

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

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

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

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

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



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

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

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

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



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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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



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

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

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

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



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

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