Connections in a Text Use Information Gained from Graphic Features and Text Describe Sequential Relationships and Connections in a Text	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>responsibility</i> <i>volunteers</i> <i>victory</i> <i>cast</i>	Process Writing: Informative/Explanatory Essay	Form and Use Irregular Past-Tense Verbs
Week 2	Interactive Text: “A Debate About Voting” Accountable Text: “One Nation from Many” Word Study Read: “Thomas Paine”	Extended Read 1: “Fighters for Rights: Rosa Parks and Cesar Chavez”	“Diary of a Farmworker”	r-Controlled Vowels (-er, -ir, -ur)	<i>circus</i> <i>summer</i> <i>serve</i> <i>occur</i> <i>return</i> <i>thirteen</i> <i>dangerous</i> <i>caterpillar</i>	<i>protester</i> <i>survival</i> <i>stirring</i> <i>farmworker</i> <i>returned</i> <i>encircle</i> <i>circulate</i> <i>disturbing</i> <i>perfection</i> <i>register</i>	<i>buy</i> <i>carry</i> <i>were</i> <i>know</i> <i>cold</i> <i>went</i> <i>white</i> <i>does</i> <i>light</i> <i>goes</i>		Phrasing—Units of Meaning in Complex Sentences	Metacognitive: Distinguish Between Important and Unimportant Information	Describe Cause/Effect Relationships and Connections in a Text Use Information Gained from Graphic Features and Text Determine Main Idea and Recount Key Details Use Text Evidence to Draw Inferences Compare and Contrast the Most Important Points in Two Texts on the Same Topic	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>protested</i> <i>register</i> <i>rights</i> <i>strike</i>	Process Writing: Informative/Explanatory Essay	Form and Use Regular Past-Tense Verbs
Week 3	Interactive Text: “Your Local Government” Accountable Text: “Checks and Balances” Word Study Read: “One Nation from Many”	Extended Read 2: “African Americans and Women Get the Right to Vote” Unit Poem: “Lincoln Monument: Washington”	“Chinese Americans Get the Right to Vote”	Closed Syllables	<i>button</i> <i>collect</i> <i>lesson</i> <i>problem</i> <i>subject</i> <i>suddenly</i> <i>except</i> <i>basket</i>	<i>western</i> <i>demanding</i> <i>attention</i> <i>originally</i> <i>Constitution</i> <i>citizenship</i> <i>declaration</i> <i>independence</i> <i>volunteers</i> <i>amendment</i>	<i>these</i> <i>those</i> <i>word</i> <i>only</i> <i>open</i> <i>don’t</i> <i>done</i> <i>each</i> <i>every</i> <i>even</i>			Metacognitive: Summarize and Synthesize Fix-Up: Reread to Clarify or Confirm Understanding	Use Information Gained from Graphic Features and Text Describe Sequential Relationships and Connections in a Text Compare and Contrast the Most Important Points in Two Texts on the Same Topic Analyze Nonliteral Language in a Poem	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>ensure</i> <i>taxes</i> <i>union</i> <i>vote</i>	Process Writing: Informative/Explanatory Essay	Ensure Pronoun-Antecedent Agreement

Grade 3 • Unit 4 • Comparing Points of View

Essential Question: What makes people view the same experience differently?

Enduring Understandings:

- The narrator and the characters in a story have different perspectives, or ways of looking at the story's events.
- Authors can explore the same characters using different perspectives, settings, and literary genres.
- A play is a literary form with unique storytelling features.
- We can learn about ourselves—and others—by examining and respecting others' perspectives.

Build Knowledge Word Bank: *character, examine, perspective, narrator, literary*

Research & Inquiry Project: Character Study

Unit Readings

Read-Alouds: Choose from Unit 4 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Camp Awesome (520L)
Cricket Concert (590L)
The Tao Twins' Trouble (650L)
A-Camping We Will Go (640L)
In Search of a Beanstalk (NP)

Bex Falcon and the Mystery of the Broken Window (680L)
The Secret Life of Wally Smithers (700L)
Home Is Where the Art Is (570L)
The Blue Boys (580L)

Reader's Theater Scripts:

Hansel and Gretel: The True Story



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Two Crows and a Pitcher” Accountable Text: “Half-Empty or Half-Full” Word Study Read: “Cap O’ Rushes”	Short Read 1: “Cinderella’s Very Bad Day” Short Read 2: “Cinderella, Too Much for Words”	“The Perfect Snow Day”	Open Syllables	<i>because decrease future locate open receive unit potatoes</i>	<i>behavior unspoken secretive relocation requirement laziness human relax bonus beginning demanded</i>	<i>that what yellow years write myself much find small such</i>		Expression—Anticipation/ Mood	Metacognitive: Ask Questions Metacognitive: Create Mental Images Fix-Up: Read On to Clarify or Confirm Understanding	Distinguish Reader’s Points of View from That of the Narrator or Characters Describe How Each Part of a Drama Builds on the Previous Parts	Use Context Clues to Determine the Meaning of Words and Phrases Distinguish Literal from Nonliteral Language	General Academic Listening & Speaking: <i>blanketed toil delectable horrendous</i>	Write a Text-Based Prompt: Narrative	Form and Use Comparative and Superlative Adjectives
Week 2	Interactive Text: “A Big Move” Accountable Text: “The Blind Men and the Elephant” Word Study Read: “Coyote’s Advice to His Pups”	Extended Read 1: “Rabbit and Coyote”	“The Mysterious Case of the Missing Package”	Consonant -le Syllables	<i>handle needle triple tackle bicycle terrible fable gentle</i>	<i>giggled muscles fiddler recycled triangle preamble wrestle impossible unflappable indivisible inflexible gobbled</i>	<i>which this other part own here down her has have</i>		Speed/Pacing—Slow	Metacognitive: Ask Questions	Distinguish Reader’s Point of View from That of the Narrator or the Characters Explain How Illustrations Contribute to a Story Compare and Contrast Stories with Similar Characters Recount Story Details	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>abundance fleeing investigate pesky</i>	Write a Text-Based Prompt: Narrative	Form and Use Comparative and Superlative Adverbs
Week 3	Interactive Text: “King Midas” Accountable Text: “My Favorite Way to Travel” Word Study Read: “Farmer Joe’s New Employee”	Extended Read 2: “The Trial of Rabbit” Unit Poem: “Fish in a Bowl”	“The Great Homework Trial”	Vowel Team Syllables	<i>coach exhausted release remaining toilet youth oatmeal highlight</i>	<i>shook boasted sprouted remainder unspeakable reasonable reappear bemoan uncooked pouted acquaintance</i>	<i>then when put work word soon so drink how old</i>			Metacognitive: Create Mental Images Fix-Up: Stop and Think About the Author’s Purpose	Describe How Each Part of a Drama Builds on the Previous Parts Compare and Contrast Stories with Similar Characters Analyze Point of View in a Poem	Use Context Clues to Determine the Meaning of Words and Phrases Distinguish Literal from Nonliteral Language	General Academic Listening & Speaking: <i>accused furious recall trial</i>	Write a Text-Based Prompt: Narrative	Form and Use Comparative and Superlative Adjectives Use Commas and Quotation Marks in Dialogue

Essential Question: What is the value of innovation?

Enduring Understandings:

- Inventions and new technology are created to solve problems.
- Technology influences and changes how we live, work, communicate, play, and learn.
- Inventors learn from and build upon the works of other inventors.
- Technology can help connect people and cultures.

Build Knowledge Word Bank: *communication, innovation, develop, information, system*

Research & Inquiry Project: Research Important Innovations, Part 1

Unit Readings

Read-Alouds: Choose from Unit 5 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Beautiful Buildings (630L)
Deep Sea Technology (620L)
Share the Road (650L)
Machines That Solve Problems (680L)
Keep Out! Science Projects to Get Rid of Pests (720L)

Hans Helps Change the World (650L)
Breakthrough Ideas (790L)
Motion and Sound: Early Moviemaking (790L)
Opinions About Playing Video Games (900L)

Reader's Theater Scripts:

The Lost Apostrophe



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Robots at Work” Accountable Text: “Medical Robots” Word Study Read: “The Longest Wire”	Short Read 1: “Dr. Shirley Jackson’s Scientific Mind” Short Read 2: “From Phone Calls to Videochat”	“Amazing Grace”	VCe Syllables	<i>desire</i> <i>enclosed</i> <i>surprise</i> <i>recognize</i> <i>telephone</i> <i>whole</i> <i>huge</i> <i>extreme</i>	<i>arrive</i> <i>relate</i> <i>complete</i> <i>useful</i> <i>telephone</i> <i>incomplete</i> <i>operate</i> <i>communicate</i> <i>innovate</i>	<i>there</i> <i>where</i> <i>people</i> <i>upon</i> <i>under</i> <i>again</i> <i>are</i> <i>been</i> <i>brown</i> <i>black</i>		Pausing—Full Stops	Metacognitive: Draw Inferences Metacognitive: Distinguish Between Important and Unimportant Fix-Up: Read Out Loud to Support Comprehension	Describe Cause/Effect Relationships and Connections in a Text Distinguish Reader’s Point of View from That of the Author Use Information Gained from Illustrations and Words (Photographs)	Distinguish Shades of Meaning Among Related Words (States of Mind) Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>advances</i> <i>innovations</i> <i>concept</i> <i>distant</i>	Process Writing: Opinion Essay	Use Coordinating Conjunctions/ Produce Compound Sentences
Week 2	Interactive Text: “Surfing the Web” Accountable Text: “Getting from Here to There” Word Study Read: “George Eastman and the Kodak Camera”	Extended Read 1: “Thomas Edison: A Curious Mind”	“Anna Du, Sixth Grade Engineer”	Vowel-r Syllables	<i>force</i> <i>pattern</i> <i>perfect</i> <i>squirm</i> <i>sturdy</i> <i>mother</i> <i>over</i> <i>perform</i>	<i>mother</i> <i>charging</i> <i>dirty</i> <i>cordless</i> <i>suburbanite</i> <i>parents</i> <i>answering</i> <i>recorded</i> <i>coworker</i> <i>operator</i> <i>advertisements</i> <i>curiosity</i>	<i>who</i> <i>through</i> <i>many</i> <i>ate</i> <i>eight</i> <i>different</i> <i>do</i> <i>to</i> <i>long</i> <i>look</i>		Inflection/ Intonation—Pitch	Metacognitive: Draw Inferences	Describe Cause/Effect Relationships and Connections in a Text Distinguish Reader’s Point of View from That of the Author Use Text Features to Locate Information Compare and Contrast the Important Points in Two Texts on the Same Topic	Distinguish Shades of Meaning Among Related Words (States of Mind) Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>concentrate</i> <i>inspiration</i> <i>obtained</i> <i>transmitted</i>	Process Writing: Opinion Essay	Use Subordinating Conjunctions/ Produce Complex Sentences
Week 3	Interactive Text: “Smart Plastic” Accountable Text: “Robot to the Rescue” Word Study Read: “From Snapshots to Selfies”	Extended Read 2: “Hear All About It! New Technologies to Help the Deaf” Unit Poem: “My Smartphone Isn’t Very Smart”	“Patricia Bath: Doctor and Inventor”	Inflectional Endings -ed, -ing	<i>studying</i> <i>feeling</i> <i>pointed</i> <i>recommended</i> <i>scratching</i> <i>waited</i> <i>carried</i> <i>using</i>	<i>unaided</i> <i>believed</i> <i>hurrying</i> <i>increasing</i> <i>hearing</i> <i>restarted</i> <i>invented</i> <i>unchanging</i> <i>communicating</i> <i>amplifying</i>	<i>why</i> <i>with</i> <i>laugh</i> <i>draw</i> <i>eat</i> <i>first</i> <i>hurt</i> <i>little</i> <i>going</i> <i>three</i>			Metacognitive: Distinguish Between Important and Unimportant Information Fix-Up: Read More Slowly and Think About the Words	Describe Cause/Effect Relationships and Connections in a Text Use Information Gained from Illustrations and Words (Photographs) Compare and Contrast the Important Points in Two Texts on the Same Topic Analyze Poetic Structure	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>converts</i> <i>exchange</i> <i>integrate</i> <i>playing a role</i>	Process Writing: Opinion Essay	Produce Simple, Compound, and Complex Sentences

Grade 3 • Unit 6 • Making Decisions

Essential Question: What helps us solve problems?

Enduring Understandings:

- Realistic fiction stories take place in real-life settings with believable characters and plots.
- Authors can approach similar themes in a variety of settings, with different plots and characters.
- Characters’ actions have consequences that impact the story.
- Readers can learn problem-solving and decision-making skills by thinking about characters’ actions and their consequences.

Build Knowledge Word Bank: actions, decisions, decision-making, realistic fiction, consequences, impact, problem-solving

Research & Inquiry Project: Research Important Innovations, Part 2

Unit Readings

Read-Alouds: Choose from Unit 6 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Two Lumps of Sugar (530L)
Whispers from Nature:
Two Native American Stories (530L)
Elliot’s Pen Pal (580L)
Powerful Princess Ariadne: Based on the Myth of
Theseus and the Minotaur (640L)
When Red Met Wolfie (520L)

The Meal and the Deal:
All About Greed in Two Folktales (610L)
Bex Falcon and the Mystery of the
Missing Gecko (680L)
The Perfect Pet (600L)
The Great Molasses Flood:
Sleet and Hail Save the Day (730L)

Reader’s Theater Scripts:

The Fox and Grapes at Belleville Elementary



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Emma’s Secret Dream” Accountable Text: “The Legend of Molly Pitcher” Word Study Read: “The Incredible Goose”	Short Read 1: “Addison and Rocky” Short Read 2: “A President for Everyone”	“A Helping Hand”	Irregular Plurals	<i>leaves women people wolves fungi lives geese themselves</i>	<i>ladies children women centuries wolves baby/babies country/ countries hoof/hooves species/species foot/feet life/lives</i>	<i>of for from think gave give good kind my now</i>		Inflection/ Intonation— Pitch	Metacognitive: Make Connections Metacognitive: Summarize and Synthesize Fix-Up: Reread to Clarify or Confirm Understanding	Explain How Characters’ Actions Influence Story Events Determine the Central Message or Lesson in a Story Compare and Contrast Themes in Stories by the Same Author Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>privilege vigorous designate honor</i>	Write a Narrative Response to a Text-Based Prompt	Form and Use Irregular Plural Nouns Recognize the Difference Between Written and Spoken English
Week 2	Interactive Text: “Good Night” Accountable Text: “Mr. Moody’s House” Word Study Read: “The Kid and the Wolf”	Extended Read 1: “Rapping Magicians”	“Camp Canoe”	Long oo Short oo	<i>choose loose soup fruit foolish good lose through</i>	<i>rooster foolish wooden cartoon crooked roommates loosen retooled afternoon booking overcooked understood</i>	<i>was saw or over people put read said seven sing</i>		Expression— Dramatic Expression	Metacognitive: Make Connections Explain How Characters’ Actions Influence Story Events Determine the Central Message or Lesson in a Story Compare and Contrast Themes in Stories by the Same Author Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases Recount Key Story Events Distinguish Reader’s Point of View from That of a Character	Explain How Characters’ Actions Influence Story Events Determine the Central Message or Lesson in a Story Compare and Contrast Themes in Stories by the Same Author Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases Recount Key Story Events Distinguish Reader’s Point of View from That of a Character	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>afford magnificent real-looking registration</i>	Write an Information/ Explanatory Response to a Text-Based Prompt	Choose Between Regular, Comparative, and Superlative Adjectives or Adverbs Depending on What Is to Be Modified
Week 3	Interactive Text: “The Right Choice” Accountable Text: “A Difficult Decision” Word Study Read: “Canine Cousins: The Fox and the Wolf”	Extended Read 2: “The Big Game” Unit Poem: “Choices”	“The Dance Off”	Diphthongs /ou/ (ou, ow)	<i>announce around about however flower crowd found brown</i>	<i>downward flower howling miscount thousands pronounce unannounced powdered mountainous counselor allowed overcrowded</i>	<i>one once stop thank were which want warm was big</i>			Metacognitive: Summarize and Synthesize Fix-Up: Read On to Clarify or Confirm Understanding	Explain How Characters’ Actions Influence Story Events Determine the Central Message or Lesson in a Story Compare and Contrast Themes in Stories by the Same Author Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases Explain Author’s Purpose and Message in a Poem	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>strutting droop nudge rivals</i>	Write an Opinion Response to a Text-Based Prompt	Recognize the Difference Between Written and Spoken English

Essential Question: What is a community?

Enduring Understandings:

- Communities are places where people live and work.
- Communities can be urban, suburban, or rural areas.
- Each community has its own unique and defining characteristics.
- History, culture, and geographical location impact communities and how they grow and change.

Build Knowledge Word Bank: *characteristics, culture, history, geographical location, unique*

Research & Inquiry Project: Research a Community, Part 1

Unit Readings

Read-Alouds: Choose from Unit 7 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Many Museums (740L)
Two Tales of Celebrations (530L)
Road Trip (570L)
Nigozi’s Story (610L)
Mastering Maps (720L)

Two Communities Over Time (770L)
*The History of Two Cities:
Houston and Miami* (780L)
My Life and Hometown (840L)
Geography: Exploring Our World (880L)

Reader’s Theater Scripts:

The Big Cheese



Weekly Readings				Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “The Mission District” Accountable Text: “Life in the City” Word Study Read: “The Mission District”	Short Read 1: “My St. Augustine Journal” Short Read 2: “A New Life in Vermont”	“From Somalia to Chicago”	Suffixes -er, -or	<i>emperor character visitor inventor soldier actors painters players</i>	<i>biographer visitor photographer creator inventor investor programmer troubleshooter translator interpreter benefactor fishermen founded</i>	<i>there their they buy best fly ride way well hot</i>		Confirm and Correct Word Recognition and Understanding	Metacognitive: Apply Strategies Fix-Up: Stop and Think About the Author’s Purpose	Distinguish Reader’s Point of View from That of the Author Explain How Characters’ Actions Contribute to Events Explain How a Text’s Illustrations Contribute to the Story Explain How Reasons Support Specific Points an Author Makes in a Text	Use Context Clues to Determine the Meaning of Words and Phrases Identify Real-Life Connections Between Words and Their Uses	General Academic Listening & Speaking: <i>founded residents gazing realtor</i>	Process Writing: Narrative	Review Verb Tenses (Simple Past, Present, and Future)
Week 2	Interactive Text: “Community Action” Accountable Text: “Stone Soup” Word Study Read: “The Levi Coffin House”	Extended Read 1: “All Kinds of Communities”	“Eatonville”	Homophones	<i>board bored do due tail tale wood would wear where eight ate</i>	<i>meet meat for four I eye there their beat blue ate cheap grown here some</i>	<i>could would should of keep day time show like green</i>		Speed/Pacing—Varied	Metacognitive: Apply Strategies	Distinguish Reader’s Point of View from That of the Author Explain How a Text’s Illustrations Contribute to the Story Use Text Features to Locate Information Explain How Reasons Support Specific Points an Author Makes in a Text Compare and Contrast Key Points in Two Texts on the Same Topic	Use Context Clues to Determine the Meaning of Words and Phrases Identify Real-Life Connections Between Words and Their Uses	General Academic Listening & Speaking: <i>current firsthand witness transform</i>	Process Writing: Narrative	Form and Use Possessives Use Commas and Question Marks in Dialogue
Week 3	Interactive Text: “An Awesome Book” Accountable Text: “People of the Longhouse” Word Study Read: “Wind and Wildflowers”	Extended Read 2: “Sarah and the Chickens” Unit Poem: “City”	“My Urban Vegetable Garden”	Variant Vowel /ô/	<i>crawl ought pause straws pitfall thawing called taught</i>	<i>unlawful softest football caught rebought talking yawned daughter hallway auction boardwalk squawking thought ought nasturtiums</i>	<i>come some done does grow live give other many yes</i>			Metacognitive: Apply Strategies Fix-Up: Read Out Loud to Support Comprehension	Explain How Characters’ Actions Contribute to Events Explain How a Text’s Illustrations Contribute to the Story Compare and Contrast Key Points in Two Texts on the Same Topic Understand Nonliteral Language: Metaphor	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>tucked shuffling plow primly</i>	Process Writing: Narrative	Use Commas and Question Marks in Dialogue Choose Words and Phrases for Effect Recognize and Observe Differences Between the Conventions of Spoken and Written Standard English

Essential Question: How do we understand change?

Enduring Understandings:

- Weather can change from day to day or moment to moment.
- Scientists observe and record weather patterns over long periods of time to understand a region's climate.
- Earth has different climate zones with distinct seasons and weather patterns.
- Weather and climate affect people's lives.
- Scientists can use climate data and knowledge of weather patterns to predict the weather.

Build Knowledge Word Bank: *climate, pattern, predict/predictions, region, temperature*

Research & Inquiry Project: Research a Community, Part 2

Unit Readings

Read-Alouds: Choose from Unit 8 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

The Legend of Morning Star (540L)
Hot-Air Balloon Race (600L)
Changing Coastlines (550L)
Volcanoes Erupt! (720L)
Lost Along the Rio Grande (700L)

Naming Planet X (630L)
Wildfires (800L)
Weather Reporters on the Job (780L)
The Ultimate Thrill Ride (760L)

Reader's Theater Scripts:

The Winter Weather Machine



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Blizzard!” Accountable Text: “Hurricane Watch” Word Study Read: “Blizzard Alert!”	Short Read 1: “Fairweather Clouds” Short Read 2: “Earth’s Weather and Climate”	“The Great Blizzard”	Hard c Soft c	<i>accent</i> <i>accident</i> <i>cancel</i> <i>concerned</i> <i>certain</i> <i>computer</i> <i>innocent</i> <i>scarf</i>	<i>compare</i> <i>climate</i> <i>factor</i> <i>center</i> <i>percent</i> <i>penicillin</i> <i>unconditional</i> <i>tracking</i> <i>hurricanes</i> <i>emergencies</i> <i>precipitation</i> <i>characteristics</i> <i>encircle</i>	<i>done</i> <i>eight</i> <i>made</i> <i>make</i> <i>start</i> <i>place</i> <i>pick</i> <i>try</i> <i>sleep</i> <i>six</i>		Inflection/Intonation—Volume	Metacognitive: Apply Strategies Fix-Up: Read More Slowly and Think About the Words	Determine the Central Message Use Information Gained from Illustrations and Words Describe Cause/Effect Relationships and Connections in a Text	Use Context Clues to Determine the Meaning of Words and Phrases Distinguish Literal from Nonliteral Language: Metaphors	General Academic Listening & Speaking: <i>thaw</i> <i>billowing</i> <i>factors</i> <i>extremes</i>	Process Writing: Research Project	Use Adjectives Correctly
Week 2	Interactive Text: “A Rainbow of Colors” Accountable Text: “Pecos Bill Rides a Tornado” Word Study Read: “How the North Island Came to Be”	Extended Read 1: “After the Storm”	“Where’s Daisy?”	Hard g Soft g	<i>change</i> <i>damage</i> <i>gadget</i> <i>again</i> <i>germs</i> <i>great</i> <i>manage</i> <i>revenge</i>	<i>goblet</i> <i>garden</i> <i>against</i> <i>aging</i> <i>giant</i> <i>enrage</i> <i>August</i> <i>generous</i> <i>ungrateful</i> <i>dangerous</i> <i>exchanges</i> <i>germinated</i> <i>genius</i>	<i>give</i> <i>live</i> <i>have</i> <i>walk</i> <i>with</i> <i>wish</i> <i>will</i> <i>we</i> <i>than</i> <i>fast</i>		Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies	Determine the Central Message Recount Story Details Distinguish Reader’s Point of View from That of the Narrator and Characters Compare and Contrast Key Points in Two Texts on the Same Topic	Use Context Clues to Determine the Meaning of Words and Phrases Distinguish Literal from Nonliteral Language: Metaphors	General Academic Listening & Speaking: <i>astonishment</i> <i>crinkled</i> <i>embrace</i> <i>flailed</i>	Process Writing: Research Project	Ensure Pronoun-Antecedent Agreement
Week 3	Interactive Text: “Tornado!” Accountable Text: “The Tidal Wave” Word Study Read: “Predicting Hurricanes”	Extended Read 2: “The Tropical Rain Belt” Unit Poem: “Who Has Seen the Wind”	“All About Hurricanes”	Diphthong /oi/ Diphthong /ou/	<i>annoying</i> <i>appointment</i> <i>browse</i> <i>mountain</i> <i>outside</i> <i>powerful</i> <i>sprout</i> <i>moisture</i>	<i>cloudy</i> <i>mouthful</i> <i>showers</i> <i>disappoint</i> <i>moisture</i> <i>pull</i> <i>voyage</i> <i>southwest</i> <i>growing</i> <i>cloudiness</i> <i>loyalist</i> <i>thousand</i> <i>unspoiled</i> <i>spoiling</i> <i>oyster</i> <i>downpour</i>	<i>these</i> <i>those</i> <i>was</i> <i>must</i> <i>pull</i> <i>put</i> <i>five</i> <i>help</i> <i>why</i> <i>who</i>			Metacognitive: Apply Strategies Fix-Up: Reread to Clarify or Confirm Understanding	Use Information Gained from Illustrations and Words Compare and Contrast Key Points in Two Texts on the Same Topic Describe Cause/Effect Relationships and Connections in a Text Analyze Personification and Imagery in a Poem	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>imbalance</i> <i>circulates</i> <i>exceed</i> <i>prone</i>	Process Writing: Research Project	Ensure Subject-Verb Agreement

Grade 3 • Unit 9 • Spending Time and Money

Essential Question: What do our economic choices tell us about ourselves?

Enduring Understandings:

- Economic resources include both time and money, and people are constantly making decisions about these resources.
- There are benefits and costs to the economic choices people and businesses make.
- Personal decisions influence how and why people spend their money.
- People and businesses interact as they make and sell different goods and services.
- Making goods and services requires people to have certain skills and knowledge.

Build Knowledge Word Bank: choice, benefits, trade, service, economy, skills

Research & Inquiry Project: Research a Good, Part 1

Unit Readings

Read-Alouds: Choose from Unit 9 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Open for Business (650L)
Inside Factories: How Products Are Made (670L)
Money Matters (710L)
A Recipe for Success (630L)
Trade: What Happens and Why (780L)

Opinions About Spending Money (850L)
Making a Budget (580L)
Money, Money, Money (780L)
U.S. Economy (800L)

Reader's Theater Scripts:

The Great Lemonade Standoff



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Computer Whiz Kid” Accountable Text: “Volunteer!” Word Study Read: “The Milkmaid”	Short Read 1: “Making Choices” Short Read 2: “Let It Grow the Blooming Business of Farmers’ Markets”	“The Bread Business”	Suffixes -able, -ful, -less	<i>useful</i> <i>reckless</i> <i>wonderful</i> <i>truthful</i> <i>wireless</i> <i>valuable</i> <i>sizable</i> <i>worthless</i>	<i>doable</i> <i>understandable</i> <i>hopeful</i> <i>careless</i> <i>believable</i> <i>fashionable</i> <i>reliable</i> <i>thoughtful</i> <i>beautiful</i> <i>painful</i> <i>fearless</i> <i>hopeless</i> <i>useless</i> <i>valuable</i>	<i>that</i> <i>what</i> <i>play</i> <i>us</i> <i>up</i> <i>he</i> <i>got</i> <i>she</i> <i>off</i> <i>back</i>		Inflection/ Intonation—Stress	Metacognitive: Apply Strategies Fix-Up: Read On to Clarify or Confirm Understanding	Describe Procedural Relationships and Connections in a Text Compare and Contrast Key Details in Two Texts on the Same Topic Determine the Central Message or Lesson in a Story	Distinguish Literal from Nonliteral Language Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>frugality</i> <i>founders</i> <i>booming</i> <i>portions</i>	Multimedia Presentation	Use Coordinating and Subordinating Conjunctions to Produce Compound and Complex Sentences
Week 2	Interactive Text: “The King’s Road” Accountable Text: “The Shade Tree” Word Study Read: “Two Foolish Brothers”	Extended Read 1: “Lucky Hans”	“Working in a Rice Paddy”	Prefixes dis-, un-	<i>disagree</i> <i>distract</i> <i>unable</i> <i>unveil</i> <i>disappear</i> <i>unhappy</i> <i>unused</i> <i>dislike</i>	<i>unnatural</i> <i>disappear</i> <i>unnecessary</i> <i>distrust</i> <i>untruthful</i> <i>unfinished</i> <i>unpopular</i> <i>unusual</i> <i>disorder</i> <i>disqualify</i> <i>dissatisfied</i> <i>unmanageable</i>	<i>which</i> <i>this</i> <i>those</i> <i>go</i> <i>jump</i> <i>its</i> <i>not</i> <i>saw</i> <i>say</i> <i>see</i>		Phrasing—Units of Meaning in Complex Sentences	Metacognitive: Apply Strategies	Recount Story Details Explain How Illustrations Convey Character Determine the Central Message or Lesson in a Story	Distinguish Literal from Nonliteral Language Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>briskly</i> <i>wince</i> <i>unmanageable</i> <i>staggered</i>	Multimedia Presentation	Form and Use Regular and Irregular Verbs
Week 3	Interactive Text: “Try Something New!” Accountable Text: “A New Business” Word Study Read: “Where Do You Get Your Produce?”	Extended Read 2: “From Fruit to Jam: A Tasty List of Choices” Unit Poem: “Pet Shopping”	“Cooking Club”	Prefixes pre-, re-	<i>prediction</i> <i>previous</i> <i>remarked</i> <i>reverse</i> <i>preorder</i> <i>recycled</i> <i>reuse</i> <i>prebake</i>	<i>preorder</i> <i>reconstruct</i> <i>presweeten</i> <i>reassigned</i> <i>prearrange</i> <i>prehistoric</i> <i>preschool</i> <i>pretest</i> <i>reconsider</i> <i>reappear</i> <i>revisit</i> <i>prepackaged</i>	<i>fall</i> <i>his</i> <i>more</i> <i>please</i> <i>take</i> <i>use</i> <i>used</i> <i>yes</i> <i>then</i> <i>when</i>		Metacognitive: Apply Strategies Fix-Up: Stop and Think About the Author’s Purpose	Describe Procedural Relationships and Connections in a Text Compare and Contrast Key Details in Two Texts on the Same Topic Use Text Features to Locate Information Relevant to a Topic Analyze How Stanzas Build on Earlier Sections	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>ideal</i> <i>affect</i> <i>method</i> <i>technique</i>	Multimedia Presentation	Use Coordinating and Subordinating Conjunctions to Produce Compound and Complex Sentences	

Essential Question: How does understanding science help us achieve our goals?

Enduring Understandings:

- Objects in contact exert forces on each other.
- Movement is caused by unbalanced forces acting on an object.
- By observing and measuring patterns of motion, we can predict how things will move.
- We can use our knowledge of forces and interactions to solve problems.
- Forces of nature, such as gravity and magnetism, have direct impact on people's lives and have inspired literature throughout history.

Build Knowledge Word Bank: *force, motion, position, movement, energy*

Research & Inquiry Project: Research a Good, Part 2

Unit Readings

Read-Alouds: Choose from Unit 10 Read-Aloud Handbook Selections and Recommended Trade Books.

Knowledge-Building Library:

Three...Two...One... LIFTOFF! (580L)
Hot and Cold in the Kitchen (660L)
Hot and Cold Cooking (630L)
Lily the Robot (700L)
The Ultimate Sandcastle (630L)

Playground Physics (780L)
Electric and Magnetic Funomena (700L)
The Science Behind an Illusion (840L)
Light and Sound (530L)

Reader's Theater Scripts:

Mushing in Alaska



	Weekly Readings			Weekly Skills and Strategies											
	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	Word Study Words	High-Frequency Words		Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Week 1	Interactive Text: “Spin, Twist, and Zoom!”	Short Read 1: “Poems of Movement”	“The Science Experiment”	Unaccented Final Syllables -en, -on, -ain, -in	<i>chosen</i> <i>heaven</i> <i>ribbon</i> <i>prison</i> <i>fountain</i> <i>curtain</i> <i>muffin</i> <i>dolphin</i>	<i>unbroken</i> <i>formation</i> <i>multigrain</i> <i>vitamin</i> <i>civilization</i> <i>overtighten</i> <i>bargain</i> <i>bulletin</i> <i>permission</i> <i>commotion</i>	<i>far</i> <i>hold</i> <i>most</i> <i>pretty</i> <i>tell</i> <i>very</i> <i>you</i> <i>your</i> <i>there</i> <i>where</i>		Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies Fix-Up: Read Out Loud to Support Comprehension	Distinguish Reader’s Point of View from That of the Narrator Describe Procedural Relationships and Connections in a Text	Use Context Clues to Determine the Meanings of Words and Phrases Distinguish Literal from Nonliteral Language	General Academic Listening & Speaking: <i>grooves</i> <i>commotion</i> <i>predictable</i> <i>observe</i>	Process Writing: Poetry	Use Subordinating Conjunctions to Form Complex Sentences
Week 2	Interactive Text: “Nature’s Forces: Thunder and Lightning”	Extended Read 1: “The Energy of the Thunder Beings”	“What Is a Thunderstorm?”	Suffixes (-ing, -ment, -ness)	<i>amusement</i> <i>improvement</i> <i>settlement</i> <i>happiness</i> <i>sadness</i> <i>warning</i> <i>building</i> <i>weakness</i>	<i>warning</i> <i>movement</i> <i>fairness</i> <i>unpleasantness</i> <i>encouragement</i> <i>uncertainty</i> <i>misfunctioning</i> <i>destructiveness</i> <i>discontentment</i> <i>disappointment</i> <i>reconnecting</i> <i>cascading</i>	<i>who</i> <i>though</i> <i>am</i> <i>red</i> <i>can</i> <i>run</i> <i>clean</i> <i>too</i> <i>may</i> <i>him</i>		Inflection/ Intonation— Volume	Metacognitive: Apply Strategies	Distinguish Reader’s Point of View from That of the Narrator Recount Key Story Details Compare and Contrast Two Texts on the Same Topic	Use Context Clues to Determine the Meanings of Words and Phrases Distinguish Literal from Nonliteral Language	General Academic Listening & Speaking: <i>peered</i> <i>suspected</i> <i>gust</i> <i>cascading</i>	Process Writing: Poetry	Form and Use Irregular Verbs
Week 3	Interactive Text: “Solar Eclipse”	Extended Read 2: “Magnetic Fields”	“Mya’s Magnet Report”	Introduce Related Words	<i>sacred</i> <i>sacrifice</i> <i>solve</i> <i>solution</i> <i>invent</i> <i>invention</i> <i>explain</i> <i>explanation</i>	<i>predict</i> <i>prediction</i> <i>operate</i> <i>operation</i> <i>employ</i> <i>employer</i> <i>unemployment</i> <i>invent</i> <i>inventing</i> <i>invention</i> <i>inventor</i> <i>industrial</i> <i>industrialized</i>	<i>why</i> <i>with</i> <i>as</i> <i>get</i> <i>cut</i> <i>let</i> <i>sit</i> <i>had</i> <i>man</i> <i>me</i>			Metacognitive: Apply Strategies Fix-Up: Read More Slowly and Think About the Words	Describe Procedural Relationships and Connections in a Text Draw Inferences Compare and Contrast Two Texts on the Same Topic	Use Context Clues to Determine the Meanings of Words and Phrases Distinguish Literal from Nonliteral Language	General Academic Listening & Speaking: <i>repel</i> <i>aligns</i> <i>reactions</i> <i>particles</i>	Reflect on Writing	Form and Use Possessives