

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
Why Mole Lives Underground: A Folktale from Peru



	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>finger nails</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
The Old Lion and the Fox



	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 Pete!” 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</i> <i>either</i> <i>cheese</i> <i>monkey</i> <i>only</i> <i>piece</i> <i>compete</i> <i>medium</i>	<i>athlete</i> <i>honey</i> <i>emergency</i> <i>beneath</i> <i>supreme</i> <i>committee</i> <i>achiever</i> <i>chimney</i> <i>reconsider</i> <i>centipede</i> <i>pioneer</i> <i>reasonable</i> <i>relieved</i> <i>increasing</i> <i>released</i>	<i>there</i> <i>their</i> <i>they</i> <i>about</i> <i>always</i> <i>any</i> <i>blue</i> <i>away</i> <i>before</i> <i>found</i>		Expression—Characterization/Feelings	Metacognitive: Draw Inferences Metacognitive: Make Connections Fix-Up: Reread to Clarify or Confirm Understanding	Recount Story Details Refer to Parts of Stories Describe Characters and Explain How Their Actions Contribute to Events Compare and Contrast the Plots of Stories	Distinguish Literal from Nonliteral Language—Similes Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>gratefully</i> <i>reflection</i> <i>crisp</i> <i>striking</i>	Write to a Text-Based Prompt: Opinion Essay	Use Adjectives and Adverbs Correctly
Week 2	Interactive Text: “Liza and the Giant” Accountable Text: “The Boy Who Cried Wolf” Word Study Read: “Theseus and Minotaur”	Extended Read 1: “The Tale of King Midas: A Greek Myth”	“A Special Dinner”	Long i (i_e, igh, y, ie, i)	<i>myself</i> <i>final</i> <i>write</i> <i>science</i> <i>tries</i> <i>bright</i> <i>provided</i> <i>island</i>	<i>myself</i> <i>untied</i> <i>fighting</i> <i>unwind</i> <i>hillside</i> <i>subscribe</i> <i>eyesight</i> <i>bypass</i> <i>reapplied</i> <i>biological</i>	<i>could</i> <i>would</i> <i>should</i> <i>ask</i> <i>around</i> <i>number</i> <i>came</i> <i>same</i> <i>out</i> <i>our</i>		Expression—Characterization/Feelings	Metacognitive: Draw Inferences	Recount Story Details Refer to Parts of Stories Describe Characters and Explain How Their Actions Contribute to Events Compare and Contrast the Plots of Stories Explain How Illustrations Contribute to a Story	Distinguish Literal from Nonliteral Language—Similes Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>appetizing</i> <i>blurted</i> <i>giddily</i> <i>fonder</i>	Write to a Text-Based Prompt: Opinion Essay	Form and Use Irregular Past-Tense Verbs
Week 3	Interactive Text: “Home Sweet Home” Accountable Text: “Paul Bunyan and the Popcorn Blizzard” Word Study Read: “Paul Bunyan’s Big Thirst”	Extended Read 2: “Uncle Parrot’s Wedding” Unit Poem: “The Walrus and the Carpenter”	“Good Dog!”	Compound Words	<i>underline</i> <i>everyone</i> <i>sometimes</i> <i>whatever</i> <i>underwater</i> <i>firefighter</i> <i>something</i> <i>cardboard</i>	<i>hillside</i> <i>woodstove</i> <i>ridgeline</i> <i>lakeshore</i> <i>mountaintop</i> <i>treetops</i> <i>heartbeat</i> <i>afternoon</i> <i>underwater</i> <i>relight</i>	<i>again</i> <i>are</i> <i>wash</i> <i>be</i> <i>but</i> <i>after</i> <i>them</i> <i>four</i> <i>just</i> <i>things</i>		Metacognitive: Make Connections Fix-Up: Read Out Loud to Support Comprehension	Describe Characters and Explain How Their Actions Contribute to Events Compare and Contrast the Plots of Stories Explain How Illustrations Contribute to a Story Analyze Poetic Structure and Nonliteral Language	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>beamed</i> <i>flustered</i> <i>nuisance</i> <i>resist</i>	Write to a Text-Based Prompt: Opinion Essay	Form and Use Regular Future Tense Verbs	

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:

Jesse Owens: Fastest Human
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
Cindy Eller Plays Ball: A Modern-Day Cinderella Tale



	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</i> <i>decrease</i> <i>future</i> <i>locate</i> <i>open</i> <i>receive</i> <i>unit</i> <i>potatoes</i>	<i>behavior</i> <i>unspoken</i> <i>secretive</i> <i>relocation</i> <i>requirement</i> <i>laziness</i> <i>human</i> <i>relax</i> <i>bonus</i> <i>beginning</i> <i>demand</i>	<i>that</i> <i>what</i> <i>yellow</i> <i>years</i> <i>write</i> <i>myself</i> <i>much</i> <i>find</i> <i>small</i> <i>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</i> <i>toil</i> <i>delectable</i> <i>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</i> <i>needle</i> <i>triple</i> <i>tackle</i> <i>bicycle</i> <i>terrible</i> <i>fable</i> <i>gentle</i>	<i>giggled</i> <i>muscles</i> <i>fiddler</i> <i>recycled</i> <i>triangle</i> <i>preamble</i> <i>wrestle</i> <i>impossible</i> <i>unflappable</i> <i>indivisible</i> <i>inflexible</i> <i>gobbled</i>	<i>which</i> <i>this</i> <i>other</i> <i>part</i> <i>own</i> <i>here</i> <i>down</i> <i>her</i> <i>has</i> <i>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</i> <i>fleeing</i> <i>investigate</i> <i>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</i> <i>exhausted</i> <i>release</i> <i>remaining</i> <i>toilet</i> <i>youth</i> <i>oatmeal</i> <i>highlight</i>	<i>shook</i> <i>boasted</i> <i>sprouted</i> <i>remainder</i> <i>unspeakable</i> <i>reasonable</i> <i>reappear</i> <i>bemoan</i> <i>uncooked</i> <i>pouted</i> <i>acquaintance</i>	<i>then</i> <i>when</i> <i>put</i> <i>work</i> <i>word</i> <i>soon</i> <i>so</i> <i>drink</i> <i>how</i> <i>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</i> <i>furious</i> <i>recall</i> <i>trial</i>	Write a Text-Based Prompt: Narrative	Form and Use Comparative and Superlative Adjectives Use Commas and Quotation Marks in Dialogue

Grade 3 • Unit 5 • Advancements in Technology

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 Wright Brothers at Kitty Hawk
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>dirtier</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

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 Lion and the Rabbit: A Fable from India
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
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</i> <i>women</i> <i>people</i> <i>wolves</i> <i>fungi</i> <i>lives</i> <i>geese</i> <i>themselves</i>	<i>ladies</i> <i>children</i> <i>women</i> <i>centuries</i> <i>wolves</i> <i>baby/babies</i> <i>country/</i> <i>countries</i> <i>hoof/hooves</i> <i>species/species</i> <i>foot/feet</i> <i>life/lives</i>	<i>of</i> <i>for</i> <i>from</i> <i>think</i> <i>gave</i> <i>give</i> <i>good</i> <i>kind</i> <i>my</i> <i>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</i> <i>vigorous</i> <i>designate</i> <i>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</i> <i>loose</i> <i>soup</i> <i>fruit</i> <i>foolish</i> <i>good</i> <i>lose</i> <i>through</i>	<i>rooster</i> <i>foolish</i> <i>wooden</i> <i>cartoon</i> <i>crooked</i> <i>roommates</i> <i>loosen</i> <i>retooled</i> <i>afternoon</i> <i>booking</i> <i>overcooked</i> <i>understood</i>	<i>was</i> <i>saw</i> <i>or</i> <i>over</i> <i>people</i> <i>put</i> <i>read</i> <i>said</i> <i>seven</i> <i>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	Use Context Clues to Determine the Meaning of Words and Phrases	General Academic Listening & Speaking: <i>afford</i> <i>magnificent</i> <i>real-looking</i> <i>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</i> <i>around</i> <i>about</i> <i>however</i> <i>flower</i> <i>crowd</i> <i>found</i> <i>brown</i>	<i>downward</i> <i>flower</i> <i>howling</i> <i>miscount</i> <i>thousands</i> <i>pronounce</i> <i>unannounced</i> <i>powdered</i> <i>mountainous</i> <i>counselor</i> <i>allowed</i> <i>overcrowded</i>	<i>one</i> <i>once</i> <i>stop</i> <i>thank</i> <i>were</i> <i>which</i> <i>want</i> <i>warm</i> <i>was</i> <i>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</i> <i>droop</i> <i>nudge</i> <i>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
A Visit to New Amsterdam



	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</i> <i>character</i> <i>visitor</i> <i>inventor</i> <i>soldier</i> <i>actors</i> <i>painters</i> <i>players</i>	<i>biographer</i> <i>visitor</i> <i>photographer</i> <i>creator</i> <i>inventor</i> <i>investor</i> <i>programmer</i> <i>troubleshooter</i> <i>translator</i> <i>interpreter</i> <i>benefactor</i> <i>fishermen</i> <i>founded</i>	<i>there</i> <i>their</i> <i>they</i> <i>buy</i> <i>best</i> <i>fly</i> <i>ride</i> <i>way</i> <i>well</i> <i>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</i> <i>residents</i> <i>gazing</i> <i>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</i> <i>bored</i> <i>do</i> <i>due</i> <i>tail</i> <i>tale</i> <i>wood</i> <i>would</i> <i>wear</i> <i>where</i> <i>eight</i> <i>ate</i>	<i>meet</i> <i>meat</i> <i>for</i> <i>four</i> <i>I</i> <i>eye</i> <i>there</i> <i>their</i> <i>beat</i> <i>blue</i> <i>ate</i> <i>cheap</i> <i>grown</i> <i>here</i> <i>some</i>	<i>could</i> <i>would</i> <i>should</i> <i>of</i> <i>keep</i> <i>day</i> <i>time</i> <i>show</i> <i>like</i> <i>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</i> <i>firsthand</i> <i>witness</i> <i>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</i> <i>ought</i> <i>pause</i> <i>straws</i> <i>pitfall</i> <i>thawing</i> <i>called</i> <i>taught</i>	<i>unlawful</i> <i>softest</i> <i>football</i> <i>caught</i> <i>rebought</i> <i>talking</i> <i>yawned</i> <i>daughter</i> <i>hallway</i> <i>auction</i> <i>boardwalk</i> <i>squawking</i> <i>thought</i> <i>ought</i> <i>nasturtiums</i>	<i>come</i> <i>some</i> <i>done</i> <i>does</i> <i>grow</i> <i>live</i> <i>give</i> <i>other</i> <i>many</i> <i>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</i> <i>shuffling</i> <i>plow</i> <i>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
Path From Extinction



	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
Week 1	Interactive Text: “Blizzard!”	Short Read 1: “Fairweather Clouds”	“The Great Blizzard”	Hard 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
	Accountable Text: “Hurricane Watch”	Short Read 2: “Earth’s Weather and Climate”													
	Word Study Read: “Blizzard Alert!”														
Week 2	Interactive Text: “A Rainbow of Colors”	Extended Read 1: “After the Storm”	“Where’s Daisy?”	Hard 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
	Accountable Text: “Pecos Bill Rides a Tornado”														
	Word Study Read: “How the North Island Came to Be”														
Week 3	Interactive Text: “Tornado!”	Extended Read 2: “The Tropical Rain Belt”	“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>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
	Accountable Text: “The Tidal Wave”	Unit Poem: “Who Has Seen the Wind”													
	Word Study Read: “Predicting Hurricanes”														

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
The Antonym Family's Very Bad Day*

	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	

Grade 3 • Unit 10 • Forces and Interactions

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
Farflings from Farflung



	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!” Accountable Text: “How Not to Win at Baseball” Word Study Read: “The Tortoise and the Hare”	Short Read 1: “Poems of Movement” Short Read 2: “What Makes Things Move?”	“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” Accountable Text: “Androcles and the Lion” Word Study Read: “The Merchant’s Donkey”	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” Accountable Text: “Arctic Meltdown” Word Study Read: “Why Didn’t I Think of That?”	Extended Read 2: “Magnetic Fields” Unit Poem: “The Wind”	“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