## Unit 1 Scope and Sequence | Respect

### Phonics and Decoding

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Sound</th>
<th>Spelling</th>
<th>High-Frequency Words</th>
<th>Decodable Stories, Book 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 1</td>
<td>/ā/</td>
<td>spelled a and a_e</td>
<td>change find most thought talk</td>
<td>Story 6: Val’s New Bike</td>
</tr>
<tr>
<td></td>
<td>/ī/</td>
<td>spelled i and i_e</td>
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<tr>
<td>LESSON 2</td>
<td>/ē/</td>
<td>spelled e and e_e</td>
<td>close time while</td>
<td>Story 7: Vic’s Big Chore</td>
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<tr>
<td></td>
<td>/ū/</td>
<td>spelled u and u_e</td>
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</tbody>
</table>

### High-Frequency Words

- /ā/ spelled a and a_e
- /ī/ spelled i and i_e
- /ē/ spelled e and e_e
- /ū/ spelled u and u_e

### Fluency

### Word Analysis

- Compound Words

### Selection

<table>
<thead>
<tr>
<th>Reading and Responding</th>
<th>Comprehension</th>
<th>Vocabulary Words</th>
<th>Fluency</th>
<th>Inquiry/Research</th>
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<tr>
<td><strong>LESSON 1</strong></td>
<td><strong>Comprehension Strategy</strong></td>
<td>predicting</td>
<td>access complex text</td>
<td>cause and effect</td>
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<td></td>
<td><strong>Writer’s Craft</strong></td>
<td>genre knowledge</td>
<td>story elements: character</td>
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<td></td>
<td><strong>Science Connection:</strong> Designing a solution</td>
<td></td>
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<td><strong>Read Aloud:</strong> César Chávez</td>
<td><strong>Endeavor:</strong></td>
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<td><strong>Genre:</strong> Biography</td>
<td><strong>Halts:</strong></td>
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<td><strong>Essential Questions</strong></td>
<td><strong>Pounds:</strong></td>
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<tr>
<td>- What is something you are willing to fight for?</td>
<td><strong>Scoffed:</strong></td>
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<tr>
<td>- How does standing up for yourself tie to respect?</td>
<td><strong>Origami:</strong></td>
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<tr>
<td>- The Origami Master</td>
<td><strong>Master:</strong></td>
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<tr>
<td><strong>Genre:</strong> Fantasy</td>
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<td><strong>LEXILE® 630L</strong></td>
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<td><strong>Essential Questions</strong></td>
<td><strong>Amazement:</strong></td>
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<td>- How important is friendship?</td>
<td><strong>Opinion:</strong></td>
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<td>- Why should you respect and support your friends?</td>
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### Language Arts

- Nouns
- Verbs and Verb Phrases
- Pronouns
- Adjectives
- Adverbs
- Conjunctions
- Prepositions
- Interjections

### Opinion Writing

- Revising
- Editing
- Publishing

### Grammar, Usage, and Mechanics

- Nouns
- Pronouns
- Verbs
- Adjectives
- Adverbs
- Prepositions
- Conjunctions
- Interjections

### Social Studies Connection

- Different Cultures
- Language of the Birds/My Grandma’s Stories
- Language Arts

### Foundational Skills

- Reading and Responding
- Language Arts

**BIG Idea:**

*What does respect mean to you?*
### Unit 1 Scope and Sequence | Respect

#### Foundational Skills

**Phonics and Decoding**
- /j/ spelled ge and gi
- /s/ spelled ce, ci, and cy

**High-Frequency Words**
- home
- large
- name
- things

**Fluency**
- Decodable Stories, Book 2

**Word Analysis**
- Shades of Meaning

**LESSON 3**

**Phonics and Decoding**
- /j/ spelled ge and gi
- /s/ spelled ce, ci, and cy

**High-Frequency Words**
- home
- large
- name
- things

**Fluency**
- Decodable Stories, Book 2

**Word Analysis**
- Shades of Meaning

**Reading and Responding**

**Selection**
- Damon and Pythias
  - Genre: Legend
  - LEXILE® 640L
  - Essential Questions
  - How important is trust between friends?
  - Have you ever worked hard to show somebody that you care about him or her?
  - What would you be willing to give up for a friend?
- Duty/Jim
  - Genre: Poetry
  - Essential Questions
  - What does it mean to be responsible?
  - What are some things you are responsible for?
- Social Studies Connection: A King’s Power

**Comprehension**
- Comprehension Strategies
  - Asking and Answering Questions
  - Visualization
  - Access Complex Text
  - Sequence
  - Cause and Effect
- Writer’s Craft
  - Story Elements: Character
  - Story Elements: Plot

**Vocabulary Words**
- criticize
- intended
- anxious
- pardon

**Fluency**
- Accuracy
- Prosody
- Rate
- Expression

**Inquiry/Research**
- Step 3—Collect Information
  - Note-Taking
  - Assessing Materials
  - Organize and Synthesize Information

**Language Arts**

**Writing**
- Opinion Writing
  - Prewriting
  - Drafting

**Grammar, Usage, and Mechanics**
- Subjects and Predicates

**LESSON 4**

**Phonics and Decoding**
- /s/ spelled ai, ay, and _iy

**High-Frequency Words**
- city
- each
- face
- near
- through

**Fluency**
- Decodable Stories, Book 2

**Word Analysis**
- Regular Plurals

**Reading and Responding**

**Selection**
- Bummer and Lazarus
  - Genre: Narrative Nonfiction
  - LEXILE® 720L
  - Essential Questions
  - Why is it important to stand by your friends?
  - What is the value of loyalty?
  - How can loyalty show respect?
- The Clownfish to the Anemone
  - Genre: Poetry
  - Essential Question
  - Why is teamwork important?
- Science Connection: City Habitats

**Comprehension**
- Comprehension Strategies
  - Summarizing
  - Making Connections
  - Access Complex Text
  - Compare and Contrast
  - Main Idea and Details
- Writer’s Craft
  - Text Features: Headings
  - Language Use: Descriptive Words

**Vocabulary Words**
- common
- heal
- cold
- unselfish
- reins
- spread

**Fluency**
- Accuracy
- Prosody
- Rate
- Expression

**Inquiry/Research**
- Step 4—Revise Conjectures
  - Synthesized Information
  - Collect More Information
  - Organize All Information

**Language Arts**

**Writing**
- Opinion Writing
  - Prewriting

**Grammar, Usage, and Mechanics**
- Complete Simple Sentences

**BIG Idea**

What does respect mean to you?
Unit 1 Scope and Sequence | Respect

### Foundational Skills

<table>
<thead>
<tr>
<th>Phonics and Decoding</th>
<th>Reading and Responding</th>
<th>Language Arts</th>
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<td>almost also years</td>
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<tr>
<td>Decodable Stories, Book 2</td>
<td>Selection: The Prairie Fire</td>
<td>Reading and Responding: The White Spider's Gift</td>
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<td>• Story 10: Bike Races</td>
<td>Comprehension: Decodable Words: Bike Races</td>
<td>Language Arts: Decodable Words: Bike Races</td>
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**Lesson 6**

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<td></td>
</tr>
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<td>• /ē/ spelled e, e_e</td>
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<td></td>
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<tr>
<td>• /ū/ spelled u, u_e</td>
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<tr>
<td>• /s/ spelled ce, ci_, cy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• /ā/ spelled _ay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• /Ėl/ spelled _le, _el, _al, _il</td>
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<td>High-Frequency Words</td>
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<td>air, such</td>
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<td>Decodable Stories, Book 2</td>
<td>Selection: The White Spider's Gift</td>
<td>Reading and Responding: The White Spider's Gift</td>
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<td>• Story 11: Too Cold?</td>
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<td>Shades of Meaning</td>
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<tr>
<td>Irregular Plurals</td>
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</tbody>
</table>

**The Prairie Fire**

**Genre:** Historical Fiction
**LEXILE®:** 700L
**Essential Questions:**
1. What kinds of people show bravery in the face of danger?
2. Why do we admire people like firefighters and astronauts?

**Social Studies Connection:** Civic Ideals

**Decodable Stories, Book 2**

**The White Spider's Gift**

**Genre:** Play
**LEXILE®:** 590L
**Essential Questions:**
1. What makes somebody a good person?
2. How do actions speak louder than words?

**Social Studies Connection:** Cultural Values

<table>
<thead>
<tr>
<th><strong>Reading and Responding</strong></th>
<th><strong>Language Arts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection</strong></td>
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<tr>
<td><strong>Decodable Stories, Book 2</strong></td>
<td><strong>Selection</strong></td>
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<tr>
<td><strong>Irregular Plurals</strong></td>
<td><strong>The Prairie Fire</strong></td>
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<tr>
<td><strong>Decodable Stories, Book 2</strong></td>
<td><strong>Selection</strong></td>
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<tr>
<td><strong>Irregular Plurals</strong></td>
<td><strong>The White Spider's Gift</strong></td>
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**Writing**

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<tr>
<td><strong>Quotation Marks, Commas, and Capitalization</strong></td>
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**Prosody**

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<th><strong>Accuracy</strong></th>
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<tbody>
<tr>
<td><strong>Expression</strong></td>
<td><strong>Accuracy</strong></td>
<td><strong>Intonation</strong></td>
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</table>

**Step 5—Develop Presentation**

- Choosing a Presentation
- Including a Slideshow Work on a Presentation Plan
- Schedule for Presentations

**Opinion Writing**

<table>
<thead>
<tr>
<th><strong>Writing</strong></th>
<th><strong>Grammar, Usage, and Mechanics</strong></th>
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<tbody>
<tr>
<td><strong>Quotation Marks, Commas, and Capitalization</strong></td>
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**Step 6—Deliver Presentations**

- Present Findings
- Review Conjecture and Ask New Questions

**Opinion Writing**

<table>
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<th><strong>Grammar, Usage, and Mechanics</strong></th>
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<tbody>
<tr>
<td><strong>Quotation Marks, Commas, and Capitalization</strong></td>
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**BIG Idea**

What does respect mean to you?
## Unit 2 Scope and Sequence | Extreme Weather

### Foundational Skills

<table>
<thead>
<tr>
<th>Phonics and Decoding</th>
<th>High-Frequency Words</th>
<th>Fluency</th>
<th>Word Analysis</th>
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<tbody>
<tr>
<td>/ē/ spelled ee, ea, <em>ie</em>, _y, and _ey</td>
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<td>Contractions and Possessives</td>
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</table>

### Reading and Responding

#### LESSON 1

**/ē/ spelled ee, ea, _ie_, _y, and _ey**

- **Read Aloud:** Wind
  - Genre: Legend
  - Essential Question: When have you been challenged by extreme weather?

- **Storm Chasers**
  - Genre: Informational Text
  - Lexile®: 780L
  - Essential Questions:
    - How can technology help us understand weather hazards?
    - What kinds of risks are involved in studying weather?
    - When can it be worth it to take a risk?

- **Social Studies Connection:** Safety First

#### LESSON 2

**/ī/ spelled _igh, _ie, and _y**

- **Read Aloud:** Something Told the Wild Geese
  - Genre: Poetry
  - Essential Question: Why do some birds fly south for the winter?

### Language Arts

<table>
<thead>
<tr>
<th>Writing</th>
<th>Grammar, Usage, and Mechanics</th>
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<tr>
<td>Step 2—Create Conjectures</td>
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### Vocabulary Words

- subsisted
- ventured
- immense
- solitary
- cover
- transmit
- forecast
- gain
- serious
- hazard
- navigate
- mobile
- anchor
- media
- scene
- pastime

### Comprehension Strategies

- Visualizing
- Asking and Answering Questions
- Access Complex Text
- Fact and Opinion
- Main Idea and Details

### Writer’s Craft

- Author’s Purpose
- Text Feature: Sidebars

### Accuracy

- Prosody

### Intonation

- Automaticity
- Expression

### Writing to Inform

- Prewriting
- Drafting
- Revising
- Editing

### Possessive Nouns and Pronouns

### Grade 3 BIG Idea

**How can we prepare for weather?**
**Unit 2 Scope and Sequence**  |  Extreme Weather

### Foundational Skills

<table>
<thead>
<tr>
<th>Phonics and Decoding</th>
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  - House          | High-Frequency Words | Same side | Homophones |
  - Decodable Stories, Book 3 | Story 14: More Bats |         |               |

### Reading and Responding

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<th>Selection</th>
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<th>Inquiry/Research</th>
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<td>Updraft funnel cloud classification demolish radar prepare</td>
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<td>Rate Accuracy Automaticity</td>
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<td>Rate Accuracy Automaticity</td>
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<td>What are ways we can protect ourselves from weather we cannot control?</td>
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### Language Arts

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### BIG Idea

How can we prepare for weather?
# Unit 2 Scope and Sequence | Extreme Weather

## Foundational Skills

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<tr>
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## Reading and Responding

<table>
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<th>Selection</th>
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<th>Vocabulary</th>
<th>Fluency</th>
<th>Inquiry/Research</th>
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<td>LESSON 5</td>
<td>Hot Enough to Fry an Egg</td>
<td>Comprehension Strategies: Summarizing, Visualizing, Asking and Answering Questions</td>
<td>sandwiched, extinct, evaporate, elevation, polar, Antarctic, tundra, plateaus, severe, mirage, continent</td>
<td>Automaticity Rate, Prosody Rate</td>
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## Language Arts

<table>
<thead>
<tr>
<th>Writing</th>
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<tbody>
<tr>
<td>LESSON 5</td>
<td>Writing to Inform: Drafting, Revising, Editing, Publishing</td>
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</table>

## BIG Idea

How can we prepare for weather?

**Grade 3**

**Open Court Reading**
# Unit 3 Scope and Sequence | A Changing Nation

## Foundational Skills

<table>
<thead>
<tr>
<th>Phonics and Decoding</th>
<th>High-Frequency Words</th>
<th>Fluency</th>
<th>Word Analysis</th>
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### LESSON 1
- /b/ spelled oo
- /ool/ spelled oo

- book
- letters

- Decodable Stories, Book 4
- Story 18: A Trade

- Inflectional Endings -ing and -ed
- Read Aloud: The Rise and Fall of Bodie
- Genre: Narrative Nonfiction
- Essential Questions:
  - What happens when the excitement of something new wears off?
  - What reasons are there to save things from the past?
- A New Life for Mei
- Genre: Historical Fiction
- LEXILE® 760L
- Essential Questions:
  - How did immigrants help build the country?
  - How would you feel if you had to immigrate to an unfamiliar place?
- Social Studies Connection: Earning a Living

### LESSON 2
- /ow/ spelled ow and ou
- /o/ spelled ow

- enough set

- Decodable Stories, Book 4
- Story 19: A Brief History of Money

- Comparatives and Superlatives
- The Harlem Renaissance
- Genre: Informational Text
- LEXILE® 890L
- Essential Questions:
  - Why would people want to feel like they are part of a community?
  - Is there anything about your community that makes you feel proud?
- The Dream Keeper/My People/Words Like Freedom
- Genre: Poetry
- Essential Question:
  - What kinds of things can unite a community?
- Social Studies Connection: Migrations

## Reading and Responding

<table>
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<th>Reading and Responding</th>
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<td>Rate</td>
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### LESSON 1
- Comprehension Strategies:
  - Predicting
  - Asking and Answering Questions
- Access Complex Text:
  - Clarity and Categorize
  - Making Inferences
- Writer’s Craft:
  - Story Elements: Character
  - Story Elements: Plot
- Glimmering mills eke out arrested
decay strike link apprehensive
rush accommodate hitch bellowed
proper fate lie

### LESSON 2
- Comprehension Strategies:
  - Asking and Answering Questions
  - Visualizing
- Access Complex Text:
  - Fact and Opinion
  - Main Idea and Details
- Writer’s Craft:
  - Genre Knowledge
  - Text Features: Photographs with Captions
- Adventure fame international symbolized
discrimination prosperous pride
launch dialect cast lavish timeless

## Language Arts

<table>
<thead>
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### LESSON 1
- Narrative Writing:
  - Realistic Story
  - Drafting
- Grammar, Usage, and Mechanics:
  - Pronunciation
- Abstract Nouns

### LESSON 2
- Narrative Writing:
  - Realistic Story
  - Revising
- Grammar, Usage, and Mechanics:
  - Coordination and Subordination Conjunctions
- Abstract Nouns

---

**BIG Idea**

How can we learn from our past?
# Unit 3 Scope and Sequence | A Changing Nation

## Foundational Skills

<table>
<thead>
<tr>
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<td>Story 20: Collecting Baseball Cards</td>
<td>Irregular Comparatives and Supersatiatives</td>
<td>The Overlanders</td>
<td>Genre: Historical Fiction</td>
<td>LEXILE® 640L</td>
<td>Essential Questions: • Why would somebody move to a new community? • Who were the first people to live in your community? • What obstacles did they overcome?</td>
<td>Comprehension Strategies: • Summarizing • Clarifying</td>
<td>Access Complex Text: • Sequence • Making Inferences</td>
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<td>Decodable Stories, Book 4</td>
<td>Story 21: Money Stories</td>
<td>Content Words and Shades of Meaning</td>
<td>The Cherokee: Gold and Tears</td>
<td>Genre: Informational Text</td>
<td>LEXILE® 70L</td>
<td>Essential Questions: • What impact have Native Americans had on this country? • How were early Native American communities forced to change?</td>
<td>Comprehension Strategies: • Summarizing • Making Connections</td>
<td>Access Complex Text: • Cause and Effect • Main Idea and Details</td>
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</table>

## Reading and Responding

- **LESSON 3**
  - **Decodable Stories, Book 4**
  - **Story 20**: Collecting Baseball Cards

- **Irregular Comparatives and Supersatiatives**

- **The Overlanders**
  - **Genre**: Historical Fiction
  - **LEXILE® 640L**

- **Essential Questions**:
  - Why would somebody move to a new community?
  - Who were the first people to live in your community?
  - What obstacles did they overcome?

- **Comprehension Strategies**:
  - Summarizing
  - Clarifying

- **Access Complex Text**:
  - Sequence
  - Making Inferences

- **Writer's Craft**:
  - Point of View
  - Language Use: Descriptive Words

- **Prosody**:
  - Accuracy Rate

- **Step 3—Collect Information**:
  - Collect Information
  - Organize and Synthesize Information

- **Narrative Writing: Tall Tale**
  - Drafting
  - Revising
  - Editing
  - Publishing

- **Narrative Writing: Personal Narrative**
  - Prewriting

## Language Arts

### Writing
- **Narrative Writing: Tall Tale**
- **Decodable Stories, Book 4**
- **Story 21**: Money Stories

### Grammar, Usage, and Mechanics
- **Compound Sentences**
- **Prosody**
- **Automaticity**

### Adjectives
- **Our Story**
- **Genre**: Poetry
- **Essential Questions**:
  - What is the history of your community?
  - Does that history affect you now?

### Social Studies Connection:
- **Changing Culture**

### How Am I Like You
- **Ferry**
- **Yoke**
- **Trade**
- **Abandon**
- **Acres**
- **Territory**

### Our Story
- **Genre**: Poetry
- **Essential Questions**:
  - What is the history of your community?
  - Does that history affect you now?

### Social Studies Connection:
- **How Am I Like You**
### Unit 3 Scope and Sequence | A Changing Nation

#### Foundational Skills

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<thead>
<tr>
<th>Phonics and Decoding</th>
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#### Reading and Responding

**LESSON 5**

- /ow/ spelled _ow
- /ū/ spelled _u_e, _ew, and _ue
- /ə/ spelled _ow
- Paper
- Decodable Stories, Book 4: Story 22: Seven Bank Facts
- Words with the Same Base: The Dancing Bird of Paradise

**LESSON 6**

- /ə/ spelled _ow
- /ou/ spelled _ou, _ow, and _ou
- /ō/ spelled _ow
- /aw/ spelled au_, aw, augh, ough, and al
- /oi/ spelled _oi and _oy
- /ū/ spelled _u_e, _ew, and _ue
- /ə/ spelled _ow
- Point
- Decodable Stories, Book 4: Story 23: Dad is Back
- Words with the Same Base: Arbor Day Square

#### Language Arts

**Writing**
- Narrative Writing: Fantasy
- • Prewriting
- • Drafting
- • Revising

**Grammar, Usage, and Mechanics**
- • Abstract Nouns
- • Coordinating and Subordinating Conjunctions
- • Compound Sentences
- • Adjectives
- • Adverbs

**Comprehension Strategies**
- • Clarifying
- • Predicting
- • Access Complex Text
- • Sequence
- • Compare and Contrast

**Access Complex Text**
- • Sequence
- • Compare and Contrast

**Writer’s Craft**
- • Story Elements: Setting
- • Point of View

**Access Complex Text**
- • Sequence
- • Compare and Contrast

**Writer's Craft**
- • Language Use: Figurative Language
- • Story Elements: Character
- • Story Elements: Setting

**Comprehension Strategies**
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- • Sequence
- • Compare and Contrast

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**Access Complex Text**
- • Sequence
- • Compare and Contrast

**Writer’s Craft**
- • Language Use: Figurative Language
- • Story Elements: Character
- • Story Elements: Setting
## Unit 4 Scope and Sequence | Animals and Their Habitats

### Foundational Skills

<table>
<thead>
<tr>
<th>Word Analysis</th>
<th>Reading and Responding</th>
<th>Vocabulary</th>
<th>Language Arts</th>
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<td><strong>LESSON 1</strong></td>
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<td>- Suffixes: -y and -ly</td>
<td>- Latin Suffixes: -ment and -ive</td>
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<td>Read Aloud: The Beginning of the Armadillos</td>
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<td>Essential Questions</td>
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<tr>
<td>- What kinds of animal adaptations are used to trick predators?</td>
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<tr>
<td>- Have you ever been surprised or tricked by an animal’s defenses?</td>
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<td>The Country Mouse and the City Mouse</td>
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<td>Essential Questions</td>
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<tr>
<td>- What kinds of animals live in the country? What kinds live in the city?</td>
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<td>- Why do you think animals are better suited for one place over another?</td>
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<td>Science Connection: The Life Cycle</td>
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<td><strong>LESSON 2</strong></td>
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<td>- Latin Suffixes: -able and -ily</td>
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<tr>
<td>- How do plants and animals depend on each other?</td>
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<td>- How can environmental changes impact animals and their habitats?</td>
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<tr>
<td>- What animals come out at night? Why?</td>
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<tr>
<td>Science Connection: Group Survival</td>
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</table>

### Reading and Responding

- **Comprehension Strategies**
  - Predicting
  - Clarifying
- **Access Complex Text**
  - Compare and Contrast
  - Fact and Opinion
- **Writer’s Craft**
  - Story Elements: Setting
  - Story Elements: Character

### Vocabulary Words
- hubris
- graciously
- prickles
- tremendous
- saliva
- compost
- muty
- inadequate
- luxury
- scrumptious
- scrutinized
- tone
- tranquility
- abundance

### Language Arts

- **Writing to Inform**
  - Prewriting
  - Drafting

### Grammar, Usage, and Mechanics

- Comparative and Superlative Adjectives and Adverbs

### Additional Resources

- **BIG Idea**
  - How do animals interact with their environments?

- **Science Connection**
  - The Life Cycle
  - Group Survival

- **Prosody**
  - Rate
  - Expression

### Step 1 - Develop Questions

- Connect Inquiry to Animals and Their Habitats
- Generate Ideas and Questions
- Develop a Research Question

### Step 2 - Create Conjectures

- Turn a Question into a Conjecture
- Make a Conjecture
- Plan to Collect Information

### Writing to Inform

- Prewriting
- Revising
- Editing
- Publishing
- Prewriting

### Abbreviations

- Grade 3
# Unit 4 Scope and Sequence | Animals and Their Habitats

## Foundational Skills

### Reading and Responding

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### Language Arts

- **Reading and Responding**
  - **Foundational Skills**
  - **Reading and Responding**
  - **Vocabulary**
  - **Fluency**
  - **Inquiry/Research**
  - **Writing**
  - **Grammar, Usage, and Mechanics**

### Lesson 3

- **Essential Questions**
  - How do people use animals?
  - What are some special features of animals you are familiar with?
  - How can special animal features be useful for people?

- **Social Studies Connection**
  - Economy and Technology

### Lesson 4

- **Essential Questions**
  - What are some animals that have unique traits or abilities?
  - How do animals use their unique traits or abilities to survive?

- **Science Connection**
  - Animal Traits

### Additional Resources

- **Grammar, Usage, and Mechanics**
  - Capitalization and Commas–Dates, Cities and States, Addresses, Titles

---

**BIG Idea**

- How do animals interact with their environments?
## Unit 4 Scope and Sequence | Animals and Their Habitats

### Foundational Skills

#### Reading and Responding

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<th>LESSON 5</th>
<th>LESSON 6</th>
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<td><strong>Ecosystem Invaders</strong>&lt;br&gt;Genre: Informational Text&lt;br&gt;LEXILE® 810L&lt;br&gt;<strong>Essential Questions</strong>&lt;br&gt;• What could happen when an animal moves to a different habitat?&lt;br&gt;• How might your habitat be affected if something new was introduced?&lt;br&gt;<strong>Science Connection:</strong> Variations of Traits</td>
<td><strong>Is This Panama?</strong>&lt;br&gt;Genre: Fantasy&lt;br&gt;LEXILE® 770L&lt;br&gt;<strong>Essential Questions</strong>&lt;br&gt;• How do different animals deal with weather changes in their habitat?&lt;br&gt;• Why do animals prefer particular habitats?&lt;br&gt;<strong>Science Connection:</strong> Magnets and Magnetic Fields</td>
</tr>
<tr>
<td><strong>Comprehension Strategies</strong>&lt;br&gt;• Clarifying&lt;br&gt;• Summarizing&lt;br&gt;<strong>Access Complex Text</strong>&lt;br&gt;• Main Idea and Details&lt;br&gt;• Fact and Opinion&lt;br&gt;<strong>Writer’s Craft</strong>&lt;br&gt;• Text Features: Maps and Photographs&lt;br&gt;• Author’s Purpose</td>
<td><strong>Comprehension Strategies</strong>&lt;br&gt;• Predicting&lt;br&gt;• Asking and Answering Questions&lt;br&gt;<strong>Access Complex Text</strong>&lt;br&gt;• Cause and Effect&lt;br&gt;• Sequence&lt;br&gt;<strong>Writer’s Craft</strong>&lt;br&gt;• Language Use: Descriptive Words&lt;br&gt;• Story Elements: Plot</td>
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<td><strong>Inquiry/Research</strong>&lt;br&gt;Step 5—Develop Presentations&lt;br&gt;• Choosing a Type of Presentation&lt;br&gt;• Work on a Presentation Plan&lt;br&gt;• Schedule Presentations</td>
<td><strong>Inquiry/Research</strong>&lt;br&gt;Step 6—Deliver Presentations&lt;br&gt;• Present Findings&lt;br&gt;• Review Conjectures and Ask New Questions</td>
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<td><strong>Writing</strong>&lt;br&gt;Writing to Inform&lt;br&gt;• Editing&lt;br&gt;• Publishing&lt;br&gt;Writing to Inform&lt;br&gt;• Prewriting</td>
<td><strong>Writing</strong>&lt;br&gt;Writing to Inform&lt;br&gt;• Drafting&lt;br&gt;• Revising&lt;br&gt;• Editing&lt;br&gt;• Publishing</td>
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<td><strong>Language Arts</strong>&lt;br&gt;Grammar, Usage, and Mechanics</td>
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### Foundational Skills Details

#### LESSON 5
- Greek Roots: ast, graph, log, and scop
- Latin Roots: grat, mar, miss, and port

### LESSON 6
- Suffixes: -y and -ly
- Latin Suffixes: -ment and -ive
- Suffixes: -ful and -less
- Latin Suffixes: -able and -ity
- Multiple Meaning Words
- Content Words
- Words with the Same Base
- Greek Roots: art, graph, log, and scop
- Latin Roots: grat, mar, miss, and port

### Additional Content
- Ecosystem Invaders
  - Genre: Informational Text
  - Lexile® 810L
  - Essential Questions:
    - What could happen when an animal moves to a different habitat?
    - How might your habitat be affected if something new was introduced?
  - Science Connection: Variations of Traits

- Is This Panama?
  - Genre: Fantasy
  - Lexile® 770L
  - Essential Questions:
    - How do different animals deal with weather changes in their habitat?
    - Why do animals prefer particular habitats?
  - Science Connection: Magnets and Magnetic Fields
# Unit 5 Scope and Sequence | Government at Work

## Foundational Skills

### Word Analysis

#### LESSON 1
- Prefixes re-, pre-, mis-, and un-
- Prefixes con- and in-/im-

#### LESSON 2
- Prefixes ex- and en-/em-
- Prefixes dis- and auto-

## Reading and Responding

### Selection

#### LESSON 1
- **Read Aloud:** A Call to War
  - Genre: Narrative Nonfiction
  - Essential Questions:
    - Why are leaders valuable?
    - What if no one was in charge?
    - Do you think it would be fun or scary?

  - The Road to Democracy
    - Genre: Informational Text/Myth
    - LEXILE® 830L
    - Essential Questions:
      - What are some ways that people make decisions as a group?
      - What ways are the easiest? What ways are the most fair?
  
  - Social Studies Connection: A New Democracy

#### LESSON 2
- **Every Vote Counts**
  - Genre: Informational Text/Fable
  - LEXILE® 860L
  - Essential Questions:
    - Why do elections work?
    - Why is it important for citizens to participate in elections?

  - Election Day
    - Genre: Poetry
    - Essential Question:
      - What would happen if nobody voted?

  - Social Studies Connection: Party Time

### Comprehension

#### LESSON 1
- Comprehension Strategies
  - Clarifying
  - Visualizing

  - Access Complex Text
    - Main Idea and Details
    - Cause and Effect

  - Writer's Craft
    - Author's Purpose
    - Text Features

#### LESSON 2
- Comprehension Strategies
  - Summarizing
  - Asking and Answering Questions

  - Access Complex Text
    - Main Idea and Details
    - Compare and Contrast

  - Writer's Craft
    - Genre Knowledge
    - Point of View

## Vocabulary Words

- muskets
- raid
- taxes
- waded
- ambushed
- hounded
- government
- vote
- peaceful
- revolution
- colonists
- nation
- region
- unity
- empire
- documents
- trend

## Fluency

- Accuracy
  - Prosody
  - Rate

## Inquiry/Research

#### LESSON 1
- Step 1—Develop Questions
  - Connect Inquiry to Government at Work
  - Generate Ideas and Questions
  - Generate a Research Question

#### LESSON 2
- Step 2—Create Conjectures
  - Turn a Question into a Conjecture
  - Make a Conjecture
  - Plan to Collect Information

## Writing

#### LESSON 1
- Persuasive Writing
  - Prewriting
  - Drafting
  - Revising
  - Editing

#### LESSON 2
- Subject/Verb Agreement and Pronoun/Antecedent Agreement

## Language Arts

### Grammar, Usage, and Mechanics

- Past, Present, and Future Tense Verbs
# Unit 5 Scope and Sequence  |  Government at Work

## Foundational Skills

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<th>Word Analysis</th>
<th>Reading and Responding</th>
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<tr>
<td><strong>LESSON 3</strong></td>
<td>How Congress Works Genre: Informational Text LEXILE® 830L Essential Questions • What could happen if one person had too much power in the government? • Who tells our government what to do? How? The Preamble of the United States Constitution Genre: Historical Document Essential Question • What is the purpose of the government? Social Studies Connection: State Governments</td>
<td>Comprehension Strategies • Summarizing • Asking and Answering Questions Access Complex Text • Compare and Contrast • Classify and Categorize Writer's Craft • Genre Knowledge • Language Use: Domain-Specific Words</td>
</tr>
<tr>
<td><strong>LESSON 4</strong></td>
<td>The United States Capital Genre: Informational Text LEXILE® 1010L Essential Questions • What are symbols of our government? • What do these symbols stand for? • Why are they important? Social Studies Connection: Under Pressure</td>
<td>Comprehension Strategies • Making Connections • Clarifying Access Complex Text • Classify and Categorize • Sequence Writer's Craft • Text Features: Headings and Captions • Author’s Purpose</td>
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## BIG Idea

Why do we need a government?

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<th>Business Letter</th>
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<td>Publishing</td>
<td>Step 4—Revise Conjectures</td>
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<td>Organize All Information</td>
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<td>Summary</td>
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## Unit 5 Scope and Sequence | Government at Work

### Foundational Skills

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<td>Prefixes and Suffixes</td>
<td>Marching with Aunt Susan: Susan B. Anthony and the Fight for Women’s Suffrage</td>
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<tr>
<td>Genre: Historical Fiction</td>
<td>Lexile® 730L</td>
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<tr>
<td>Essential Questions</td>
<td>• How do we change the laws? • Why do people value their right to vote? • What are some ways to let the government know your opinion?</td>
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<td>Social Studies Connection: Educational Progress</td>
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### LESSON 6

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<tr>
<th>Prefixes re-, pre-, mis-, and un-</th>
<th>Prefixes con- and in-/im-</th>
<th>Prefixes dis- and auto-</th>
<th>Number Prefixes un-, bi-, tri-, and multi-</th>
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<th>Words with the Same Base</th>
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<tr>
<td>So You Want to Be President?</td>
<td>Genre: Biography</td>
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<td>Essential Questions</td>
<td>• What kind of person could become the president? • What do you think all presidents should have in common?</td>
<td>Social Studies Connection: Community Service and You</td>
<td>Comprehension Strategies</td>
<td>Asking and Answering Questions</td>
</tr>
</tbody>
</table>

### Vocabulary Words

- strenuous
- suffrage
- rally
- factory
- campaign
- marched
- liberty
- zeal
- mount
- ratified
- power
- appropriate

### Fluency

- Automaticity
- Intonation
- Prosody
- Expression

### Inquiry/Research

- Step 5—Develop Presentations
  - Choosing a Type of Presentation
  - Work on a Presentation Plan
  - Schedule Presentations

- Step 6—Deliver Presentations
  - Present Findings
  - Review Conjectures and Ask New Questions

### Writing

- Summary
  - Drafting
  - Revising
  - Editing
  - Publishing

- Response to Literature
  - Prewriting

### Grammar, Usage, and Mechanics

- Complex Sentences

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**BIG Idea**

Why do we need a government?
## Unit 6 Scope and Sequence | Art on the Move

### Foundational Skills

<table>
<thead>
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<th>Lesson</th>
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</thead>
</table>
| **LESSON 3** | • Inflectional Endings -ed and -ing  
  • Regular and Irregular Comparatives and Superlatives  
  • Content Words  
  • Shades of Meaning  
  • Words with the Same Base | Marshall’s Role  
Genre: Realistic Fiction  
LEXILE® 690L  
**Essential Questions**  
• What goes into a performance that the audience does not see?  
• Who works to make a performance possible?  
**The Play**  
Genre: Poetry  
**Essential Question**  
• What does it feel like to perform in front of others?  
**Science Connection:** Predicting Motion | **Comprehension Strategies**  
• Visualizing  
• Predicting  
**Access Complex Text**  
• Main Idea and Details  
• Fact and Opinion  
**Writer’s Craft**  
• Story Elements: Plot  
• Story Elements: Character | **Vocabulary Words**  
• audition  
• props  
• harness  
• opening night  
• glitter  
• flourish | **Fluency**  
• Automaticity  
• Rate  
• Phrasing  
• Expression | **Inquiry/Research**  
• Step 3—Collect Information  
• Collect Information  
• Organize and Synthesize Information | **Writing**  
• Narrative Writing  
• Revising  
• Editing  
• Publishing  
**Writing a Response to Literature**  
• Prewriting  
• Prewriting  
• Drafting  
• Revising  
• Editing  
• Publishing | **Grammar, Usage, and Mechanics**  
• Pronouns  
• Abstract Nouns  
• Conjunctions  
• Compound Sentences |

| **LESSON 4** | • Suffixes  
• Multiple-Meaning Words  
• Content Words and Words with the Same Base  
• Greek and Latin Roots | Behind the Scenes  
Genre: Informational Text  
LEXILE® 770L  
**Essential Questions**  
• What role does science play in the performing arts?  
• What kind of technology do performers use?  
**Science Connection:** Designing to Solve Problems | **Comprehension Strategies**  
• Asking and Answering Questions  
• Making Connections  
**Access Complex Text**  
• Cause and Effect  
• Compare and Contrast  
**Writer’s Craft**  
• Text Features: Diagrams and Photographs with Captions  
• Language Use: Domain-Specific Language | **Vocabulary Words**  
• dies  
• physics  
• loads  
• devices  
• coil  
• current | **Fluency**  
• Accuracy  
• Rate  
• Prosody  
• Intonation | **Inquiry/Research**  
• Step 4—Revise Conjectures  
• Revise the Conjecture  
• Collect More Information  
• Organize All Information | **Writing**  
• Writing a Response to Literature  
• Prewriting  
• Revising  
• Drafting  
• Editing  
• Publishing | **Grammar, Usage, and Mechanics**  
• Adjectives and Adverbs  
• Comparative Adjectives and Adverbs  
• Abbreviations |
### Unit 6 Scope and Sequence | Art on the Move

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<td>LESSON 5</td>
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**LESSON 5**
- Prefixes and Suffixes
- Words with the Same Base
- Shades of Meaning

**A World Tour in Song and Dance**
*Genre: Informational Text*
*LEXILE® 730L*

**Essential Questions**
- Why do people around the world sing and dance?
- What kinds of things do all people have in common?

**Science Connection:** Traits and Survival

**Comprehension Strategies**
- Summarizing
- Visualizing

**Access Complex Text**
- Compare and Contrast
- Fact and Opinion

**Writer’s Craft**
- Point of View
- Genre Knowledge

**Vocabulary Words**
- vary
- specific
- gestures
- mimic
- mourning
- commences
- somber
- beat
- stressful
- inspire
- require
- rehearsal

**Fluency**
- Automaticity
- Rate
- Prosody
- Accuracy

**Step 5—Develop Presentations**
- Choosing a Type of Presentation
- Work on a Presentation Plan
- Schedule Presentations

**Lesson 6**
- Review Lesson 1 Concepts
- Review Lesson 2 Concepts
- Review Lesson 3 Concepts
- Review Lesson 4 Concepts
- Review Lesson 5 Concepts

**Ah, Music!**
*Genre: Informational Text*
*LEXILE® 740L*

**Essential Questions**
- Why do people create music?
- What are different kinds of musical performance?

**Science Connection:** Designing Fair Tests

**Comprehension Strategies**
- Clarifying
- Visualizing
- Making Connections

**Access Complex Text**
- Fact and Opinion
- Classify and Categorize
- Sequence

**Writer’s Craft**
- Text Features: Illustrations and Captions
- Author’s Purpose
- Story Elements: Style

**Vocabulary Words**
- accents
- mood
- universal
- brilliant
- composition
- variations
- primitive
- rituals
- record
- diverse
- recital
- metronome

**Fluency**
- Automaticity
- Prosody
- Rate
- Accuracy

**Step 6—Deliver Presentations**
- Present Findings
- Review Conjectures and Ask New Questions

**Writing a Biography**
- Revising
- Editing
- Publishing

**Grammar, Usage, and Mechanics**
- Compound Subjects and Predicates
- Coherence and Capitalization
- Subject/Verb Agreement and Pronoun/Antecedent Agreement
- Review Verb Tenses, Verb to be, Irregular Verbs, Prepositions and Prepositional Phrases, and Complex Sentences