

Grade 3 • Unit 1 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do people from different cultures contribute to a community?</p> <p>Genre: Narrative Nonfiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Faith Ringgold: Telling Stories Through Art”</p>	<p>“Room to Grow” Genre: Narrative Nonfiction Lexile: 490L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Gary the Dreamer</i> Genre: Narrative Nonfiction Lexile: 500L</p> <p>Paired Selection “Sharing Cultures” Genre: Expository Text Lexile: 550L</p>	<p>Main Selections Genre: Biography A: <i>Judy Baca</i> Lexile: 560L O: <i>Judy Baca</i> Lexile: 630L ELL: <i>Judy Baca</i> Lexile: 610L B: <i>Judy Baca</i> Lexile: 750L</p> <p>Paired Selections Genre: Expository Text A: “Vibrant Los Angeles” O: “Vibrant Los Angeles” ELL: “Vibrant Los Angeles” B: “Vibrant Los Angeles”</p>	<p>Academic Vocabulary: <i>admires, classmate, community, contribute, practicing, pronounce, scared, tumbled</i></p> <p>Compound Words</p> <p>Synonyms</p>	<p>Ask and Answer Questions</p> <p>Headings and Maps</p> <p>Text Structure: Chronology</p> <p>Author’s Purpose</p>	<p>Week 1: Short vowels: <i>a, i</i></p> <p>Structural Analysis: Word Families</p> <p>Week 2: Short vowels: <i>e, o, u</i></p> <p>Structural Analysis: Inflectional Endings</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1: Accuracy and Expression</p> <p>Week 2: Rate</p>	<p>Respond to Reading Writing Process Personal Narrative Plan: Sequence of Events Draft: Descriptive Details</p> <p>Grammar and Mechanics Week 1: Sentences and Fragments; Statements and Questions; Capitalization and Punctuation Week 2: Commands and Exclamations</p>	<p>Project: Culture in Your Community</p> <p>Product: Map</p> <p>Blast: “Who Made That?”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What can traditions teach you about cultures?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Ready for Aloha”</p>	<p>“The Dream Catcher” Genre: Realistic Fiction Lexile: 470L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Yoon and the Jade Bracelet</i> Genre: Realistic Fiction Lexile: 480L</p> <p>Paired Selection “Family Traditions” Genre: Expository Text Lexile: 480L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>The Special Meal</i> Lexile: 380L O: <i>A Row of Lamps</i> Lexile: 410L ELL: <i>A Row of Lamps</i> Lexile: 310L B: <i>Dragons on the Water</i> Lexile: 700L</p> <p>Paired Selections Genre: Expository Text A: “More About Mole” O: “Diwali” ELL: “Diwali” B: “A Great Tradition”</p>	<p>Academic Vocabulary: <i>celebrate, courage, disappointment, precious, pride, remind, symbols, tradition</i></p> <p>Context Clues</p> <p>Antonyms</p>	<p>Visualize</p> <p>Character Perspective</p> <p>Plot: Character Development</p> <p>Author’s Purpose</p>	<p>Week 3: Final e</p> <p>Structural Analysis: Inflectional Endings (drop final e)</p> <p>Week 4 Long <i>a:</i> <i>ay, ai, a_e, ea, eigh, ei, ey</i></p> <p>Structural Analysis: Plurals -s and -es</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3: Rate</p> <p>Week 4: Expression</p>	<p>Respond to Reading Writing Process Personal Narrative Revise: Sentence Fluency Peer Conferencing Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Subjects Week 4: Predicates</p>	<p>Project: Cultural Traditions</p> <p>Product: Quilt</p> <p>Blast: “City of Cultures”</p>

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<p>Text Set 3: Week 5</p> <p>Essential Question: How do landmarks help us understand our country's story?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "America's Landmarks and Memorials"</p>	<p>"Preserve and Protect"</p> <p>Genre: Argumentative Text Lexile: 660L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "Protecting Our Parks" Genre: Argumentative Text Lexile: 690L</p> <p>Paired Selection "5 Questions for George McDonald" Genre: Expository Text Lexile: 860L</p>	<p>Main Selections</p> <p>Genre: Argumentative Text A: <i>Preserving a Special Place</i> Lexile: 630L O: <i>Preserving a Special Place</i> Lexile: 750L ELL: <i>Preserving a Special Place</i> Lexile: 730L B: <i>Preserving a Special Place</i> Lexile: 830L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: "Gateway Arch" O: "Gateway Arch" ELL: "Gateway Arch" B: "Gateway Arch"</p>	<p>Academic Vocabulary: <i>carved, clues, grand, landmark, massive, monument, national, traces</i></p> <p>Multiple-Meaning Words</p>	<p>Ask and Answer Questions</p> <p>Captions, Maps, and Sidebars</p> <p>Central Idea and Relevant Details</p> <p>Author's Claim</p>	<p>Week 5: Long o: o, ow, o_e, oa, oe</p> <p>Structural Analysis: Compound Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5: Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Opinion Essay Plan: Identify Relevant Information Draft: Fact and Opinion</p> <p>Grammar and Mechanics Week 5: Simple and Compound Sentences; Punctuate Simple and Compound Sentences</p>	<p>Project: Landmarks in Your State</p> <p>Product: Postcard</p> <p>Blast: "Special Places"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article "Soccer Is America's Game!"</p>	<p>Reader's Theater: <i>Take Me to Your Litter</i></p>	<p>Passages Genre: Expository Text "Saving Desert Treasures"</p> <p>Genre: Expository Text "Protecting the Pronghorn"</p> <p>Activities Compare the Passages How Does a Cactus Store Water?</p>	<p>Passages Genre: Expository Text "Steel Drums of the Caribbean"</p> <p>Genre: Realistic Fiction "Career Day"</p> <p>Activities Compare the Passages Label a Map of the Caribbean Create a Caribbean Fact Sheet</p>	<p>Writing Process Opinion Essay Revise: Strong Opening Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader's Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 3 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How do people make government work?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "All About Elections!"</p>	<p>"Every Vote Counts!" Genre: Expository Text Lexile: 560L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Vote!</i> Genre: Expository Text Lexile: 530L</p> <p>Paired Selection "A Plan for the People" Genre: Expository Text Lexile: 530L</p>	<p>Main Selections Genre: Expository Text A: <i>The Race for the Presidency</i> Lexile: 560L O: <i>The Race for the Presidency</i> Lexile: 720L ELL: <i>The Race for the Presidency</i> Lexile: 710L B: <i>The Race for the Presidency</i> Lexile: 890L</p> <p>Paired Selections Genre: Expository Text A: "Elementary School Lawmakers" O: "Elementary School Lawmakers" ELL: "Elementary School Lawmakers" B: "Elementary School Lawmakers"</p>	<p>Academic Vocabulary: <i>announced, candidates, convince, decisions, elect, estimate, government, independent</i></p> <p>Prefixes: <i>re-, un-</i></p> <p>Using a Dictionary</p>	<p>Reread</p> <p>Headings and Bar Graphs</p> <p>Author's Claim</p> <p>Author's Purpose: Text Structure</p>	<p>Week 1 Long <i>i: l, ie, igh, i_e, y;</i> Long <i>u: u, u_e, ew</i> Structural Analysis: Plural Words with <i>y to I</i></p> <p>Week 2 Long <i>e: e, ea, ee, e_e, ie, ey, y</i> Structural Analysis: Inflectional Endings</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Intonation and Phrasing</p> <p>Week 2 Rate</p>	<p>Respond to Reading</p> <p>Writing Process Realistic Fiction Story Plan: Sequence of Events Draft: Dialogue</p> <p>Grammar and Mechanics Week 1: Kinds of Nouns Week 2: Singular and Plural Nouns</p>	<p>Project: Workers in Your Community</p> <p>Product: Thank-You Card</p> <p>Blast: "Let's Vote on It"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: Why do people immigrate to new places?</p> <p>Genre: Historical Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Our Story Cloth"</p>	<p>"Sailing to America" Genre: Historical Fiction Lexile: 460L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Castle on Hester Street</i> Genre: Historical Fiction Lexile: 730L</p> <p>Paired Selection "Next Stop, America!" Genre: Expository Text Lexile: 510L</p>	<p>Main Selections Genre: Historical Fiction A: <i>The Promise of Gold Mountain</i> Lexile: 490L O: <i>Moving from Mexico</i> Lexile: 640L ELL: <i>Moving from Mexico</i> Lexile: 540L B: <i>Gustaf Goes to America</i> Lexile: 690L</p> <p>Paired Selections Genre: Expository Text A: "Gold in California!" O: "Mexican Revolution 1910-1920" ELL: "Mexican Revolution 1910-1920" B: "A Celebrating Swedish Culture"</p>	<p>Academic Vocabulary: <i>arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered</i></p> <p>Figurative Language</p> <p>Homographs</p>	<p>Make Predictions</p> <p>Plot: Character Development</p> <p>Theme</p> <p>Text Structure: Cause and Effect</p>	<p>Week 3 Words with Silent Letters Structural Analysis: Singular and Plural Possessives</p> <p>Week 4 Three-Letter Blends Structural Analysis: Closed Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy and Phrasing</p> <p>Week 4 Rate</p>	<p>Writing Process Realistic Fiction Story Revise: Strong Conclusion Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p> <p>Grammar and Mechanics Week 3: Special Nouns; Week 4: Combining Sentences</p>	<p>Project: Immigration to the United States</p> <p>Product: Journal Entry</p> <p>Blast: "Leaving Home"</p>

Grade 3 • Unit 2 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How do people figure things out?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “New Bike, Old Bike”</p>	<p>“Empanada Day,” “Cold Feet,” “Our Washing Machine,” “Bugged”</p> <p>Genre: Poetry Lexile: NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “The Inventor Thinks Up Helicopters” and “The Ornithopter”</p> <p>Genre: Poetry Lexile: NP (non-prose)</p> <p>Paired Selection “Montgolfier Brothers’ Hot Air Balloon”</p> <p>Genre: Poetry Lexile: NP (non-prose)</p>	<p>Main Selections</p> <p>Genre: Realistic Fiction A: <i>Problem Solved</i> Lexile: 480L O: <i>The Long Walk</i> Lexile: 560L ELL: <i>The Long Walk</i> Lexile: 490L B: <i>Two Up, One Down</i> Lexile: 610L</p> <p>Paired Selections</p> <p>Genre: Poetry A: “Rainy Day” O: “The Forgetful Girl” and “The Friendly Frog” ELL: “Thomas the Mess Monster” B: “I Listen” and “The Nesting Box”</p>	<p>Academic Vocabulary: <i>bounce, imagine, inventor, observer</i></p> <p>Poetry Terms: <i>alliteration, free verse, limerick, rhyme</i></p> <p>Figurative Language</p>	<p>Alliteration and Rhymed Verse</p> <p>Text Structure: Limerick and Free Verse</p> <p>Character Perspective</p> <p>Rhyme Scheme</p>	<p>Week 5 Digraphs</p> <p>Structural Analysis: Open Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Poetry Plan: Ideas Draft: Rhythm and Rhyme</p> <p>Grammar and Mechanics Week 5: Possessive Nouns</p>	<p>Project: Famous Inventors</p> <p>Product: Interview</p> <p>Blast: “I Spy with My Little Eye”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “A Hunt to Help Frogs”</p>	<p>Reader’s Theater: <i>Name That Character!</i></p>	<p>Passages</p> <p>Genre: Expository Text “Lighting for Less”</p> <p>Genre: Realistic Fiction “Someday”</p> <p>Activities Compare Passages Explore How Light Moves Write a Lab Report</p>	<p>Passages</p> <p>Genre: Expository Text “Solving Local Problems”</p> <p>Genre: Expository Text “What Constitutes a Constitution?”</p> <p>Activities Compare Passages Create a Classroom Constitution</p>	<p>Writing Process Poetry Revise: Figurative Language Peer Conferences Edit and Proofread Publish, Present, and Evaluate</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

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<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What do we know about Earth and its neighbors?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Our Home in the Solar System”</p>	<p>“Earth and Its Neighbors” Genre: Expository Text Lexile: 660L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Earth</i> Genre: Expository Text Lexile: 630L</p> <p>Paired Selection “Why the Sun is Red” Genre: Legend Lexile: 500L</p>	<p>Main Selections Genre: Expository Text A: <i>Destination Saturn</i> Lexile: 500L O: <i>Destination Saturn</i> Lexile: 700L ELL: <i>Destination Saturn</i> Lexile: 660L B: <i>Destination Saturn</i> Lexile: 780L</p> <p>Paired Selections Genre: Legend A: “Why the Stars Twinkle” O: “Why the Stars Twinkle” ELL: “Why the Stars Twinkle” B: “Why the Stars Twinkle”</p>	<p>Academic Vocabulary: <i>amount, astronomy, globe, solar system, support, surface, temperature, warmth</i></p> <p>Suffixes: -y, -ly</p> <p>Using a Dictionary</p>	<p>Summarize</p> <p>Key Words and Charts</p> <p>Central Idea and Relevant Details</p> <p>Personification</p>	<p>Week 1 <i>r</i>-Controlled Vowels</p> <p>Structural Analysis: Contractions</p> <p>Week 2 <i>r</i>-Controlled Vowels</p> <p>Structural Analysis: Prefixes: <i>un-, re-, pre-</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression</p> <p>Week 2 Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Opinion Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Action Verbs; Quotation Marks with Dialogue Week 2: Subject-Verb Agreement</p>	<p>Project: The Sun and Stars</p> <p>Product: Genre Writing</p> <p>Blast: “Eyes in the Sky”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: What makes different animals unique?</p> <p>Genre: Folktale</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Bear, Beaver, and Bee”</p>	<p>“Anansi Learns a Lesson” Genre: Folktale Lexile: 560L <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Martina the Beautiful Cockroach</i> Genre: Folktale Lexile: 570L</p> <p>Paired Selection “Get a Backbone!” Genre: Expository Text Lexile: 510L</p>	<p>Main Selections Genre: Folktale A: <i>The Clever Rabbit</i> Lexile: 550L O: <i>King of the Birds</i> Lexile: 600L ELL: <i>King of the Birds</i> Lexile: 550L B: <i>Sheep and Pig Set Up Housekeeping</i> Lexile: 680L</p> <p>Paired Selections Genre: Expository Text A: “All About Bats” O: “The Real Quetzal” ELL: “The Real Quetzal” B: “Sheep and Wolves”</p>	<p>Academic Vocabulary: <i>disbelief, dismay, fabulous, features, offered, splendid, unique, watchful</i></p> <p>Synonyms</p> <p>Idioms</p>	<p>Visualize</p> <p>Theme</p> <p>Character Perspective</p> <p>Text Structure: Compare and Contrast</p>	<p>Week 3 <i>r</i>-Controlled Vowels</p> <p>Structural Analysis: Suffixes: <i>-y</i> and <i>-ly</i></p> <p>Week 4 Prefixes: <i>pre-, dis-, mis-</i></p> <p>Structural Analysis: Final-e Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy</p> <p>Week 4 Phrasing and Rate</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Writing Analyze the Prompt Analyze the Sources: “Space is the Place,” “Robots in Space,” “A Team That Works!” Plan: Organize Ideas Draft: Introductions Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Past-Tense Verbs Week 4: Future-Tense Verbs</p>	<p>Project: Animal Life Cycles</p> <p>Product: Life Cycle</p> <p>Blast: “The Perfect Predator”</p>

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<p>Text Set 3: Week 5</p> <p>Essential Question: How is each event in history unique?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “The California Gold Rush”</p>	<p>“Moving America Forward” Genre: Expository Text Lexile: 720L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “Birth of an Anthem” Genre: Expository Text Lexile: 700L</p> <p>Paired Selection “Discovering life Long Ago” Genre: Expository Text Lexile: 740L</p>	<p>Main Selections</p> <p>Genre: Expository Text A: <i>Wheels to Wings</i> Lexile: 590L O: <i>Wheels to Wings</i> Lexile: 650L ELL: <i>Wheels to Wings</i> Lexile: 620L B: <i>Wheels to Wings</i> Lexile: 730L</p> <p>Paired Selections</p> <p>Genre: Expository Text A: “Keeping History Alive” O: “Keeping History Alive” ELL: “Keeping History Alive” B: “Keeping History Alive”</p>	<p>Academic Vocabulary <i>agreeable, appreciate, boomed, descendants, population, resources, transportation, vehicles</i></p> <p>Suffixes: <i>-able, -ful, -less</i></p>	<p>Summarize</p> <p>Timelines and Captions</p> <p>Text Structure: Chronology</p> <p>Author’s Purpose</p>	<p>Week 5 Diphthongs /oi/ and /ou/</p> <p>Structural Analysis: Prefixes: <i>un-, non-, dis-</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Relevant Evidence Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Combining Sentences with Verbs</p>	<p>Project: Important Events in History</p> <p>Product: Newspaper Article</p> <p>Blast: “The Caddo”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Saving Our Oceans”</p>	<p>Reader’s Theater: <i>Weather . . . whether you like it or not</i></p>	<p>Passages Genre: Expository Text “Fascinating Facts About Our Amazing Sun”</p> <p>Genre: Expository Text “Sun Storms”</p> <p>Activities Compare the Passages Explore Sun Prints</p>	<p>Passage Genre: Expository Text “On the Moon”</p> <p>Activities Determine Central Idea and Relevant Details Conduct an Interview Write a Summary</p>	<p>Writing Process Write to Sources: Opinion Writing Analyze the Prompt Analyze the Sources: “Driving Toward a Future,” “A Safer Way to Drive?,” “Driverless Cars: Not So Fast!” Plan: Organize Ideas Draft: Strong Conclusion Revise: Peer Conferences</p>	<p>Reader’s Theater</p> <p>Inquiry Space</p> <p>Writing</p>

Grade 3 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: How can you use what you know to help others?</p> <p>Genre: Realistic Fiction</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “Dancing La Raspa”</p>	<p>“The Impossible Pet Show” Genre: Realistic Fiction Lexile: 600L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>The Talented Clementine</i> Genre: Realistic Fiction Lexile: 660L</p> <p>Paired Selection “Clementine and the Family Meeting” Genre: Realistic Fiction Lexile: 630L</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Every Picture Tells a Story</i> Lexile: 470L O: <i>A Chef in the Family</i> Lexile: 530L ELL: <i>A Chef in the Family</i> Lexile: 440L B: <i>Stepping Forward</i> Lexile: 700L</p> <p>Paired Selections Genre: Realistic Fiction A: “Hidden Treasure” O: “The Perfect Sandwich” ELL: “The Perfect Sandwich” B: “Rigel to the Rescue”</p>	<p>Academic Vocabulary: <i>achievement, apologized, attention, audience, confidence, embarrassed, realized, talents</i></p> <p>Prefixes: <i>un-, non-, im-, pre-</i></p> <p>Base Words</p>	<p>Ask and Answer Questions</p> <p>Character Perspective</p> <p>Plot: Character Development</p> <p>Figurative Language</p>	<p>Week 1 <i>/û/: oo, ew, u_e, ue, u, ui, ou;</i> <i>/û/: oo, ou</i></p> <p>Structural Analysis: Base Words in Related Words</p> <p>Week 2 Plural Words</p> <p>Structural Analysis: Vowel Team Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression and Rate</p> <p>Week 2 Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Central Idea Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Linking Verbs; Principal Modals Week 2: Contractions with <i>Not</i></p>	<p>Project: Skills and Talents</p> <p>Product: Blog</p> <p>Blast: “Clara Barton”</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do animals adapt to challenges in their habitat?</p> <p>Genre: Expository Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “African Lions”</p>	<p>“Gray Wolf! Red Fox!” Genre: Expository Text Lexile: 750L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Amazing Wildlife of the Mojave</i> Genre: Expository Text Lexile: 720L</p> <p>Paired Selection “Little Half Chick” Genre: Fable Lexile: 690L</p>	<p>Main Selections Genre: Expository Text A: <i>Life in a Tide Pool</i> Lexile: 550L O: <i>Life in a Tide Pool</i> Lexile: 730L ELL: <i>Life in a Tide Pool</i> Lexile: 610L B: <i>Life in a Tide Pool</i> Lexile: 860L</p> <p>Paired Selections Genre: Folktale A: “Bluebird and Coyote” O: “Bluebird and Coyote” ELL: “Bluebird and Coyote” B: “Bluebird and Coyote”</p>	<p>Academic Vocabulary: <i>alert, competition, environment, excellent, prefer, protection, related, shelter</i></p> <p>Sentence Clues</p> <p>Greek and Latin Roots</p>	<p>Reread</p> <p>Maps and Captions</p> <p>Text Structure: Compare and Contrast</p> <p>Theme</p>	<p>Week 3 Variant Vowel /ô/ Structural Analysis: Greek and Latin Roots</p> <p>Week 4 Homophones</p> <p>Structural Analysis: <i>r</i>-Controlled Vowel Syllables</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Intonation</p> <p>Week 4 Accuracy</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “Woof! Rrrread to Me, Please?” “Parrot Pals,” “A Dog’s Super Power” Plan: Organize Ideas Draft: Strong Introduction Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Main and Helping Verbs Week 4: Complex Sentences</p>	<p>Project: Animal Behaviors</p> <p>Product: Collage</p> <p>Blast: “Creatures of the Deep”</p>

Grade 3 • Unit 4 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: How can others inspire us?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: “My Grandpa”</p>	<p>“Ginger’s Fingers,” “The Giant,” “Captain’s Log,” “Moon,” “Whale” Genre: Narrative Poetry, Free-Verse Poetry, and Haiku Lexile: NP (non-prose) <i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text “The Winningest Woman of the Iditarod Dog Sled Race” and “The Brave Ones” Genre: Narrative and Free-Verse Poetry Lexile: NP (non-prose) Paired Selection “Narcissa” Genre: Poetry Lexile: NP (non-prose)</p>	<p>Main Selections Genre: Realistic Fiction A: <i>A Speech to Remember</i> Lexile: 480L O: <i>Melanie’s Mission</i> Lexile: 590L ELL: <i>Melanie’s Mission</i> Lexile: 510L B: <i>In the Running</i> Lexile: 700L Paired Selections Genre: Poetry A: “Let the Lion Roar” O: “In the Land of the Lions” ELL: “The Greedy Puppy” B: “Everybody’s Surfing”</p>	<p>Academic Vocabulary: <i>adventurous, courageous, extremely, weird</i></p> <p>Poetry Terms: <i>free verse, narrative poem, repetition, rhyme</i></p> <p>Metaphor</p>	<p>Repetition and Rhymed Verse</p> <p>Narrative, Free Verse, and Haiku</p> <p>Theme</p> <p>Imagery</p>	<p>Week 5 Soft c and g</p> <p>Structural Analysis: Words with -er and -est</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Expression</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Expository Writing Analyze the Rubric Rubric Minilesson: Relevant Evidence Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Irregular Verbs</p>	<p>Project: Inspirational Figures</p> <p>Product: Acrostic Poem</p> <p>Blast: “An Inspirational Poet”</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article “Forbidden Foods”</p>	<p>Reader’s Theater: <i>The Baker’s Neighbor</i></p>	<p>Passages Genre: Expository Text “Armadillo: Little Armored One”</p> <p>Genre: Expository Text “Big Sticky Feet”</p> <p>Activities Compare the Passages Explore the Advantages of Adaptations</p>	<p>Passages Genre: Expository Text “Balto the Hero”</p> <p>Genre: Expository Text “A Great Race”</p> <p>Activities Compare the Passages Read a Map Write About an Animal Hero</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: “A Tough Two Minutes,” “An Interview with Firefighter Grant,” “A Firefighter’s Duties” Plan: Organize Ideas Draft: Strong Conclusion Revise: Peer Conferences</p>	<p>Reader’s Theater Inquiry Space Writing</p>

Grade 3 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: What do good citizens do?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Jimmy Carter: A Good Citizen"</p>	<p>"Dolores Huerta: Growing Up Strong" Genre: Biography Lexile: 670L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Elizabeth Stanton Leads the Way: Elizabeth Cady Stanton and the Right to Vote</i> Genre: Biography Lexile: 700L</p> <p>Paired Selection "Susan B. Anthony Takes Action!" Genre: Biography Lexile: 730L</p>	<p>Main Selections Genre: Expository Text A: <i>Eunice Kennedy Shriver</i> Lexile: 600L O: <i>Eunice Kennedy Shriver</i> Lexile: 690L ELL: <i>Eunice Kennedy Shriver</i> Lexile: 600L B: <i>Eunice Kennedy Shriver</i> Lexile: 860L</p> <p>Paired Selections Genre: Biography A: "The Lifesaver" O: "The Lifesaver" ELL: "The Lifesaver" B: "The Lifesaver"</p>	<p>Academic Vocabulary: <i>citizenship, continued, daring, horrified, participate, proposed, unfairness, waver</i></p> <p>Prefixes and Suffixes Antonyms</p>	<p>Ask and Answer Questions</p> <p>Captions and Timelines</p> <p>Author's Claim</p> <p>Text Structure: Cause and Effect</p>	<p>Week 1 Compound Words</p> <p>Structural Analysis: Consonant + <i>le</i> Syllables</p> <p>Week 2 Inflectional Endings</p> <p>Structural Analysis: Suffixes: <i>-ful, -less, -able</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Intonation</p> <p>Week 2 Phrasing</p>	<p>Respond to Reading</p> <p>Writing Process Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Logical Progression of Ideas Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Singular and Plural Pronouns Week 2: Subject and Object Pronouns</p>	<p>Project: Volunteers in Your Community</p> <p>Product: Poster</p> <p>Blast: "The Generous Grower"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do we get what we need?</p> <p>Genre: Fairy Tale</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Wei and the Golden Goose"</p>	<p>"Juanita and the Beanstalk" Genre: Fairy Tale Lexile: 610L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Clever Jack Takes the Cake</i> Genre: Fairy Tale Lexile: 600L</p> <p>Paired Selection "Money Then and Now" Genre: Expository Text Lexile: 680L</p>	<p>Main Selections Genre: Fairy Tale A: <i>The Chickpea Boy</i> Lexile: 510L O: <i>The Golden Goose</i> Lexile: 590L ELL: <i>The Golden Goose</i> Lexile: 440L B: <i>A Gift for Mario</i> Lexile: 800L</p> <p>Paired Selections Genre: Expository Text A: "Forgotten Gold" O: "Gold, Gold, Gold!" ELL: "Gold, Gold, Gold!" B: "The Golden Land"</p>	<p>Academic Vocabulary: <i>admit, barter, considered, creation, humble, magnificent, payment, reluctantly</i></p> <p>Base Words Homographs</p>	<p>Summarize Theme</p> <p>Character Perspective</p> <p>Author's Purpose</p>	<p>Week 3 Syllabication: Closed Syllables</p> <p>Structural Analysis: Base Words in Related Words</p> <p>Week 4 Inflectional Endings: <i>y to i</i></p> <p>Structural Analysis: Suffixes: <i>-ful, -ness, -less</i></p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Phrasing and Rate</p> <p>Week 4 Phrasing and Rate</p>	<p>Writing Process Write to Sources: Opinion Writing Analyze the Prompt Analyze the Sources: "Volunteering is a Choice," "Serving and Learning," "Getting Involved" Plan: Organize Ideas Draft: Elaborative Techniques Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Pronoun-Verb Agreement Week 4: Possessive Pronouns</p>	<p>Project: Business Plans</p> <p>Product: Business Plan</p> <p>Blast: "Strictly Business"</p>

Grade 3 • Unit 5 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What are different kinds of energy?</p> <p>Genre: Argumentative Text</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Using Power"</p>	<p>"Here Comes Solar Power" Genre: Argumentative Text Lexile: 800L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "It's All in the Wind" Genre: Argumentative Text Lexile: 750L</p> <p>Paired Selection "Power for All" Genre: Expository Text Lexile: 780L</p>	<p>Main Selections Genre: Argumentative Text A: <i>The Fuel of the Future</i> Lexile: 680L O: <i>The Fuel of the Future</i> Lexile: 750L ELL: <i>The Fuel of the Future</i> Lexile: 680L B: <i>The Fuel of the Future</i> Lexile: 800L</p> <p>Paired Selections Genre: Expository Text A: "Saving Energy" O: "Saving Energy" ELL: "Saving Energy" B: "Saving Energy"</p>	<p>Academic Vocabulary: <i>energy, natural, pollution, produce, renewable, replace, sources, traditional</i></p> <p>Homophones</p>	<p>Ask and Answer Questions</p> <p>Author's Claim</p> <p>Text Structure: Cause and Effect</p> <p>Text Features</p>	<p>Week 5 Open Syllables</p> <p>Structural Analysis: Prefixes and Suffixes</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Accuracy and Rate</p>	<p>Respond to Reading Writing Process Write to Sources: Opinion Writing Analyze the Rubric Rubric Minilesson: Transitional Strategies Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Pronoun-Verb Contractions</p>	<p>Project: Sources of Energy</p> <p>Product: Chart</p> <p>Blast: "Can You Hear Me?"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
<p>Extend, Connect, and Assess</p>	<p>Genre: Online Article "Rising to the Challenge"</p>	<p>Reader's Theater: <i>The Memory Quilt</i></p>	<p>Passages Genre: Expository Text "Catching the Cold"</p> <p>Genre: Expository Text "Watery Science"</p> <p>Activities Compare the Passages Exploring Watery States</p>	<p>Passages Genre: Expository Text "Leading the Dance"</p> <p>Genre: Expository Text "Sharing Culture Through Dance"</p> <p>Activities Compare the Passages Tell a Story With Dance</p>	<p>Writing Process Write to Sources: Opinion Essay Analyze the Prompt Analyze Sources: "Wind Energy is for Everyone," "The Incredible Power of Solar Energy," "Wind and Solar: The Perfect Combination" Plan: Organize Ideas Draft: Word Choice Revise: Peer Conferences</p>	<p>Reader's Theater Inquiry Space Writing</p>

Grade 3 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 1: Weeks 1 and 2</p> <p>Essential Question: Why are goals important?</p> <p>Genre: Biography</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Mae Jamison, Astronaut"</p>	<p>"Rocketing into Space" Genre: Biography Lexile: 790L</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>Looking Up to Ellen Ochoa</i> Genre: Biography Lexile: 860L</p> <p>Paired Selection "A Flight to Lunar City" Genre: Fantasy Lexile: 600L</p>	<p>Main Selections Genre: Biography A: <i>Reach for the Stars</i> Lexile: 600L O: <i>Reach for the Stars</i> Lexile: 750L ELL: <i>Reach for the Stars</i> Lexile: 680L B: <i>Reach for the Stars</i> Lexile: 850L</p> <p>Paired Selections Genre: Science Fiction A: "Melina Shows Her Mettle" O: "Melina Shows Her Mettle" ELL: "Melina Shows Her Mettle" B: "Melina Shows Her Mettle"</p>	<p>Academic Vocabulary: <i>communicated, essential, goal, motivated, professional, research, serious, specialist</i></p> <p>Greek and Latin Roots Multiple-Meaning Words</p>	<p>Reread Key Words and Photographs Central Idea and Relevant Details Imagery</p>	<p>Week 1 Prefixes Structural Analysis: Greek and Latin Roots</p> <p>Week 2 Consonant + <i>le</i> Syllables Structural Analysis: Latin Suffixes <i>Differentiated Spelling Lists available</i></p>	<p>Week 1 Expression and Rate</p> <p>Week 2 Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Rubric Minilesson: Academic Language Analyze the Student Model</p> <p>Grammar and Mechanics Week 1: Adjectives and Articles Week 2: Adjectives that Compare</p>	<p>Project: National Heroes Product: Timeline Blast: "Mission: Juno"</p>
<p>Text Set 2: Weeks 3 and 4</p> <p>Essential Question: How do you decide what is important?</p> <p>Genre: Drama/Myth</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Pandora Finds a Box"</p>	<p>"Athena and Arachne" Genre: Drama/Myth Lexile: NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text <i>King Midas and the Golden Touch</i> Genre: Drama/Myth Lexile: NP (non-prose)</p> <p>Paired Selection "Carlos's Gift" Genre: Realistic Fiction Lexile: 640L</p>	<p>Main Selections Genre: Drama A: <i>Midas and the Donkey Ears</i> Lexile: NP (non-prose) O: <i>The Naming of Athens</i> Lexile: NP (non-prose) ELL: <i>The Naming of Athens</i> Lexile: NP (non-prose) B: <i>Odysseus and King Aeolus</i> Lexile: NP (non-prose)</p> <p>Paired Selections Genre: Realistic Fiction A: "It's Party Time!" O: "The Perfect Present" ELL: "The Perfect Present" B: "Daria's Dream"</p>	<p>Academic Vocabulary: <i>alarmed, anguish, necessary, obsessed, possess, reward, treasure, wealth</i></p> <p>Base Words Compound Words</p>	<p>Make Predictions Elements of a Play Theme Plot: Character Development</p>	<p>Week 3 Vowel Team Syllables Structural Analysis: Base Words in Related Words</p> <p>Week 4 <i>r</i>-Controlled Vowel Syllables Structural Analysis: Latin Suffixes <i>Differentiated Spelling Lists available</i></p>	<p>Week 3 Accuracy</p> <p>Week 4 Phrasing</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: "Astronauts Who Farm," "Growing Vegetables in Space," "Spores in Space" Plan: Organize Ideas Draft: Reference Sources Revise: Peer Conferences</p> <p>Grammar and Mechanics Week 3: Adverbs Week 4: Adverbs that Compare</p>	<p>Project: What We Think is Important Product: Bar Graph Blast: "Snow Leopards"</p>

Grade 3 • Unit 6 • Scope and Sequence

Text Set Focus	Read Aloud	Shared Read	Literature Anthology	Leveled Readers	Vocabulary	Comprehension	Phonics and Spelling	Fluency	Writing and Grammar	Research and Inquiry
<p>Text Set 3: Week 5</p> <p>Essential Question: What makes you laugh?</p> <p>Genre: Poetry</p> <p><i>Differentiated Genre Passages available</i></p>	<p>Interactive Read Aloud: "Show and Tell"</p>	<p>"The Camping Trip" and "Bubble Gum" Genre: Narrative Poetry Lexile: NP (non-prose)</p> <p><i>ELL Scaffolded Shared Read available</i></p>	<p>Anchor Text "Ollie's Escape" Genre: Narrative Poetry Lexile: NP (non-prose)</p> <p>Paired Selection "The Gentleman Bookworm" Genre: Narrative Poetry Lexile: NP (non-prose)</p>	<p>Main Selections Genre: Realistic Fiction A: <i>Funny Faces</i> Lexile: 450L O: <i>Too Many Frogs</i> Lexile: 670L ELL: <i>Too Many Frogs</i> Lexile: 600L B: <i>The Joke's On You</i> Lexile: 780L</p> <p>Paired Selections Genre: Poetry A: "My Cheeky Puppy" O: "Pet Day" ELL: "Cat and Dog" B: "The Homeward Blues"</p>	<p>Academic Vocabulary: <i>entertainment, humorous, ridiculous, slithered</i></p> <p>Poetry Terms: <i>narrative poem, rhyme, rhythm, stanza</i></p> <p>Idioms</p>	<p>Rhythm and Rhymed Verse</p> <p>Text Structure: Stanzas and Events</p> <p>Character Perspective</p> <p>Figurative Language</p>	<p>Week 5 Suffixes: <i>-ful, -less, -ly</i></p> <p>Structural Analysis: Frequently Misspelled Words</p> <p><i>Differentiated Spelling Lists available</i></p>	<p>Week 5 Phrasing and Expression</p>	<p>Respond to Reading Writing Process Write to Sources: Expository Writing Rubric Minilesson: Relevant Evidence Analyze the Student Model</p> <p>Grammar and Mechanics Week 5: Prepositions; Prepositional Phrases</p>	<p>Project: Tall Tales Product: Tall Tale Blast: "The Best Medicine"</p>

Week 6	Reading Digitally	Fluency	Connect to Content: Science	Connect to Content: Social Studies	Writing	Presentation Options
Extend, Connect, and Assess	<p>Genre: Online Article "Life Boats"</p>	<p>Reader's Theater: <i>The Lion and the Ostrich Chicks</i></p>	<p>Passages Genre: Biography "Watching the Stars: The Story of Maria Mitchell"</p> <p>Genre: Expository Text "Exoplanets Are Out of This World!"</p> <p>Activities Compare the Passages Create Your Own Constellation</p>	<p>Passages Genre: Folktale "Why the Dog's Nose is Cold"</p> <p>Genre: Expository Text "About Folktales"</p> <p>Activities Compare the Passages Plan Your Own Animal Tale Write Your Own Animal Tale</p>	<p>Writing Process Write to Sources: Expository Writing Analyze the Prompt Analyze the Sources: "Why Do Animals Play?", "Playgrounds Grow Up," "Learning from Laughing Rats" Plan: Organize Ideas Draft: Transitional Strategies Revise: Peer Conferences</p>	<p>Reader's Theater Inquiry Space Writing</p>