

Module	LO#	Sight Words	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standard(s)
My Adventures	1.1	and, away, big, blue, can, come, down, find, for, funny, go	Flag, crab, sled, drip, trim, clog, flop, drum, club	frighten, wander, stray, romp, boisterous, harness	1) Use the CCVC pattern to read words 2) Spell words with the CCVC pattern 3) Determine the meaning of words using context clues 4) Reading sight words	CC.3.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences. CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding. CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CC.3.W.3.a Text Types and Purposes: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles.
	1.2				1) Identify the components of a simple sentence 2) Identify appropriate punctuation marks	
	1.3				1) Record yourself as you read narrative 2) Describe how you read	
	1.4				1) Read a story about a personal adventure 2) Identify characteristics of story structure 3) Identify words with the CCVC pattern	
	1.5				1) Identify characteristics of the narrative genre 2) List the steps in the writing process 3) Write a personal adventure story	

Space Adventures	2.1	help, here, I, in, is, it, jump, little, look, make, me, my	cute, cave, mice, note, robe, rule, face, kite	explore, solar, system, gravity, orbit, constellation, space	1) Use the CVCe pattern to read words 2) Spell words with the CVCe pattern 3) Use a dictionary to define reading selection vocabulary words 4) Reading sight words	CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences. CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles. CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding. CC.3.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
	2.2				Distinguish sentences from non-sentences	
	2.3				1) Record yourself as you read informational text 2) Describe how you read	
	2.4				1) Read a story about a space adventure 2) Read informational text about NASA 3) Summarize the text	CC.3.W.4 Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	2.5				1) Describe the audience and purpose for writing 2) Identify the parts of a paragraph 3) Write a paragraph about space	CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)

						<p>CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
Ocean Adventures	3.1	not, one, play, red, run, said, see, the, three, to, two, up	nail, meat, suit, road, read, float, blue, rain	swift, predator, magnificent, journey, coast, crew	<p>1) Use the CVVC pattern to read words</p> <p>2) Spell words with the CVVC pattern</p> <p>3) Use a thesaurus to define reading selection vocabulary words</p> <p>4) Reading sight words</p>	<p>CC.3.R.1.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>CC.3.R.F.3.c Phonics and Word Recognition: Decode multisyllable words.</p> <p>CC.3.R.F.3.d Phonics and Word Recognition: Read grade-</p>
	3.2				<p>1) Identify compound nouns and verbs in sentences</p> <p>2) Explain why compound nouns and verbs are used</p>	

					when writing.	appropriate irregularly spelled words.
	3.3				1) Record yourself as you read 2) Identify the proper phrasing of groups of words when you rea	CC.3.R.F.3.a Phonics and Word Recognition: Identify and know the meaning of the most common prefixes and derivational suffixes.
	3.4				1) Read informational text about an ocean adventure 2) Make inferences when reading informational text	CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences.
	3.5				1) Write a paragraph to perform a task 2) Tell a person how to do something	CC.3.W.2.a Text Types and Purposes: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.
Fables	4.1	we, where, yellow, you, all, am, are, at, ate, be, black	sweet, meet, mean, deal, beach, seen, green, street, queen	cupboard, gnaw, peace, fine, cellar, trap	1) Use the ee and ea pattern to read words 2) Spell words with the ee and ea pattern 3) Identify synonyms and antonyms 4) Read sight words	CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. CC.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	4.2				1) Identify the components of a compound sentence 2) Distinguish compound sentences	

	4.3				1) Record yourself as you read 2) Identify your reading rate	<p>CC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>CC.3.R.L.5 Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>CC.3.R.F.3.c Phonics and Word Recognition: Decode multisyllable words.</p> <p>CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences.</p> <p>CC.3.W.3.a Text Types and Purposes: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
	4.4				1) Identify the components of a fable 2) Read fables 3) Analyze the characters in a story	
	4.5				1) Write a story based on a fable 2) Retell a fable	
Myths	5.1	brown, but, came, did, do, eat, four, get, good, have, he,	boil, boy, joy, toy, soil, foil, join, coin	treasure, wealthy, satisfy, astonished, frenzy, despair	1) Use the oi and oy pattern to read words 2) Spell words with the oi and oy pattern 3) Identify and define words with the prefixes pre and	CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

	into			mis 4) Read sight words	CC.3.R.F.3.d Phonics and Word Recognition: Read grade-appropriate irregularly spelled words.
5.2				Identify and distinguish common and proper nouns.	CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding.
5.3				Use appropriate expression when reading	CC.3.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
5.4				Analyze the elements of a good story.	CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.
5.5				Revise writing	CC.3.R.L.5 Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.) CC.3.W.10 Range of Writing: Write routinely over extended time

						frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Why Tales	6.1	like, must, new, no, now, on, our, out, please, pretty, ran, ride	took, book, foot, good, out, loud, shout, cloud	lazy, desert, yoke, plow, magic, reflection	1) Use the oo and ow pattern to read words 2) Spell words with the oo and ow pattern 3) Use word family patterns to make new words 4) Read sight words	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	6.2				Identify and use common plural nouns	CC.3.L.1.b Conventions of Standard English: Form and use regular and irregular plural nouns CC.3.R.1.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.
	6.3				Use appropriate intonation when reading.	CC.3.R.1.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	6.4				Identify the organizational structure for compare and contrast text	
	6.5				1) Use what has been learned about grammar and mechanics to edit story	CC.3.R.F.3.d Phonics and Word Recognition: Read grade-appropriate irregularly spelled

					2) Tell a story using appropriate details	words. CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding. CC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)
Solving Problems	7.1	saw, say, she, so, soon, that, there, they, this, too, under, want	high, right, fight, sight, sky, by, my, cry	harsh, capture, doze, outcome, starve, risk	1) Use the i, ie, and igh pattern to read words 2) Spell words with the i, ie, and igh pattern 3) Use dictionary guide words to find words in the dictionary 4) Read sight words	CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	7.2				Identify and use concrete and abstract nouns	CC.3.L.2.g Conventions of Standard English: Consult reference materials, including
	7.3				Listen to your reading to monitor rate, expression, and intonation	
	7.4				Identify and distinguish between literal and nonliteral meaning	
	7.5				Write a clear topic sentence	

						<p>beginning dictionaries, as needed to check and correct spellings.</p> <p>CC.3.L.1.c Conventions of Standard English: Use abstract nouns (e.g., childhood).</p> <p>CC.3.R.F.3.d Phonics and Word Recognition: Read grade-appropriate irregularly spelled words.</p> <p>CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding.</p> <p>CC.3.L.5.a Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>CC.3.R.1.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
Asking Questions	8.1	was, well, went, what, white, who, will, with, yes, after,	telescope, history, monster, crystal, rescue, discover	struggled, volunteer, predict, delicate, diagram, gasp	<ol style="list-style-type: none"> 1) Read two letter blends words in text 2) Spell words that begin with two letter blends 3) Identify synonyms and antonyms 4) Read sight words 	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

		again, an				<p>CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion.</p> <p>CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>CC.3.W.1.d Text Types and Purposes: Provide a concluding statement or section.</p>
	8.2				Identify and use verbs in sentences, sight words and vocabulary words	
	8.3				Listen to your reading to monitor rate, expression, and intonation	
	8.4				Sequence events in informational text	
	8.5				Formulate and write an opinion on a topic	
Inventions	9.1	any, as, ask, by, could, every, fly, from, give, going, had, has	scrap, splash, split, spray, spring, squeak, strap, string	process, prey, suitable, clever, method, intelligent	<p>1) Read three letter blend words</p> <p>2) Spell words with three letter beginning blends</p> <p>3) Identify the meaning of words with the prefixes non, over, and re</p>	<p>CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CC.3.R.F.3.a Phonics and Word Recognition: Identify and know the</p>
	9.2				1) Read three letter blend words	

				<p>2) Spell words with three letter beginning blends</p> <p>3) Identify the meaning of words with the prefixes non, over, and re</p>	<p>meaning of the most common prefixes and derivational suffixes.</p> <p>CC.3.L.1.e Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding.</p> <p>CC.3.SL.6 Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 26 for specific expectations.)</p> <p>CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>CC.3.W.1.b Text Types and Purposes: Provide reasons that support the opinion.</p> <p>CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect</p>
9.3			Listen to your reading to monitor rate, expression, and intonation		
9.4			Read nonfiction text and ask questions as you read.		
9.5			<p>1) Write clear topic sentences</p> <p>2) respond to a different opinion</p>		

						opinion and reasons. CC.3.W.1.d Text Types and Purposes: Provide a concluding statement or section.
Pond Animals	10.1	here, him, his, how, just, know, let, live, may, of, old, once	three, thread, throne, throat, throb, thrill	distressed, urged, satisfied, inquired, stylish, assortment	1) Read three letter blend words 2) Spell words with three letter beginning blends 3) Identify the meaning of words with the suffix ful	CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	10.2				Distinguish the difference between past and present tense	
	10.3				Listen to your reading to monitor rate, expression, and intonation	CC.3.L.1.e Conventions of Standard English: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
	10.4				Read nonfiction text to find the main idea	

	10.5				1) Write a compare and contrast paragraph about pond animals	CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding. CC.3.R.1.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.
Animal Friends	11.1	open, over, put, round, some, stop, take, thank, them, then, think, walk	food, mood, noodle, moon, spoon, boot, zoo, goose, poodle, raccoon	impatient, overlooked, wry, fond, devoured, sullen	1) Read words with the vowel diphthongs ow and ou 2) Spell words with vowel diphthongs 3) Identify words with multiple meanings	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	11.2				Reduce repetition in writing with pronouns	CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	11.3				Listen to your reading to monitor rate, expression, and intonation	CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.
	11.4				Read nonfiction text	
	11.5				1) Write a paragraph about an animal friend 2) Discuss your paragraph with a friend	

Night Animals	12.1	were, when, always, around, because, been, before, best, both, buy, call, cold	crawl, lawn, yawn, hawk, author, haunt, pause, sauce	gloom, nook, dismal, dispute, roam, morsel	1) Read words with the vowel patterns au and aw 2) Spell words with the vowel patterns 3) Identify words with multiple meanings	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.1.f Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.*
	12.2				Examine pronouns and the antecedents	CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.
	12.3				Listen to your reading to monitor rate, expression, and intonation	CC.3.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	12.4				Read and summarize nonfiction text. Answer text dependent questions	
	12.5				1) Write a paragraph about a night animal 2) Explain the difference between night animals and day animals to a friend	
Rural vs. City	13.1	does, fast, first, five, found, gave,	knife, knew, knight, thumb, doubt, tomb	city, dull, intend, patience, rural, avoid	1) Read words with silent letter sounds kn and b 2) Spell words with the letter sounds	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based

		goes, green, its, made, many, off			3) Use context clues to identify the meaning of words	spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase. CC.3.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
	13.2				1) Use commas in word lists 2) Use articles a, and, the	
	13.3				Listen to your reading to monitor rate, expression, and intonation	
	13.4				Read and summarize nonfiction text about rural and city areas and draw conclusions.	
	13.5				1) Write a paragraph to contrast city and rural areas 2) Identify linking words to contrast	
Jobs in the Community	14.1	or, pull, read, right, sing, sit, sleep, tell, their, these, those, upon	toil, noisy, point, oyster, royal, destroy	responsible, average, resident, ability, perform, prevent	1) Read words with the vowel sounds oi and oy 2) Spell words with the vowel sounds 3) Interpret idioms	CC.3.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that

	14.2				Identify the subject of a sentence	night we went looking for them). CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	14.3				Listen to your reading to monitor rate, expression, and intonation	CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	14.4				1) Read and summarize nonfiction text about jobs in the community 2) Identify cause and effect organizational structure	CC.3.R.1.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	14.5				1) Write a paragraph to discuss what causes jobs to come to a community.	CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
Community Leaders	15.1	together, us, use, very, wash, which, why, wish, work,	faster, bigger, louder, shorter, wisest, kindest, hottest,	respect, solution, vision, cooperation, dedicate, goal	1) Read words with the ending sounds er and est 2) Spell words with the sounds er and est	CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

		would, write, your	strangest			CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CC.3.W.1.a Text Types and Purposes: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.3.L.2.d Conventions of Standard English: Form and use possessives.
	15.2				1) Distinguish comparative and superlative adjectives in sentences 2) Use quotation marks and commas to identify speech	
	15.3				Listen to your reading to monitor rate, expression, and intonation	
	15.4				1) Read and summarize nonfiction text about leaders 2) Identify characteristics of biographies/autobiographies	
	15.5				1) Write a paragraph of biographic information	
The Presidency	16.1	don't, better, bring, carry, clean, cut, done,	there, they're, their, roll, role, where, wear, ware	symbol, globe, unite, leadership, wisdom, nation	1) Write words with the contraction n't 2) Explain words that are homophones	CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of

		draw, drink, eight, fall, far				strategies. CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	16.2				Examine subject and verb agreement	CC.3.L.1.f Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.*
	16.3				Listen to your reading to monitor rate, expression, and intonation	CC.3.R.1.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
	16.4				1) Read and summarize nonfiction text about the work of one of the Presidents of the United States	CC.3.R.1.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.
	16.5				1) Write a paragraph to discuss what causes jobs to come to a community.	CC.3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Winter Holiday	17.1	full, got, grow, hold, hot, hurt,	way, weight, symbol,	culture, arrange, customs,	1) Write words with the contraction 'd 2) Examine more	CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-

	if, keep, kind, laugh, light, long, try, warm	cymbal, sun, son	pastime, tradition, belief	homophones	meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CC.3.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). CC.3.W.3.c Text Types and Purposes: Use temporal words and phrases to signal event order. CC.3.R.1.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC.3.R.1.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.
17.2				Write sentences according to time.	
17.3				Listen to your reading to monitor rate, expression, and intonation	
17.4				1) Read and summarize nonfiction text about winter holidays around the world	
17.5				1) Write a paragraph identify the 5Ws about your own paragraph.	

Time and New Years	18.1	much, myself, never, only, own, pick, seven, shall, show, six, small, start, ten, today	tear, product, wind, object, bass, desert	advice, approach, resolution, focus, brilliant, habit	1) Write words with the contraction 've 2) Examine words that are homographs	CC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
	18.2				Review use of nouns, verbs, and pronouns	CC.3.L.1.a Conventions of Standard English: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
	18.3				Listen to your reading to monitor rate, expression, and intonation	CC.3.R.1.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	18.4				1) Read and summarize nonfiction text about time and new year (story about midnight in U.S. and time in another part of the country) 2) Identify the structural characteristics of compare/contrast, cause/effect, and 5W text.	CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or
	18.5				1) Choose a topic and write a paragraph with the appropriate organizational structure	

						gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Module	LO#	Spelling Words	Vocabulary Words	Objective(s)	Common Core State Standard(s)
Growing Up	19.1	under, over, never, water, center, border, fever, number, whether, tower, labor, flavor, author, horror, sailor, anchor, odor, error, color, motor	nestling, imitate, seldom, jostle, persuade, fierce	<ol style="list-style-type: none"> 1. Distinguish the sound of the er and or at the end of words. 2. Read vocabulary words and definitions. 3. Define characters as a story element. 4. Define conjunctions. 5. Explain what a story is. 6. Write a descriptive paragraph. 	<p>CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
	19.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "Jolly Robin." 4. Distinguish conjunctions in sentences. 5. Plan a story. 6. Form the cursive connection between c and c. 	<p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>
	19.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Distinguish conjunctions in sentences. 4. Construct a rough draft of a story. 5. Apply rate&#44; expression and intonation when reading aloud. 	<p>CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.</p> <p>CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the</p>
	19.4			<ol style="list-style-type: none"> 1. Spell phonics and sight 	

				<p>words.</p> <ol style="list-style-type: none"> 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Use conjunctions in writing. 5. Edit and revise a story. 6. Form the cursive connection between c and c. 	<p>response of characters to situations.</p> <p>CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.</p> <p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>
	19.5			<ol style="list-style-type: none"> 1. Spell phonics and sight words. 2. Apply vocabulary words to your own writing. 3. Edit writing for errors. 4. Determine how the actions of the character contribute to the story. 5. Publish a story. 6. Demonstrate comprehension after independent reading. 	
Good Deeds	20.1	wonder, mother, father, weather, washer, silver, water, shower, leader, tractor, junior, factor, favor, rumor, minor, actor, visor, tutor	imitate, opposite, sensitive, attitude, gradual, ignore	<ol style="list-style-type: none"> 1. Distinguish the sound of the er and or at the end of words. 2. Read vocabulary words and definitions. 3. Define characters as a story element. 4. Define irregular verbs. 5. Explain what style is in writing. 6. Write a descriptive paragraph. 	<p>CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate</p>
	20.2			<ol style="list-style-type: none"> 1. Spell spelling words. 	

			<ol style="list-style-type: none"> 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "My Little Brother." 4. Distinguish irregular verbs from regular verbs. 5. Identify strong verbs. 6. Form the cursive connection between c&#44; d&#44; g&#44; and o. 	<p>understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>CCSS.ELA-LITERACY.L.3.1.D Form and use regular and irregular verbs.</p>
20.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Correctly place irregular verbs in sentences. 4. Identify style in writing. 5. Apply rate&#44; expression&#44; and intonation when reading aloud. 	<p>CCSS.ELA-LITERACY.L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>CCSS.ELA-LITERACY.L.3.5.C Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>CCSS.ELA-LITERACY.L.3.3.A Choose words and phrases for effect.*</p>
20.4			<ol style="list-style-type: none"> 1. Spell phonics and sight words. 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Use irregular verbs in writing. 5. Edit sentences to add style. 6. Form the cursive connection between c&#44; d&#44; g&#44; and o. 	<p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames</p>
20.5			<ol style="list-style-type: none"> 1. Spell phonics and sight words. 2. Apply vocabulary words to your own writing. 	<p>(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes,</p>

				<ol style="list-style-type: none"> Edit writing for errors. Determine how the actions of the character contribute to the story. Write a paragraph using style. 	and audiences.
Making Mistakes	21.1	changing, swimming, taping, saving, coming, tapping, grinning, falling, taking, hoping, invited, stared, wrapped, planned, settled, liked, filled, rolled, used, worried	defend, friendship, accuse, opponent, convince, confess	<ol style="list-style-type: none"> Distinguish the spelling pattern of the -ed and -ing ending in words. Read vocabulary words and definitions. Define characters as a story element. Define adjectives. Explain what content in writing is. Write a descriptive paragraph. 	<p>CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
	21.2			<ol style="list-style-type: none"> Spell spelling words. Match vocabulary words with the correct definition. Set a purpose for reading "The Racing Game." Identify adjectives in a sentence. Identify a paragraph written with detail. Form the cursive connection between h and t; and p. 	<p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>
	21.3			<ol style="list-style-type: none"> Build spelling words. Match vocabulary words with the correct definition. Explain how more detail can 	<p>CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs,</p>

			<p>be added to a paragraph.</p> <p>4. Apply rate&#44; expression and intonation when reading aloud.</p> <p>5. Identify adjectives in a sentence.</p>	<p>adjectives, and adverbs in general and their functions in particular sentences.</p> <p>CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>
	21.4		<p>1. Spell phonics and sight words.</p> <p>2. Match vocabulary words with the correct definition.</p> <p>3. Demonstrate comprehension after reading.</p> <p>4. Identify adjectives in a sentence.</p> <p>5. Edit sentences to add content.</p> <p>6. Form the cursive connection between h&#44; t&#44; and p.</p>	<p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
	21.5		<p>1. Spell spelling words.</p> <p>2. Apply vocabulary words to your own writing.</p> <p>3. Determine how the actions of the character contribute to the story.</p> <p>4. Edit writing for errors.</p> <p>5. Write a paragraph using details.</p> <p>6. Demonstrate comprehension after independent reading.</p>	

Weather Patterns	22.1	again, answer, been, brought, come, enough, example, father, friend, give, great, kind, most, often, old, once, other, through, where, work	wave, crumple, hurricane, moisture, fierce, climate	<ol style="list-style-type: none"> 1. Identify irregular spelling patterns in words. 2. Read vocabulary words and definitions. 3. Explain how maps and graphs are used to support text. 4. Explain how a thesaurus is used. 5. Explain what a descriptive paragraph is. 	<p>CCSS.ELA-LITERACY.RF.3.3.D Read grade-appropriate irregularly spelled words.</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
	22.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "Hurricanes." 4. List synonyms for given adjectives. 5. Prewrite a descriptive paragraph about weather. 6. Form the cursive connection between e&#44; l&#44; and f. 	
	22.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Distinguish less descriptive sentences from more descriptive sentences. 4. Write a rough draft of a descriptive paragraph about weather. 5. Apply rate&#44; expression and intonation when reading aloud. 	
	22.4			<ol style="list-style-type: none"> 1. Spell phonics and sight 	

				<p>words. 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Rewrite sentences using descriptive adjectives. 5. Form the cursive connection between e&#44; l&#44; and f. 6. Revise and edit a descriptive weather paragraph.</p>	<p>CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order.</p>
	22.5			<p>1. Spell phonics and sight words. 2. Apply vocabulary words to your own writing. 3. Determine how maps and graphs help support the text in "Hurricanes." 4. Edit writing for errors. 5. Publish a descriptive weather paragraph in written and oral form. 6. Demonstrate comprehension after independent reading.</p>	<p>CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure. CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and</p>

					revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Natural Disasters	23.1	any, both, cold, color, does, earth, eyes, find, four, from, have, learn, listen, many, move, only, their, though, want, water	tsunami, earthquake, ordeal, volcano, warning, flood	<ol style="list-style-type: none"> 1. Identify irregular spelling patterns in words. 2. Read vocabulary words and definitions. 3. Define the main idea and details of a nonfiction text. 4. Define an adverb. 5. Explain what a discussion is. 	<p>CCSS.ELA-LITERACY.RF.3.3.D Read grade-appropriate irregularly spelled words.</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.SL.3.2</p>
	23.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "Natural Disasters." 4. Insert adverbs into sentences. 5. Create questions appropriate for a discussion. 6. Form the cursive connection between u and y and i and j. 	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>CCSS.ELA-LITERACY.SL.3.1.A Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information</p>
	23.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Identify adverbs in sentences. 4. Take notes to prepare for a discussion. 	

			5. Apply rate, expression and intonation when reading aloud.	known about the topic to explore ideas under discussion. CCSS.ELA-LITERACY.SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CCSS.ELA-LITERACY.SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.
	23.4		1. Spell irregular spelling words. 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Identify adverbs in sentences. 5. Take notes to prepare for a discussion. 6. Spell spelling words.	CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
	23.5		1. Spell irregular spelling words. 2. Apply vocabulary words to your own writing. 3. Edit writing for errors. 4. Determine the main idea and details of "Natural Disasters." 5. Practice holding a discussion. 6. Demonstrate comprehension after independent reading.	CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes,

					and audiences.
Glaciers	24.1	said, people, they, were, know, would, some, your, because, mother, could, should, whose, you, one, what, put, laughed, probably, favorite	passage, glacier, glide, melt, distant, drift	<ol style="list-style-type: none"> 1. Identify irregular spelling patterns in words. 2. Read vocabulary words and definitions. 3. Define an adverb. 4. Explain what an opinion paragraph is. 5. Write a paragraph based on what is happening in a picture. 6. Explain text features in nonfiction. 	<p>CCSS.ELA-LITERACY.RF.3.3.D Read grade-appropriate irregularly spelled words.</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
	24.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "Glaciers." 4. Identify the synonyms of adverbs in sentences. 5. Prewrite for an opinion paragraph. 6. Form the cursive connection between k&#44; r&#44; and s. 	<p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
	24.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Edit writing for adverb usage. 4. Write a rough draft of an opinion paragraph. 5. Apply rate&#44; expression 	<p>CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both</p>

			and intonation when reading aloud.	print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion. CCSS.ELA-LITERACY.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes,
24.4			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Identify synonyms of adverbs in sentences. 5. Revise and edit an opinion paragraph. 6. Form the cursive connection between k&#44; r&#44; and s. 	
24.5			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Apply vocabulary words to your own writing. 3. Identify the text features in "Glaciers." 4. Edit writing for errors. 5. Publish an opinion paragraph. 6. Demonstrate comprehension after independent reading. 	

					and audiences.
Vacation Days	25.1	lonely, suddenly, actually, personally, especially, formally, rapidly, dangerously, tenderly, lovely, nicely, softly, quietly, exactly, friendly, quickly, closely, gladly, safely, finally	mystify, survey, plunge, erosion, thrill, canyon	<ol style="list-style-type: none"> 1. Identify the -ly spelling pattern in words. 2. Read vocabulary words and definitions. 3. Define point of view in text. 4. Define double negatives. 5. Explain what an expository paragraph is. 6. Write a descriptive paragraph. 	<p>CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>
	25.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "Hiking the Grand Canyon." 4. Identify sentences that use a double negative. 5. Prewrite for an expository paragraph. 6. Form the cursive connection between o&#44; w&#44; b&#44; and v. 	<p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>
	25.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Edit sentences using double negatives. 4. Write a rough draft of an expository paragraph. 5. Apply rate&#44; expression 	<p>CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details</p> <p>CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>

				and intonation when reading aloud.	CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section.
	25.4			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Use negatives correctly in writing. 5. Revise and edit a peer's expository paragraph. 6. Form the cursive connection between o&#44; w&#44; b&#44; and v. 	<p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>
	25.5			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Apply vocabulary words to your own writing. 3. Identify the points of view of "Hiking the Grand Canyon." 4. Edit writing for errors. 5. Publish an expository paragraph. 6. Demonstrate comprehension after independent reading. 	<p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Rainy Days	26.1	total, central, final, signla, actual, trial, equal, general, metal, petal, simple, chuckle, giggle, middle, handle, candle, uncl, table	attic, locate, treasure, primary, examine, misery	<ol style="list-style-type: none"> 1. Identify the -al and -le ending in words. 2. Read vocabulary words and definitions. 3. Define the plot of a story. 4. Identify how commas are used in addresses. 	CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

			5. Identify the parts of a friendly letter.	CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
26.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "Attic Memories." 4. Use commas correctly in addresses. 5. Prewrite for a friendly letter. 6. Form the cursive connection between m and n with other letters. 	<p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.L.3.2.B Use commas in addresses.</p> <p>CCSS.ELA-LITERACY.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>
26.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Identify common abbreviations. 4. Write a rough draft of a friendly letter. 5. Apply rate&#44; expression and intonation when reading aloud. 	<p>CCSS.ELA-LITERACY.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
26.4			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Use abbreviations and commas in addresses correctly in writing. 5. Revise and edit a friendly letter. 6. Form the cursive connection between m and n with other 	<p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>

				letters.	CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	26.5			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Apply vocabulary words to your own writing. 3. Identify the plot of "Attic Memories." 4. Edit writing for errors. 5. Publish a friendly letter. 6. Demonstrate comprehension after independent reading. 	
Lazy Days	27.1	able, apple, circle, marble, juggle, pebble, rumble, waffle, twinkle, cycle, settle, double, maple, ankle, swivel, squirrel, level, shrivel, label, trowel	consider, contain, recall, peaceful, active, schedule	<ol style="list-style-type: none"> 1. Identify the -el and -le ending in words. 2. Read vocabulary words and definitions. 3. Define the conflict of a story. 4. Identify how commas are used in dates. 5. Explain what it means to revise writing. 6. Write a descriptive paragraph. 	CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	27.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "July with Gram and Pop." 4. Use commas correctly in dates. 5. Add details to writing that is 	CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

			lacking detail. 6. Form common words in cursive.	<p>CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.L.3.3.A Choose words and phrases for effect.*</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
27.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Use commas correctly in dates 4. Remove words that don't make sense in writing. 5. Apply rate&#44; expression and intonation when reading aloud. 	
27.4			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Use commas correctly in dates. 5. Move and substitute words and sentences that need revision in writing. 6. Form common words in cursive. 	
27.5			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Apply vocabulary words to your own writing. 3. Identify the conflict in "July with Gram and Pop." 4. Edit writing for errors. 5. Revise a piece of writing. 6. Demonstrate comprehension after independent reading. 	

Artists	28.1	confusion, version, revision, division, permission, confession, vision, quotation, nation, combination, question, attention, position, action, immature, puncture, structure, departure, vulture, capture	artist, bold, rare, mural, museum, masterpiece	<ol style="list-style-type: none"> 1. Recognize the -sion; -tion; and -ture ending in words. 2. Read vocabulary words and definitions. 3. Define the problem and solution of a text. 4. Explain how apostrophes show possession. 5. Identify the parts of a problem and solution paragraph. 6. Write a descriptive paragraph. 	<p>CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.L.3.2.D Form and use possessives.</p> <p>CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the</p>
	28.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading “A Discovery in a Cave.” 4. Use apostrophes to show possession. 5. Prewrite for a problem and solution paragraph. 6. Form common words in cursive. 	

28.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Use apostrophes to show possession. 4. Write a rough draft of a problem and solution paragraph. 5. Apply rate’s expression and intonation when reading aloud. 	<p>response of characters to situations. CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order. CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
28.4			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Use apostrophes to show possession. 5. Revise and edit a problem and solution paragraph. 6. Form common words in cursive 	<p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>
28.5			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Apply vocabulary words to your own writing. 3. Identify the problem and solution in “A Discovery in a Cave.” 4. Edit writing for errors. 5. Publish a problem and solution paragraph in written and oral form. 6. Demonstrate comprehension after independent reading. 	<p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Musicians	29.1	caught, daughter, laugh, laughter, taught, bought, cough, dough, enough, fought, rough, thought, tough, through, instrument, musician, popular, talent, celebrate, tradition	beat, orchestra, rhythm, variety, talent, instrument	<ol style="list-style-type: none"> 1. Recognize the aught and ough pattern in words. 2. Read vocabulary words and definitions. 3. Define the cause and effect of a text. 4. Define a possessive pronoun. 5. Identify the parts of a cause and effect paragraph. 6. Write a descriptive paragraph. 	<p>CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
	29.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "A History of Music." 4. Use possessive nouns correctly in writing. 5. Prewrite for a cause and effect paragraph. 6. Form common words in cursive. 	<p>CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
	29.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Identify possessive pronouns correctly in writing. 4. Write a rough draft of a cause and effect paragraph. 5. Apply rate&#44; expression and intonation when reading aloud. 	<p>CCSS.ELA-LITERACY.L.3.2.D Form and use possessives.</p> <p>CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
	29.4			<ol style="list-style-type: none"> 1. Spell spelling words. 	<p>CCSS.ELA-LITERACY.W.3.3.B Use</p>

				<ol style="list-style-type: none"> 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Use possessive pronouns correctly in writing. 5. Revise and edit a cause and effect paragraph. 6. Form common words in cursive. 	<p>dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order.</p> <p>CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.</p> <p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
	29.5			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Apply vocabulary words to your own writing. 3. Identify a cause and effect relationship in "A History of Music." 4. Edit writing for errors. 5. Publish a cause and effect paragraph. 6. Demonstrate comprehension after independent reading. 	
At hl et	30.1	afternoon, without, airplane,	podium, certain,	1. Recognize the format of compound words.	CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency

	homework, birthday, sometimes, himself, something, faraway, everything, anyone, dishwasher, notebook, football, hallway, sunset, everyone, upstairs, outdoors, sunshine	grace, ambition, triumph, competition	<ol style="list-style-type: none"> 2. Read vocabulary words and definitions. 3. Define compare and contrast. 4. Define a sentence fragment. 5. Identify the parts of a compare and contrast paragraph. 6. Write a descriptive paragraph. 	<p>and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
30.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "Olympic Athletes." 4. Identify sentence fragments. 5. Prewrite for a compare and contrast paragraph. 6. Form common words in cursive. 	<p>CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>
30.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Identify and correct sentence fragments. 4. Write a rough draft of a compare and contrast paragraph. 5. Apply rate&#44; expression and intonation when reading aloud. 	<p>CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.</p> <p>CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p>
30.4			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Demonstrate 	<p>CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details</p>

				<p>comprehension after reading.</p> <ol style="list-style-type: none"> 4. Identify and correct sentence fragments. 5. Revise and edit a peer's compare and contrast paragraph. 6. Form common words in cursive. 	<p>CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>
	30.5			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Apply vocabulary words to your own writing. 3. Compare and contrast two of the athletes from "Olympic Athletes." 4. Edit writing for errors. 5. Publish a compare and contrast paragraph. 6. Demonstrate comprehension after independent reading. 	<p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Rolling Objects	31.1	hugged, correct, funny, happy, puppy, common, collect, bottles, different, lesson, error, pulled, begged, silly, matter, supper, setting, jelly, ladder, tunnel	function, enable, ancient, steer, invention, reverse	<ol style="list-style-type: none"> 1. Recognize words with double consonants. 2. Read vocabulary words and definitions. 3. Define the characteristics of nonfiction text. 4. Define an analogy. 5. Identify the parts of an informational paragraph. 6. Write a descriptive paragraph. 	<p>CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details</p> <p>CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and</p>
	31.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "The Wheel." 4. Complete analogies. 5. Prewrite for an informational paragraph. 6. Form common words in cursive. 	
	31.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Complete analogies. 4. Write a rough draft of an informational paragraph. 5. Apply rate&#44; expression and intonation when reading aloud. 	
	31.4			<ol style="list-style-type: none"> 1. Spell spelling words. 	

				<ol style="list-style-type: none"> 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Complete analogies. 5. Revise and edit an informational paragraph. 6. Form common words in cursive. 	<p>correct spellings.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
	31.5			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Apply vocabulary words to your own writing. 3. Explain one of the text features from "The Wheel." 4. Edit writing for errors. 5. Demonstrate comprehension after independent reading. 6. Publish an informational paragraph in written and oral form. 	
Electricity	32.1	pennies, emptied, parties, families, mysteries, married, carried, puppies, tried	advantage, impact, grasp, future, theory, successful	<ol style="list-style-type: none"> 1. Recognize words that change the final y to i. 2. Read vocabulary words and definitions. 3. Define the point of view of nonfiction text. 	<p>CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>CCSS.ELA-LITERACY.L.3.2.F Use</p>

	hurried, ponies, cities, stories, flies, dried, worried, cried, buried, replied, candles		<ol style="list-style-type: none"> 4. Define and formal and informal language. 5. Identify the parts of a descriptive paragraph. 6. Write a descriptive paragraph. 	<p>spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>CCSS.ELA-LITERACY.L.3.3.B Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>CCSS.ELA-LITERACY.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop</p>
32.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "Benjamin Franklin." 4. Identify examples of informal language. 5. Prewrite for a descriptive paragraph. 6. Form common words in cursive. 	
32.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Identify examples of informal language. 4. Write a rough draft of a descriptive paragraph. 5. Apply rate&#44; expression and intonation when reading aloud. 	
32.4			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Identify examples of formal and informal language. 5. Revise and edit a 	

				descriptive paragraph. 6. Form common words in cursive.	experiences and events or show the response of characters to situations. CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal event order. CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	32.5			1. Spell spelling words. 2. Apply vocabulary words to your own writing. 3. Explain the point of view of "Benjamin Franklin." 4. Edit writing for errors. 5. Publish a descriptive paragraph. 6. Demonstrate comprehension after independent reading.	
Attraction	33.1	careless, sleepless, clueless, harmless, bottomless, wireless, spotless, worthless, helpful, cheerful, painful	magnetism, repel, magnet, observe, attract, scatter	1. Recognize words with the -less and -ful endings. 2. Read vocabulary words and definitions. 3. Identify parts of an informational text.	CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CCSS.ELA-LITERACY.L.3.4.D Use

	careful, graceful, harmful, playful, useful, colorful, joyful, thankful, stressful		<p>4. Identify the different types of sentences.</p> <p>5. Identify the parts of a narrative paragraph.</p> <p>6. Write a descriptive paragraph.</p>	<p>glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
33.2			<p>1. Spell spelling words.</p> <p>2. Match vocabulary words with the correct definition.</p> <p>3. Set a purpose for reading "Magnet Fun."</p> <p>4. Identify the different types of sentences.</p> <p>5. Prewrite for a narrative paragraph.</p> <p>6. Form your first name in cursive.</p>	<p>CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>
33.3			<p>1. Build spelling words.</p> <p>2. Match vocabulary words with the correct definition.</p> <p>3. Identify the different types of sentences.</p> <p>4. Write a rough draft of a narrative paragraph.</p> <p>5. Apply rate&#44; expression and intonation when reading aloud.</p>	<p>CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.</p> <p>CCSS.ELA-LITERACY.W.3.3.A Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
33.4			<p>1. Spell spelling words.</p> <p>2. Match vocabulary words with the correct definition.</p> <p>3. Demonstrate comprehension after reading.</p> <p>4. Identify the different types of sentences.</p> <p>5. Revise and edit a narrative</p>	<p>CCSS.ELA-LITERACY.W.3.3.B Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>CCSS.ELA-LITERACY.W.3.3.C Use temporal words and phrases to signal</p>

				paragraph. 6. Form your full name in cursive.	event order. CCSS.ELA-LITERACY.W.3.3.D Provide a sense of closure.
	33.5			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Apply vocabulary words to your own writing. 3. Explain the informational text features of "Magnet Fun." 4. Edit writing for errors. 5. Publish a narrative paragraph. 6. Demonstrate comprehension after independent reading. 	<p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Immigration	34.1	comfortable, erasable, available, portable, disposable, reusable, livable, fixable, wearable, laughable, capable, honorably, irritably	disease, pause, actual, continent, brief, cling	<ol style="list-style-type: none"> 1. Recognize words with the -able and -ably endings. 2. Read vocabulary words and definitions. 3. Define cause and effect. 4. Define prepositions. 5. Identify the parts of a biography. 	<p>CCSS.ELA-LITERACY.L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify</p>

	probably, miserably, noticeably, reasonably, unseasonably		6. Write a descriptive paragraph.	the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. CCSS.ELA-LITERACY.W.3.2.A Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. CCSS.ELA-LITERACY.W.3.2.B Develop the topic with facts, definitions, and details CCSS.ELA-LITERACY.W.3.2.C Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. CCSS.ELA-LITERACY.W.3.2.D Provide a concluding statement or section. CCSS.ELA-LITERACY.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. CCSS.ELA-LITERACY.SL.3.5 Create
34.2			1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "Lawrence's Journey to America." 4. Identify prepositions in sentences. 5. Prewrite for a biography. 6. Write a paragraph in cursive.	
34.3			1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Identify prepositions in sentences. 4. Write a rough draft of a biography. 5. Apply rate, expression and intonation when reading aloud.	
34.4			1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Identify and use prepositions correctly. 5. Revise and edit a biography.	

				6. Write a paragraph in cursive.	engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	34.5			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Apply vocabulary words to your own writing. 3. Complete cause and effect relationships from "Lawrence's Journey to America." 4. Edit writing for errors. 5. Publish a biography in written and oral form. 6. Demonstrate comprehension after independent reading. 	
Voting	35.1	know, known, knife, knock, knee, knot, knit, knight, wrong, wrinkle, wrap, wrist, wrote, wreck, wring, write, wristwatch, gnat, sign, gnaw	reveal, ballot, candidate, vote, election, legal	<ol style="list-style-type: none"> 1. Recognize words with the kn&#44; wr&#44; and gn spelling pattern. 2. Read vocabulary words and definitions. 3. Define sequence. 4. Identify the parts of a persuasive paragraph. 5. Write a descriptive paragraph. 6. Define compound sentences. 	CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CCSS.ELA-LITERACY.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. CCSS.ELA-LITERACY.RI.3.1 Ask and
	35.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "The Voting Process." 4. Identify compound 	

			sentences. 5. Prewrite for a persuasive paragraph. 6. Write a paragraph in cursive.	answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
35.3			1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Identify compound sentences. 4. Write a rough draft of a persuasive paragraph. 5. Apply rate, expression and intonation when reading aloud.	CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
35.4			1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Identify and write compound sentences. 5. Revise and edit a persuasive paragraph. 6. Write a paragraph in cursive.	CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences. CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
35.5			1. Spell spelling words. 2. Apply vocabulary words to your own writing. 3. Sequence events from “The Voting Process.” 4. Edit writing for errors. 5. Publish a persuasive paragraph. 6. Demonstrate	CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion. CCSS.ELA-LITERACY.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

				comprehension after independent reading.	<p>CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Freedom	36.1	speech, child, chance, cheek, chunk, bench, chick, cheese, crunching, lunch, teacher, sandwich, match, watch, batch, catcher, stretch, hatch, ditch, pitch	coward, spoil, loyal, limit, border, rate	<ol style="list-style-type: none"> 1. Recognize words with the ch and tch spelling pattern. 2. Read vocabulary words and definitions. 3. Define problem and solution. 4. Define complex sentences. 5. Identify the parts of an opinion paragraph. 6. Write a descriptive paragraph. 	<p>CCSS.ELA-LITERACY.L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>CCSS.ELA-LITERACY.RL.3.10,</p>

36.2			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Set a purpose for reading "Bob's Brilliant Plan." 4. Identify complex sentences. 5. Prewrite for an opinion paragraph. 6. Write a paragraph in cursive. 	<p>CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>
36.3			<ol style="list-style-type: none"> 1. Build spelling words. 2. Match vocabulary words with the correct definition. 3. Identify complex sentences. 4. Write a rough draft of an opinion paragraph. 5. Apply rate&#44; expression and intonation when reading aloud. 	<p>CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.</p> <p>CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion.</p>
36.4			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Match vocabulary words with the correct definition. 3. Demonstrate comprehension after reading. 4. Identify and write complex sentences. 5. Revise and edit a peer's opinion paragraph. 6. Write a paragraph in cursive. 	<p>CCSS.ELA-LITERACY.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and</p>

	36.5			<ol style="list-style-type: none"> 1. Spell spelling words. 2. Apply vocabulary words to your own writing. 3. Define the problem and solution in “Bob’s Brilliant Plan.” 4. Edit writing for errors. 5. Publish an opinion paragraph. 6. Demonstrate comprehension after independent reading. 	<p>editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>CCSS.ELA-LITERACY.L.3.2.G Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>CCSS.ELA-LITERACY.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>CCSS.ELA-LITERACY.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>