## Grade 3 • Unit 1

### Genre Focus

<table>
<thead>
<tr>
<th>Genre Study 1: Week 1 and 2</th>
<th>Genre Study 2: Weeks 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genre</strong></td>
<td><strong>Genre</strong></td>
</tr>
<tr>
<td>Narrative Nonfiction</td>
<td>Realistic Fiction</td>
</tr>
<tr>
<td><strong>Essential Question:</strong></td>
<td><strong>Essential Question:</strong></td>
</tr>
<tr>
<td>How do people from different cultures contribute to a community?</td>
<td>What can traditions teach you about culture?</td>
</tr>
<tr>
<td><strong>Text Features:</strong></td>
<td><strong>Literary Elements:</strong></td>
</tr>
<tr>
<td>Headings and Maps</td>
<td>Illustrations and Dialogue</td>
</tr>
<tr>
<td><strong>Differentiated Genre Passages available</strong></td>
<td><strong>Differentiated Genre Passages available</strong></td>
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### Vocabulary

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<th>Genre Study 1: Week 1 and 2</th>
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<tr>
<td><strong>Words:</strong></td>
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<tr>
<td>admires</td>
<td>celebrate</td>
</tr>
<tr>
<td>classmate</td>
<td>courage</td>
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<td>community</td>
<td>disappointment</td>
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<td>contributes</td>
<td>precious</td>
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<td>practicing</td>
<td>pride</td>
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<td>pronunciation</td>
<td>remind</td>
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<td>scared</td>
<td>symbols</td>
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<tr>
<td>tumbled</td>
<td>tradition</td>
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<tr>
<td><strong>Strategy:</strong></td>
<td><strong>Strategy:</strong></td>
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<tr>
<td>Compound Words</td>
<td>Context Clues</td>
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### Comprehension

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<th>Genre Study 1: Week 1 and 2</th>
<th>Genre Study 2: Weeks 3 and 4</th>
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<tr>
<td><strong>Strategies:</strong></td>
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<tr>
<td>Ask and Answer Questions</td>
<td>Visualize</td>
</tr>
<tr>
<td>Text Structure: Sequence</td>
<td></td>
</tr>
<tr>
<td>Word Choice</td>
<td></td>
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<tr>
<td><strong>Author’s Craft:</strong></td>
<td><strong>Author’s Craft:</strong></td>
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<td></td>
<td>Voice</td>
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### Phonics and Spelling

<table>
<thead>
<tr>
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<th>Genre Study 2: Weeks 3 and 4</th>
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<td><strong>Strategy:</strong></td>
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<td>Context Clues</td>
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<tr>
<td><strong>Author’s Craft:</strong></td>
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<td>Voice</td>
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<tr>
<td><strong>Word Choice:</strong></td>
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### Writing and Grammar

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<td>Compound Words</td>
<td>Context Clues</td>
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<td><strong>Author’s Craft:</strong></td>
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### Writing Process

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<td><strong>Plan:</strong></td>
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<td><strong>Draft:</strong></td>
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### Grammar and Mechanics

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<td><strong>Author’s Craft:</strong></td>
<td><strong>Author’s Craft:</strong></td>
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<td>Voice</td>
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<td><strong>Word Choice:</strong></td>
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L1003E35
**Genre Focus**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Standard</th>
<th>Comprehension</th>
<th>Standard</th>
<th>Phonics and Spelling</th>
<th>Standard</th>
<th>Writing and Grammar</th>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td>Words: carved clear landmark massive monument national trace</td>
<td>3.RI.CS.4</td>
<td>Strategy: Ask and Answer Questions</td>
<td>3.RI.KID.1</td>
<td>3.RI.KID.2</td>
<td>3.RI.KID.3</td>
<td>Differentiated Spelling Lists available</td>
<td>3.RI.KID.1, 3.RI.KID.10</td>
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<td>Text Features: Captions, Maps, and Sidebar</td>
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<td>Skill: Key Details</td>
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<td>3.W.TTP.1</td>
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**Genre Study 3: Week 5**

**Genre:** Argumentative Text

**Text Features:** Captions, Maps, and Sidebar

**Strategy:** Multiple-meaning Words

**Skill:** Key Details

**Author’s Craft:** Photos and Captions

**Writing Process**

**Persuasive Essay**

**Plan:** Identify Relevant Information

**Draft:** Fact and Opinion

**Grammar and Mechanics**

**Simple and Compound Sentences**

**Writing Process**

**Persuasive Essay**

**Revise:** Strong Opening

**Peer Conferences, Edit and Proofread, Publish, Present, and Evaluate**

**Reader’s Theater**

**Research and Inquiry**

**Inquiry Space**

**Writing**

**3.FL.VA.7a, 3.W.TTP.1, 3.W.PDW.6, 3.SL.PKI.4, 3.SL.PKI.6**
## Genre Focus

### Vocabulary

- announced
- candidates
- convince
- decisions
- elect
- separate
- government
- independent

### Standard

- 2.FL.WR.3a
- 3.FL.WR.3a
- 3.RI.KD.1

### Comprehension

- Strategy: Reread

### Standard

- 3.RI.KD.1

### Phonics and Spelling

- Strategy: Prefixes: re-, un-, dis-, mis-

### Standard

- 3.RI.KID.1
- 3.RI.CS.5
- 3.RI.KID.2

### Writing and Grammar

- Strategy: Author’s Point of View

### Standard

- 3.RI.KID.1
- 3.RI.CS.6

### Genre Study 1: Week 1 and 2

#### Genre: Expository Text

#### Essential Question: How do people make government work?

#### Text Features: Headings and Bar Graphs

#### Words:

- announced
- candidates
- convince
- decisions
- elect
- estimate
- government
- independent

### Strategy:

- Prefixes: re-, un-, dis-, mis-

### Standard

- 3.RI.KID.1
- 3.RI.CS.6

### Genre Study 2: Weeks 3 and 4

#### Genre: Historical Fiction

#### Essential Question: Why do people immigrate to new places?

#### Literary Elements: Events and Illustrations

#### Words:

- arrived
- immigrated
- inspected
- moment
- opportunity
- photographs
- valuable
- whispered

### Strategy:

- Figurative Language: Similes

### Standard

- 3.RL.KD.1
- 3.RL.CS.4
- 3.FL.VA.7ai

### Genre Study: Week 3

- Words: announced
- candidates
- convince
- decisions
- elect
- separate
- government
- independent

### Strategy: Reread

### Standard

- 3.RI.KD.1
- 3.RI.CS.6

### Writing and Grammar

- Strategy: Author’s Point of View

### Standard

- 3.RI.KID.2
- 3.RI.KID.3

### Genre Study: Week 4

- Words: announced
- candidates
- convince
- decisions
- elect
- separate
- government
- independent

### Strategy: Three-Letter Blends

### Standard

- 3.RI.KD.3
- 3.FL.WC.4c

### Writing and Grammar

- Strategy: Make, Confirm, or Revise Predictions

### Standard

- 3.RI.KD.3
- 3.RI.KID.6

### Genre Study: Week 5

- Words: announced
- candidates
- convince
- decisions
- elect
- separate
- government
- independent

### Strategy: Author’s Craft: Test Structure

### Standard

- 3.RI.KD.6
- 3.RI.KID.7

### Writing and Grammar

- Strategy: Strong Conclusion

### Standard

- 3.RI.KD.7
- 3.RI.KID.8

### Genre Study: Week 6

- Words: announced
- candidates
- convince
- decisions
- elect
- separate
- government
- independent

### Strategy: Test Structure

### Standard

- 3.RI.KD.8
- 3.RI.KID.9

### Writing and Grammar

- Strategy: Revision: Strong Conclusion

### Standard

- 3.RI.KD.9
- 3.RI.KID.10

### Genre Study: Week 7

- Words: announced
- candidates
- convince
- decisions
- elect
- separate
- government
- independent

### Strategy: Test Structure

### Standard

- 3.RI.KD.10
- 3.RI.KID.11

### Writing and Grammar

- Strategy: Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate

### Standard

- 3.RI.KD.11
- 3.RI.KID.12

### Grammar and Mechanics

- Week 1: Kinds of Nouns; Capitalize Proper Nouns
- Week 2: Singular and Plural Nouns; Punctuate Four Sentence Types

### Standard

- 3.FL.SC.6
- 3.FL.SC.6b

### Genre Study: Week 8

- Words: announced
- candidates
- convince
- decisions
- elect
- separate
- government
- independent

### Strategy: Author’s Craft: Test Structure

### Standard

- 3.RI.KD.12
- 3.RI.KID.13

### Writing and Grammar

- Strategy: Revision: Strong Conclusion

### Standard

- 3.RI.KD.13
- 3.RI.KID.14

### Genre Study: Week 9

- Words: announced
- candidates
- convince
- decisions
- elect
- separate
- government
- independent

### Strategy: Test Structure

### Standard

- 3.RI.KD.14
- 3.RI.KID.15

### Writing and Grammar

- Strategy: Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate

### Standard

- 3.RI.KD.15
- 3.RI.KID.16

### Grammar and Mechanics

- Week 1: Kinds of Nouns; Capitalize Proper Nouns
- Week 2: Singular and Plural Nouns; Punctuate Four Sentence Types

### Standard

- 3.FL.SC.6
- 3.FL.SC.6b

### Genre Study: Week 10

- Words: announced
- candidates
- convince
- decisions
- elect
- separate
- government
- independent

### Strategy: Author’s Craft: Test Structure

### Standard

- 3.RI.KD.16
- 3.RI.KID.17

### Writing and Grammar

- Strategy: Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate

### Standard

- 3.RI.KD.17
- 3.RI.KID.18

### Genre Study: Week 11

- Words: announced
- candidates
- convince
- decisions
- elect
- separate
- government
- independent

### Strategy: Author’s Craft: Test Structure

### Standard

- 3.RI.KD.18
- 3.RI.KID.19

### Writing and Grammar

- Strategy: Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate

### Standard

- 3.RI.KD.19
- 3.RI.KID.20

### Grammar and Mechanics

- Week 1: Kinds of Nouns; Capitalize Proper Nouns
- Week 2: Singular and Plural Nouns; Punctuate Four Sentence Types

### Standard

- 3.FL.SC.6
- 3.FL.SC.6b

### Genre Study: Week 12

- Words: announced
- candidates
- convince
- decisions
- elect
- separate
- government
- independent

### Strategy: Author’s Craft: Test Structure

### Standard

- 3.RI.KD.20
- 3.RI.KID.21

### Writing and Grammar

- Strategy: Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate

### Standard

- 3.RI.KD.21
- 3.RI.KID.22

### Genre Study: Week 13

- Words: announced
- candidates
- convince
- decisions
- elect
- separate
- government
- independent

### Strategy: Author’s Craft: Test Structure

### Standard

- 3.RI.KD.22
- 3.RI.KID.23

### Writing and Grammar

- Strategy: Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate

### Standard

- 3.RI.KD.23
- 3.RI.KID.24

### Grammar and Mechanics

- Week 1: Kinds of Nouns; Capitalize Proper Nouns
- Week 2: Singular and Plural Nouns; Punctuate Four Sentence Types

### Standard

- 3.FL.SC.6
- 3.FL.SC.6b
**Genre Focus**

**Vocabulary**
- Words: bounce, imagine, inventor, observer
- Poetry Terms: alliteration, free verse, limerick, rhyme
- Strategy: Multiple-meaning Words

**Standard**
- 3.RL.CS.4
- 3.FL.VA.7a
- 3.FL.VA.7b
- 3.FL.VA.7e
- 3.RL.CS.5
- 3.FL.VA.7a
- 3.FL.VA.7b
- 3.RL.CS.5
- 3.FL.VA.7a
- 3.FL.VA.7b
- 3.RL.CS.5
- 3.FL.VA.7a
- 3.FL.VA.7b

**Comprehension**
- Literary Devices: Alliteration and Rhyme
- Skill: Point of View
- Author’s Craft: Voice (Humor)

**Standard**
- 3.FL.VA.7bi
- 3.FL.VA.7b
- 3.FL.VA.7a
- 3.RL.CS.5

**Phonics and Spelling**
- Week 5
- Digraphs
- Differentiated Spelling Lists available

**Writing and Grammar**
- Respond to Reading
- Writing Process: Poetry
- Expert Model: Free Verse Poem
- Plan: Ideas
- Draft: Rhythm and Rhyme
- Grammar and Mechanics
  - Week 5: Possessive Nouns, Apostrophes in Possessive Nouns

**Genre Study 3: Week 5**

- **Genre:** Poetry
- **Essential Question:** How do people figure things out?
- **Text Structure:** Limerick and Free Verse

**Literary Elements:**
- Alliteration and Rhyme

**Skill:**
- Point of View

**Author’s Craft:**
- Voice (Humor)

**Strategy:**
- Multiple-meaning Words

**Week 6**

**Genre Focus**

**Reading Digitally**

**Fluency**

**Show What You Learned**

**Extend Your Learning**

**Writing**

**Presentation Options**

**Week 6**

**Genre:** Online Article
- Text: "A Hunt to Help Frogs"
  - 3.RL.KID.10

**Reader’s Theater:**
- Name That Character!
  - 3.RL.KID.10, 3.FL.F.5, 3.FL.F.5a, 3.FL.F.5b

**Passage 1**
- Genre: Expository Text
  - "Solving Local Problems"
- Genre: Historical Fiction
  - "Welcome to America"

**Passage 2**
- Genre: "A Hunt to Help Frogs"

**Comparing Genres**
- Homographs
- 3.RL.VA.7a

**Connect to Content**
- Create a Venn Diagram
  - Write a Public Service Announcement

**Writing Process**
- Poetry

**Peer Conferences, Edit and Proofread, Publish, Present, and Evaluate**
- 3.W.PDW.6, 3.SL.PKI.4, 3.SL.PKI.6

**Reader’s Theater Research and Inquiry Inquiry Space Writing**
- 3.W.PDW.4, 3.SL.CC.1, 3.W.PDW.5, 3.FL.SC.6d
# Grade 3 • Unit 3

## Genre Focus

### Vocabulary

<table>
<thead>
<tr>
<th>Words</th>
<th>Standard</th>
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<tr>
<td>amount, astronomy, globe, solar system, support, surface, temperature, warmth</td>
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### Comprehension

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<tr>
<td>Suffix: -y, -ly</td>
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### Phonics and Spelling

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<tr>
<td>Week 1</td>
<td>r-Controlled Vowels</td>
</tr>
<tr>
<td>Week 2</td>
<td>r-Controlled Vowels</td>
</tr>
</tbody>
</table>

## Genre Study 1: Week 1 and 2

**Genre:** Expository Text

**Essential Question:** What do we know about Earth and its neighbors?

**Text Features:**
- Key Words and Chart

**Strategy:**
- Suffixes: -y, -ly

**Words:**
- amount
- astronomy
- globe
- solar system
- support
- surface
- temperature

**Skill:**
- Main Ideas and Key Details

**Author’s Craft:**
- Word Choice

**Standard:**
- 3.RI.CS.5
- 3.RI.KD.2

**Week 1:**
- 3.RI.CS.4
- 3.FL.VA.7a

**Week 2:**
- 3.FL.WC.4a
- 3.FL.WC.4c

**Differentiated Genre Passages available**

## Genre Study 2: Weeks 3 and 4

**Genre:** Folktale

**Essential Question:** What makes different animals unique?

**Literary Elements:**
- Illustrations and Lessons

**Strategy:**
- Context Clues, Synonyms

**Words:**
- disbelief
- dismay
- fabulous
- features
- offered
- splendid
- unique
- watchful

**Skill:**
- Problem and Solution

**Author’s Craft:**
- Text Structure: Organization

**Standard:**
- 3.RI.CS.5
- 3.FL.WC.4a

**Week 3:**
- 3.FL.WC.4b

**Week 4:**
- Future-tense Verbs

**Differentiated Genre Passages available**

## Writing and Grammar

### Respond to Reading

**Week 1:**
- Action Verbs
- Quotation Marks and Colon in Time

**Week 2:**
- Present-Tense Verbs
- Subject-Verb Agreement

**Week 3:**
- Past-tense Verbs
- Abbreviations and Name Titles

**Week 4:**
- Future-tense Verbs
- Book Titles

**Respond to Reading:**

**Writing Process**
- Expository Essay

**Expert Model:**
- Expository Text

**Plan:**
- Paraphrasing vs. Plagiarism

**Draft:**
- Develop Your Topic

**Revise:**
- Strong Conclusion

**Publish, Present, and Evaluate**
- Peer Conferences; Edit and Proofread

**Grammar and Mechanics**
- Week 1:
  - Prefixes: pre-, dis-, mis-
- Week 2:
  - Future-tense Verbs

**Standard:**
- 3.RI.CS.2
- 3.RF.WC.4a
- 3.RF.WC.4c
## Grade 3 • Unit 3

### Genre Study 3: Week 5

**Genre:** Expository Text  
**Essential Question:** How is each event in history unique?  
**Text Features:** Timelines and Captions  
**Strategy:** Suffixes: -able, -ful, -less  
**Strategy:** Summarize  
**Author’s Craft:** Author’s Purpose: Point of View  
**Skill:** Sequence  
**Strategy:** Summarize  

<table>
<thead>
<tr>
<th>Words:</th>
<th>Standard</th>
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<tbody>
<tr>
<td>agreeable</td>
<td>3.RI.CS.4, 3.FL.VA.7a, 3.FL.VA.7b</td>
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<td>3.FL.PWR.3a, 3.FL.PWR.3b</td>
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<td>transportation</td>
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</table>

**Strategy:** Diphthongs: /oi/ and /ou/  
**Strategy:** Revising  
**Strategy:** Strong Conclusion  

### Week 6

#### Week 6: Combining Sentences with Verbs; Punctuation in Formal Letters, Dates, Addresses, and Locations

**Genre:** Online Article  
**Text:** “Saving Our Oceans”  
**Genre:** Expository Text  
**Passage 1:** “Fascinating Facts About Our Amazing Sun”  
**Passage 2:** “The Cheetah’s Tears”  
**Comparing Genres:** Synonyms  
**Passage:** “Weather: whether you like it or not”  
**Genre:** Folklore  
**Passage:** “The Clever Tail’s Tears”  
**Connect to Content:** Create a Timeline  
**Genre:** Research and Inquiry  

<table>
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<th>Standard</th>
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<tr>
<td>Reader's Theater</td>
<td>3.W.PDW.6, 3.SL.PKI.4, 3.SL.PKI.6</td>
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#### Reader's Theater: “Weather: whether you like it or not”  
**Genre:** Expository Text  
**Passage:** “Fascinating Facts About Our Amazing Sun”  
**Passage:** “The Cheetah’s Tears”  
**Comparing Genres:** Synonyms  
**Passage:** “Weather: whether you like it or not”  
**Genre:** Research and Inquiry  

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<tr>
<td>Select a Genre</td>
<td>3.RI.KID.2, 3.RI.CS.6</td>
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**Genre Focus:** Reading Digitally  
**Fluency:**  
**Show What You Learned:**  
**Extend Your Learning:**  
**Writing:**  
**Presentation Options:**
### Grade 3 • Unit 4

#### Genre Focus

**Genre Study 1: Week 1 and 2**

**Genre:** Realistic Fiction

**Essential Question:** How can you use what you know to help others?

**Text Features:**
- Dialogue and Illustrations

**Strategy:**
- Prefixes: un-, non-, im-, pre-

**Vocabulary:**
- Words: achievement, apologized, attention, confidence, embarrassed, realized, talents

**Comprehension:**
- Standard: 3.RL.KID.1

**Strategy:**
- Ask and Answer Questions

**Skill:**
- Point of View

**Author’s Craft:**
- Figurative Language

**Phonics and Spelling:**
- Standard: 3.RL.CS.6

**Writing and Grammar:**
- Week 1: 3.FL.PWR.3, 3.FL.WC.4b, 3.FL.WC.4c
- Week 2: 3.FL.PWR.4, 3.FL.WC.3, 3.FL.WC.4c

**Differentiated Genre Passages available**

### Genre Study 2: Weeks 3 and 4

**Genre:** Expository Text

**Essential Question:** How do animals adapt to challenges in their habitat?

**Literary Elements:**
- Maps and Captions

**Strategy:**
- Sentence Clues

**Vocabulary:**
- Words: alert, competition, environment, excellent, protection, related, shelter

**Comprehension:**
- Standard: 3.RL.KID.1, 3.RL.CS.4

**Strategy:**
- Revisit

**Skill:**
- Text Structure: Compare and Contrast

**Author’s Craft:**
- Author’s Message

**Phonics and Spelling:**
- Standard: 3.RL.KID.2, 3.R.L.CS.6

**Writing and Grammar:**
- Week 3: 3.FL.PWR.3, 3.FL.WC.4b
- Week 4: 3.FL.PWR.4, 3.FL.WC.3, 3.FL.WC.4c

**Differentiated Genre Passages available**

---

**Respond to Reading**

**Writing Process**

- Realistic Fiction

**Expert Model:** Realistic Fiction

**Plan:** Sequence of Events

**Draft:** Dialogue

**Grammar and Mechanics**

**Respond to Reading**

**Writing Process**

- Realistic Fiction

**Revisit:** Signal Words

- Peer Conferences; Edit and Proofread; Publish, Present, and Evaluate

**Grammar and Mechanics**

- Week 3: 3.FL.SC.6a, 3.FL.SC.6d
- Week 4: 3.FL.SC.6b, 3.FL.SC.6c

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# Grade 3 • Unit 4

## Genre Focus

### Genre Study 3: Week 5

**Genre:** Poetry

**Essential Question:** How can others inspire us?

**Text Features:**
- Narrative and Free Verse

**Words:**
- adventurous
- courageous
- extremely
- weird

**Poetry Terms:**
- free verse
- narrative poem
- repetition
- rhyme

**Strategy:**
- Metaphor

**Skill:**
- Theme

**Author’s Craft:**
- Imagery

**Strategy:**
- Repetition and Rhyme

**Skill:**
- imagery

**Author’s Craft:**
- Imagery

**Week 5**

**Soft and g**

**Differentiated Spelling Lists available**

### Genre Focus

**Week 6**

**Genre:** Online Article Text: “Forbidden Foods” 3.RI.KID.10

**Genre:** Expository Text
- “Amphibian: Little Armored One” 3.RI.KID.10, 3.FL.F.5, 3.FL.F.6a, 3.FL.F.6b

**Genre:** Realistic Fiction
- “Change for Ocelots” 3.RI.KID.10, 3.FL.F.5, 3.RL.KID.1, 3.RL.KID.2, 3.RL.CS.6, 3.FL.VA.7aii

**Comparing Genres**
- Main Idea and Key Details
  - 3.RI.KID.2, 3.RI.KID.3

**Passage 2**

- Genre: Realistic Fiction
- “Change for Ocelots” 3.RI.KID.1, 3.RL.KID.2, 3.RL.CS.6, 3.FL.VA.7aii

**Writing Process**
- Poetry

**Presentation Options**
- Reader’s Theater Research and Inquiry Inquiry Space Writing


3.FL.SC.6a, 3.FL.SC.6d
# Grade 3 • Unit 5

## Genre Focus

### Genre Study 1: Week 1 and 2

**Genre:** Biography

**Essential Question:** What do good citizens do?

**Text Features:** Captions and Timelines

**Differentiated Genre Passages available**

<table>
<thead>
<tr>
<th>Words: citizenship, continued, daring, horrified, participate, proposed, unfairness, waver</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy:</strong> Prefixes and Suffixes</td>
</tr>
<tr>
<td><strong>Standard:</strong> 3.RI.CS.4, 3.FL.VA.7a, 3.FL.WC.3, 3.FL.WC.6c</td>
</tr>
<tr>
<td><strong>Strategy:</strong> Ask and Answer Questions</td>
</tr>
<tr>
<td><strong>Skill:</strong> Author's Point of View</td>
</tr>
<tr>
<td><strong>Author's Craft:</strong> Text Structure; Cause and Effect</td>
</tr>
<tr>
<td><strong>Standard:</strong> 3.RI.KID.1</td>
</tr>
<tr>
<td><strong>Week 1:</strong> Compound Words</td>
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<tr>
<td><strong>Week 2:</strong> Inference Endings</td>
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<tr>
<td><strong>Differentiated Spelling Lists available</strong></td>
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<tr>
<td><strong>Strategy:</strong> Ask and Answer Questions</td>
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<tr>
<td><strong>Skill:</strong> Author's Point of View</td>
</tr>
<tr>
<td><strong>Author's Craft:</strong> Text Structure; Cause and Effect</td>
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<tr>
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<td><strong>Week 2:</strong> Inference Endings</td>
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<tr>
<td><strong>Differentiated Spelling Lists available</strong></td>
</tr>
</tbody>
</table>

### Week 1

**Week 1:** Compound Words |

**Skill:** Author's Point of View |

**Author's Craft:** Text Structure; Cause and Effect |

**Standard:** 3.RI.KID.1 |

**Strategy:** Ask and Answer Questions |

**Skill:** Author's Point of View |

**Author's Craft:** Text Structure; Cause and Effect |

**Standard:** 3.RI.KID.1 |

**Strategy:** Prefixes and Suffixes |

**Standard:** 3.RI.CS.4, 3.FL.VA.7a, 3.FL.WC.3, 3.FL.WC.6c |

### Week 2

**Week 2:** Inference Endings |

**Differentiated Spelling Lists available**

**Strategy:** Ask and Answer Questions |

**Skill:** Author's Point of View |

**Author's Craft:** Text Structure; Cause and Effect |

**Standard:** 3.RI.KID.1 |

**Strategy:** Prefixes and Suffixes |

**Standard:** 3.RI.CS.4, 3.FL.VA.7a, 3.FL.WC.3, 3.FL.WC.6c |

## Genre Study 2: Weeks 3 and 4

**Genre:** Fairy Tale

**Essential Question:** How do we get what we need?

**Literary Elements:** Events and Messages

**Differentiated Genre Passages available**

<table>
<thead>
<tr>
<th>Words: admit, barter, considered, creation, magnificent, reluctantly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy:</strong> Root Words</td>
</tr>
<tr>
<td><strong>Standard:</strong> 3.RL.CS.4</td>
</tr>
<tr>
<td><strong>Strategy:</strong> Summarize</td>
</tr>
<tr>
<td><strong>Skill:</strong> Point of View</td>
</tr>
<tr>
<td><strong>Author's Craft:</strong> Voice</td>
</tr>
<tr>
<td><strong>Standard:</strong> 3.RL.KID.2</td>
</tr>
<tr>
<td><strong>Week 3:</strong> Syllabication: Closed Syllables</td>
</tr>
<tr>
<td><strong>Week 4:</strong> Inference Endings, y to i</td>
</tr>
<tr>
<td><strong>Differentiated Spelling Lists available</strong></td>
</tr>
</tbody>
</table>

### Week 3

**Week 3:** Syllabication: Closed Syllables |

**Skill:** Point of View |

**Author's Craft:** Voice |

**Standard:** 3.RL.KID.2 |

**Strategy:** Summarize |

**Skill:** Point of View |

**Author's Craft:** Voice |

**Standard:** 3.RL.KID.2 |

**Strategy:** Root Words |

**Standard:** 3.RL.CS.4 |

### Week 4

**Week 4:** Inference Endings, y to i |

**Differentiated Spelling Lists available**

**Strategy:** Summarize |

**Skill:** Point of View |

**Author's Craft:** Voice |

**Standard:** 3.RL.KID.2 |

**Strategy:** Root Words |

**Standard:** 3.RL.CS.4 |

## Writing and Grammar

### Respond to Reading

**Writing Process** Biography

**Expert Model:** Biography

**Plan:** Use a Variety of Sources

**Draft:** Sequence

**Grammar and Mechanics**

**Week 1:** Singular and Plural Pronouns; Capitalizing I, and Nouns |

**Week 2:** Subject and Object Pronouns; Pronoun Usage |

**Differentiated Spelling Lists available**

**Strategy:** Root Words |

**Standard:** 3.RI.KID.2, 3.RI.CS.6 |

### Respond to Reading

**Writing Process** Biography

**Expert Model:** Biography

**Plan:** Use a Variety of Sources

**Draft:** Sequence

**Grammar and Mechanics**

**Week 1:** Singular and Plural Pronouns; Capitalizing I, and Nouns |

**Week 2:** Subject and Object Pronouns; Pronoun Usage |

**Differentiated Spelling Lists available**

**Strategy:** Root Words |

**Standard:** 3.RI.KID.2, 3.RI.CS.6 |

### Writing Process

**Biography**

**Draft:** Sequence

**Grammar and Mechanics**

**Week 1:** Singular and Plural Pronouns; Capitalizing I, and Nouns |

**Week 2:** Subject and Object Pronouns; Pronoun Usage |

**Differentiated Spelling Lists available**

**Strategy:** Root Words |

**Standard:** 3.RI.KID.2, 3.RI.CS.6 |

### Writing Process

**Biography**

**Draft:** Sequence

**Grammar and Mechanics**

**Week 1:** Singular and Plural Pronouns; Capitalizing I, and Nouns |

**Week 2:** Subject and Object Pronouns; Pronoun Usage |

**Differentiated Spelling Lists available**

**Strategy:** Root Words |

**Standard:** 3.RI.KID.2, 3.RI.CS.6 |
Grade 3 • Unit 5

Genre Focus

Reading Digitally

Week 6
Review, Extend, and Assess

Genre: Online Article
Text: "Rising to the Challenge"
3 RI KD 10

Reader's Theater:
The Memory Quilt
3 RI KD 10, 3 FL F.5, 3 FL F.5c, 3 FL F.5b

Passage 1
Genre: Biography
Ruby Bridges, Child of Change
Lexile: 720L

Passage 2
Genre: Fairy Tale
"The Tale of Bunny's Business"
Lexile: 540L
3 FL F.5a, 3 RI KD 1, 3 RI KD 2, 3 RI KD 3

Comparing Genres
Homophones and Homographs
3 RI KD 1, 3 FL VA.7a

Connect to Content
Write a Blog Post
Make a List
"Rising to the Challenge"

Writing Process
Opinion Essay

Revise: Strong Openings
Peer Conferences; Edit and Proofread;
Publish, Present, and Evaluate
3 WTPF, 3 WPDW 3, 3 FL SC.6, 3 WPDW 2

Reader's Theater
Research and Inquiry
Inquiry Space
Writing
3 WPDW 3, 3 SL PKI 4, 3 SL PKI 5

Show What You Learned

Extending Your Learning

Writing

Presentation Options

Fluency

Grade 3 • Unit 5

Genre Focus

Vocabulary

Standard

Comprehension

Standard

Phonics and Spelling

Standard

Writing and Grammar

Standard

Genre Study 3:
Week 5

Genre: Argumentative Text

Essential Question: What are different kinds of energy?

Text Features:

Headings and Sidebars

3.RI.CS.5,
3.RI.KID.10

Differentiated Genre
Passages available

Words:
energy
natural
pollution
produce
replace
sources
traditional

Strategy:
Context Clues: Homophones

3.RI.CS.4

3.FL.F.5c

3.RI.KID.3

Author's Craft:
Text Features

3.RI.IKI.7

Strategy:
Ask and Answer Questions

Week 5
Open Syllables

Differentiated Spelling Lists available

Skill:
Cause and Effect

3.RI.KID.1

3.RI.KID.3

3.RI.IKI.7

Author's Craft:
Text Features

3.RI.KID.1

3.RI.KID.3

3.RI.IKI.7

3.RI.KID.10

Differentiated Spelling Lists available

3.FL.PWR.3,
3.FL SC.6

3.FL.WC.4a,
3.FL.WC.4c

Respond to Reading

Writing Process

Opinion Essay

Expert Model: Argumentative Text

Plan: Organization

Draft: Fact and Opinion

Grammar and Mechanics

Week 5:
Pronoun-Verb Contraction;
Spelling Contractions and Possessive Pronouns

3.FL.PWR.3,
3.FL.SC.6a,
3.FL.SC.6

3.FL.SC.6,
3.FL.SC.6a,
3.FL.SC.6

Respond to Reading

Writing Process

Opinion Essay

Expert Model: Argumentative Text

Plan: Organization

Draft: Fact and Opinion

Grammar and Mechanics

Week 5:
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3.FL.SC.6

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3.FL.SC.6a,
3.FL.SC.6

Respond to Reading

Writing Process

Opinion Essay

Expert Model: Argumentative Text

Plan: Organization

Draft: Fact and Opinion

Grammar and Mechanics

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3.FL.SC.6a,
3.FL.SC.6

3.FL.SC.6,
3.FL.SC.6a,
3.FL.SC.6

Respond to Reading

Writing Process

Opinion Essay

Expert Model: Argumentative Text

Plan: Organization

Draft: Fact and Opinion

Grammar and Mechanics

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3.FL.SC.6

3.FL.SC.6,
3.FL.SC.6a,
3.FL.SC.6

Respond to Reading

Writing Process

Opinion Essay

Expert Model: Argumentative Text

Plan: Organization

Draft: Fact and Opinion

Grammar and Mechanics

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3.FL.SC.6a,
3.FL.SC.6

3.FL.SC.6,
3.FL.SC.6a,
3.FL.SC.6

Respond to Reading

Writing Process

Opinion Essay

Expert Model: Argumentative Text

Plan: Organization

Draft: Fact and Opinion

Grammar and Mechanics

Week 5:
Pronoun-Verb Contraction;
Spelling Contractions and Possessive Pronouns

3.FL.PWR.3,
3.FL.SC.6a,
3.FL.SC.6

3.FL.SC.6,
3.FL.SC.6a,
3.FL.SC.6

Respond to Reading

Writing Process

Opinion Essay

Expert Model: Argumentative Text

Plan: Organization

Draft: Fact and Opinion

Grammar and Mechanics

Week 5:
Pronoun-Verb Contraction;
Spelling Contractions and Possessive Pronouns

3.FL.PWR.3,
3.FL.SC.6a,
3.FL.SC.6

3.FL.SC.6,
3.FL.SC.6a,
3.FL.SC.6

Respond to Reading

Writing Process

Opinion Essay

Expert Model: Argumentative Text

Plan: Organization

Draft: Fact and Opinion

Grammar and Mechanics

Week 5:
Pronoun-Verb Contraction;
Spelling Contractions and Possessive Pronouns

3.FL.PWR.3,
3.FL.SC.6a,
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<th>Grade 3 • Unit 6</th>
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<tr>
<td><strong>Genre Focus</strong></td>
</tr>
<tr>
<td>Vocabulary</td>
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<tr>
<td>Words:</td>
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<tr>
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</tbody>
</table>
### Grade 3 • Unit 6

#### Genre Focus

**Genre Study 3: Week 5**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Poemy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Question:</td>
<td>What makes you laugh?</td>
</tr>
<tr>
<td>Text Feature</td>
<td>Stanzas and Events</td>
</tr>
<tr>
<td>3.RL.CS.5</td>
<td>Differentiated Genre Passages available</td>
</tr>
</tbody>
</table>

#### Vocabulary

| Words: | entertainment, humorous, ridiculous, adorable |
| Strategy: | Rhythms and Rhyme |
| Skit: | Point of View |
| Author’s Craft: | Word Choice: Humor |
| Strategy: | Idioms |

| Skill: | 3.RL.CS.5, 3.FL.VA.7b, 3.FL.VA.7biii |
| Strategy: | Rhythm and Rhyme |

| Author’s Craft: | Word Choice: Humor |
| Skill: | 3.RL.CS.6, 3.FL.VA.7b, 3.RL.KID.2, 3.RL.KID.3 |

#### Phonics and Spelling

| Strategy: | 3.FL.F.5b, 3.RL.CS.5, 3.FL.VA.7b, 3.RL.KID.2 |
| Skill: | 3.RL.CS.6, 3.FL.VA.7b, 3.RL.KID.2, 3.RL.KID.3 |
| 3.FL.CS.4, 3.FL.F.5c | Differentiated Spelling Lists available |

#### Writing and Grammar

| Strategy: | 3.FL.VA.7a, 3.RL.CS.5, 3.FL.VA.7b, 3.FL.VA.7biii |
| Skill: | 3.RL.CS.4, 3.FL.VA.7b, 3.RL.KID.2, 3.RL.KID.3 |

| Peer Conferences, Edit and Proofread, Publish, Present, and Evaluate |

#### Week 6

**Reading Digitally**

| Genre: | Online Article |
| Text: | “Life Boats” |
| 3.R.KID.10 | |

**Fluency**

| Reader’s Theater: | The Lion and the Ostrich Chicks |
| Passage 1 Genre: | Biography |
| Passage 2 Genre: | Narrative Poem |
| “Watching the Stars: The Story of Maria Mitchell” |
| The Memory Box |

**Show What You Learned**

| Coursework: | 3.FL.F.5, 3.FL.F.5a, 3.FL.F.5b |
| Coursework: | 3.RI.KID.10, 3.FL.F.5, 3.FL.F.5a, 3.FL.F.5b |

**Extend Your Learning**

| Comparing Genres: | Idioms |
| Connect to Content | Write a Paragraph |
| Write a Headline |
| “Life Boats” |

**Writing**

| Writing Process | Narrative Poem |
| Review | Figurative Language |

**Presentation Options**

| Reader’s Theater | Research and Inquiry |
| Review and Inquiry | Writing |
| Inquiry Space | 3.W.PDW.5, 3.SL.PKI.4, 3.SL.PKI.6 |