

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.
	1.2				1) Identify the components of a simple sentence 2) Identify appropriate punctuation marks	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.
	1.3				1) Record yourself as you read narrative 2) Describe how you read	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.
	1.4				1) Read a story about a personal adventure 2) Identify characteristics of story structure 3) Identify words with the CCVC pattern	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.
	1.5				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	<p>1) Use the CVCe pattern to read words</p> <p>2) Spell words with the CVCe pattern</p> <p>3) Use a dictionary to define reading selection vocabulary words</p> <p>4) Reading sight words</p>	<p>CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences.</p> <p>CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles.</p> <p>CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding.</p> <p>CC.3.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>
	2.2				Distinguish sentences from non-sentences	
	2.3				<p>1) Record yourself as you read informational text</p> <p>2) Describe how you read</p>	
	2.4				<p>1) Read a story about a space adventure</p> <p>2) Read informational text about NASA</p> <p>3) Summarize the text</p>	<p>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.)</p>
	2.5				<p>1) Describe the audience and purpose for writing</p> <p>2) Identify the parts of a paragraph</p> <p>3) Write a paragraph about space</p>	<p>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>

						<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.I.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>
	3.2				<p>1) Identify compound nouns and verbs in sentences</p> <p>2) Explain why compound nouns and verbs are used</p>	<p>CC.3.R.F.3.d Phonics and Word Recognition: Read grade-</p>

				when writing.		
	3.3			1) Record yourself as you read 2) Identify the proper phrasing of groups of words when you read	appropriate irregularly spelled words. 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				<p>1) Record yourself as you read 2) Identify your reading rate</p>	<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. 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.R.F.3.c Phonics and Word Recognition: Decode multisyllable words. CC.3.L.1.i Conventions of Standard English: Produce simple, compound, and complex sentences. 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>
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	<p>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</p>	<p>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.</p>

		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	<ul style="list-style-type: none"> <li>1) Use the oo and ow pattern to read words</li> <li>2) Spell words with the oo and ow pattern</li> <li>3) Use word family patterns to make new words</li> <li>4) Read sight words</li> </ul>	<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>
	6.2				Identify and use common plural nouns	<p>CC.3.L.1.b Conventions of Standard English: Form and use regular and irregular plural nouns</p> <p>CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>
	6.3				Use appropriate intonation when reading.	<p>CC.3.R.I.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>
	6.4				Identify the organizational structure for compare and contrast text	
	6.5				<ul style="list-style-type: none"> <li>1) Use what has been learned about grammar and mechanics to edit story</li> </ul>	<p>CC.3.R.F.3.d Phonics and Word Recognition: Read grade-appropriate irregularly spelled</p>

					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.I.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	<p>1) Read two letter blends words in text</p> <p>2) Spell words that begin with two letter blends</p> <p>3) Identify synonyms and antonyms</p> <p>4) Read sight words</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>

		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	1) Read three letter blend words 2) Spell words with three letter beginning blends 3) Identify the meaning of words with the prefixes non, over, and re	<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	

				2) Spell words with three letter beginning blends 3) Identify the meaning of words with the prefixes non, over, and re	meaning of the most common prefixes and derivational suffixes. 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. CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding. 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.) CC.3.SL.3 Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. 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.1.b Text Types and Purposes: Provide reasons that support the opinion. CC.3.W.1.c Text Types and Purposes: Use linking words and phrases (e.g., because, therefore, since, for example) to connect
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				1) Write clear topic sentences 2) respond to a different opinion	

						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	
	10.4				Read nonfiction text to find the main idea	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.

	10.5				1) Write a compare and contrast paragraph about pond animals	<p>CC.3.R.F.4.a Fluency: Read on-level text with purpose and understanding.</p> <p>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.</p> <p>CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.</p>
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	<p>1) Read words with the vowel diphthongs ow and ou</p> <p>2) Spell words with vowel diphthongs</p> <p>3) Identify words with multiple meanings</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.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>
	11.2				Reduce repetition in writing with pronouns	
	11.3				Listen to your reading to monitor rate, expression, and intonation	
	11.4				Read nonfiction text	
	11.5				<p>1) Write a paragraph about an animal friend</p> <p>2) Discuss your paragraph with a friend</p>	<p>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.</p> <p>CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details.</p>

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	<ul style="list-style-type: none"> <li>1) Read words with the vowel patterns au and aw</li> <li>2) Spell words with the vowel patterns</li> <li>3) Identify words with multiple meanings</li> </ul>	<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.L.1.f Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.</p> <p>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.</p>
	12.2				Examine pronouns and the antecedents	
	12.3				Listen to your reading to monitor rate, expression, and intonation	
	12.4				Read and summarize nonfiction text. Answer text dependent questions	
	12.5				<ul style="list-style-type: none"> <li>1) Write a paragraph about a night animal</li> <li>2) Explain the difference between night animals and day animals to a friend</li> </ul>	
Rural vs. City						
	13.1	does, fast, first, five, found, gave,	knife, knew, knight, thumb, doubt, tomb	city, dull, intend, patience, rural, avoid	<ul style="list-style-type: none"> <li>1) Read words with silent letter sounds kn and b</li> <li>2) Spell words with the letter sounds</li> </ul>	<p>CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based</p>

		goes, green, its, made, many, off			3) Use context clues to identify the meaning of words	<p>spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>CC.3.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase.</p>
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	<p>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</p>

<b>Community Leaders</b>	14.2			Identify the subject of a sentence	<p>night we went looking for them).</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>
	14.3			Listen to your reading to monitor rate, expression, and intonation	<p>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.</p> <p>CC.3.R.I.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.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>
	14.4			<p>1) Read and summarize nonfiction text about jobs in the community</p> <p>2) Identify cause and effect organizational structure</p>	
	14.5			<p>1) Write a paragraph to discuss what causes jobs to come to a community.</p>	
15.1	together, us, use, very, wash, which, why, wish, work,	faster, bigger, louder, shorter, wisest, kindest, hottest,	respect, solution, vision, cooperation, dedicate, goal	<p>1) Read words with the ending sounds er and est</p> <p>2) Spell words with the sounds er and est</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>

		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

<b>Winter Holiday</b>		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. CC.3.L.1.f Conventions of Standard English: Ensure subject-verb and pronoun-antecedent agreement.* CC.3.R.I.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. 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. CC.3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	16.2				Examine subject and verb agreement	
	16.3				Listen to your reading to monitor rate, expression, and intonation	
	16.4				1) Read and summarize nonfiction text about the work of one of the Presidents of the United States	
	16.5				1) Write a paragraph to discuss what causes jobs to come to a community.	
	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.I.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.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. 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.I.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.
	18.5				1) Choose a topic and write a paragraph with the appropriate organizational structure	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.