



# Grade 3 • Unit 1 • Scope and Sequence

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 1: Animal Adaptations	How do living things survive in their environment?	<ul style="list-style-type: none"> <li>Over time, groups of living things develop and pass down certain features or traits that help them survive in their environments.</li> <li>An adaptation is an inherited feature or trait that helps a living thing survive where it lives.</li> <li>Different animals have different adaptations for survival depending on where they live, what they eat, and what they need protection from.</li> </ul>	characteristic adaptation environment survive/survival	Choose from Unit 1 Read Aloud Handbook Selections and Recommended Trade Books.	"Something Told the Wild Geese"	Research Animal Survival	<b>Knowledge-Building Library:</b> <i>Winnie's Watermelon</i> (860L) <i>Growing Plants</i> (660L) <i>Animals Help Plants</i> (640L) <i>What Am I?</i> (580L) <i>The Forest Friends</i> (650L) <i>Rain Forest Mystery</i> (590L) <i>Exploring and Preserving Nature</i> (800L) <i>Opinions About Robot Bees</i> (870L) <i>I Am a Botanist</i> (850L) <b>Reader's Theater Scripts:</b> <i>The Jack and the Beanstalk Trial</i> <i>Why Mole Lives Underground: A Folktale from Peru</i>	<b>Week 1</b>	<b>Interactive Text:</b> "How Animals Stay Cool"  <b>Accountable Text:</b> "How Animals Stay Warm"  <b>Word Study Read:</b> "The Remarkable Teeth of a Shark"	<b>Short Read 1:</b> "Animal Disguises"  <b>Short Read 2:</b> "Animals' Tools for Survival"	"How I Blend In"	Short Vowels	product contact address upset helpful until listen bread	of, for, from, said, all, and, both, by, call, the	Pausing—Short Pauses	Metacognitive: Ask Questions  Metacognitive: Create Mental Images  Fix-Up: Reread to Clarify or Confirm Understanding	Identify the Central Idea and Explain How Relevant Details Support That Idea  Identify Text Structure: Comparison  Compare and Contrast How Two Authors Present Information on the Same Topic	Use Context Clues to Determine the Meaning of Unknown Words	<b>General Academic Listening &amp; Speaking:</b> advantage blending in characteristics surfaces	Write an Explanatory Essay: Read a Mentor Text	Form and Use Regular Plural Nouns  Use Abstract Nouns
								<b>Week 2</b>	<b>Interactive Text:</b> "How Beaver Got His Flat Tail"  <b>Accountable Text:</b> "Why Turtle Sleeps Through Winter"  <b>Word Study Read:</b> "Caterpillar Self-Defense"	<b>Extended Read 1:</b> "Animal Coverings"	"Observations of the Kangaroo Rat"	Long a (a_e, ai, ay, a)	able afraid indicate hooray Tuesday explained became raise	was, saw, too, never, wash, water, no, right, is, into	Pausing—Short Pauses	Metacognitive: Ask Questions	Identify the Central Idea and Explain How Relevant Details Support That Idea  Identify Text Structure: Comparison  Compare and Contrast How Two Authors Present Information on the Same Topic  Use Central Idea and Relevant Details to Summarize a Text	Use Context Clues to Determine the Meaning of Unknown Words	<b>General Academic Listening &amp; Speaking:</b> functions classified role various	Write an Explanatory Essay: Read a Mentor Text	Form and Use Regular Present Tense Verbs
								<b>Week 3</b>	<b>Interactive Text:</b> "The Great Snowy Owl"  <b>Accountable Text:</b> "The Coolest Monkeys on Earth"  <b>Word Study Read:</b> "Why Loons Have Flat Backs"	<b>Extended Read 2:</b> "One Body, Many Adaptations"	"The Walrus"	Long o (o_e, oa, ow, o)  Long u (u_e, ue, ew, u)	float tomorrow continue broken obey few contribute united	one, once, want, also, another, better, bring, because, if, new	Pausing—Short Pauses  Phrasing—Dependent Clauses	Metacognitive: Create Mental Images  Fix-Up: Reread to Clarify or Confirm Understanding	Identify the Central Idea and Explain How Relevant Details Support That Idea  Compare and Contrast How Two Authors Present Information on the Same Topic  Use Central Idea and Relevant Details to Summarize a Text  Understand Features of Poetry	Use Context Clues to Determine the Meaning of Unknown Words	<b>General Academic Listening &amp; Speaking:</b> consume frigid sheds special features	Write an Explanatory Essay: Read a Mentor Text	Ensure Subject/Verb Agreement  Form Simple Sentences



# Grade 3 • Unit 2 • Scope and Sequence

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 2: Ways Characters Shape Stories	How do our actions influence our lives?	<ul style="list-style-type: none"> <li>Writers tell traditional tales including fables, tall tales, myths and folktales; these tales carry important messages and lessons for readers.</li> <li>Every action has a consequence, and a story's plot is shaped by the actions of its characters.</li> <li>Readers can learn from characters' actions and their consequences.</li> <li>People who think about the consequences of their actions can make caring and constructive decisions.</li> </ul>	actions constructive traditional role consequence decisions	Choose from Unit 2 Read Aloud Handbook Selections and Recommended Trade Books.	"The Walrus and the"	Research Tales from Other Countries	<b>Knowledge-Building Library:</b> <i>Esme Solis, Superstar</i> (550L)  <i>A Winning Team</i> (540L)  <i>Red in the Face</i> (600L)  <i>Make Way for the Boston Duckling</i> (600L)  <i>Lexi's Lantern</i> (590L)  <i>Tommy Thompson's Talking Parrot</i> (560L)  <i>Bex Falcon and the Mystery of the Missing Muffins</i> (650L)  <i>The Real Story of Jack and Jill</i> (560L)  <i>I Was There</i> (590L)  <b>Reader's Theater Scripts:</b> <i>Sleepless Beauty</i>  <i>The Old Lion and the Fox</i>	<b>Week 1</b>	<b>Interactive Text:</b> "Yay for Pete!"  <b>Accountable Text:</b> "Julie's Bike"  <b>Word Study Read:</b> "Geese for the Queen"	<b>Short Read 1:</b> "Two Aesop's Fables: Dog and Bone & Ant and Dove"  <b>Short Read 2:</b> "Two Famous Poems"	"Foul Ball!"	Long e (e_e, ea, ee, ey, y, ie, e)	really either cheese monkey only piece complete medium	there, their, they, about, always, any, blue, away, before, found	Expression—Characterization/Feelings	Metacognitive: Draw Inferences  Metacognitive: Make Connections  Fix-Up: Reread to Clarify or Confirm Understanding	Recount Story Details  Refer to Parts of Stories  Describe Characters and Explain How Their Actions Contribute to Events  Compare and Contrast the Plots of Stories	Distinguish Literal from Nonliteral Language—Similes  Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> gratefully reflection crisp striking	Write to a Text-Based Prompt: Opinion Essay	Use Adjectives and Adverbs Correctly
								<b>Week 2</b>	<b>Interactive Text:</b> "Liza and the Giant"  <b>Accountable Text:</b> "The Boy Who Cried Wolf"  <b>Word Study Read:</b> "Theseus and Minotaur"	<b>Extended Read 1:</b> "The Tale of King Midas: A Greek Myth"  "A Special Dinner"	Long i (i_e, igh, y, ie, i)	myself final write science tries bright provided island	could, would, should, ask, around, number, came, same, out, our	Expression—Characterization/Feelings	Metacognitive: Draw Inferences	Recount Story Details  Refer to Parts of Stories  Describe Characters and Explain How Their Actions Contribute to Events  Compare and Contrast the Plots of Stories  Explain How Illustrations Contribute to a Story	Distinguish Literal from Nonliteral Language—Similes  Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> appetizing blurted giddily founder	Write to a Text-Based Prompt: Opinion Essay	Form and Use Irregular Past-Tense Verbs	
								<b>Week 3</b>	<b>Interactive Text:</b> "Home Sweet Home"  <b>Accountable Text:</b> "Paul Bunyan and the Popcorn Blizzard"  <b>Word Study Read:</b> "Paul Bunyan's Big Thirst"	<b>Extended Read 2:</b> "Uncle Parrot's Wedding"  "Good Dog!"	Compound Words	underline everyone sometimes whatever underwater firefighter something cardboard	again, are, wash, be, but, after, them, four, just, things	Inflection/Intonation—volume  Phrasing—Units of Meaning in Complex Sentences	Metacognitive: Make Connections  Fix-Up: Read Out Loud to Support Comprehension	Describe Characters and Explain How Their Actions Contribute to Events  Compare and Contrast the Plots of Stories  Explain How Illustrations Contribute to a Story  Analyze Poetic Structure and Nonliteral Language	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> beamed flustered nuisance resist	Write to a Text-Based Prompt: Opinion Essay	Form and Use Regular Future Tense Verbs	



# Grade 3 • Unit 3 • Scope and Sequence

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 3: Government for the People	Why do people participate in government?	<ul style="list-style-type: none"> <li>Participating in government gives people a voice in how their lives are governed.</li> <li>In a democracy, people have a civic duty to take part in government and contribute to their communities.</li> <li>Throughout history, people in the United States protested unjust laws and worked with the government to gain rights and equal and fair treatment.</li> <li>There are many ways to participate in government, including: voting, proposing new laws, petitioning leaders, protesting inequality, and/or serving as a volunteer or worker.</li> </ul>	civic duty protest responsibility equal, equality rights participate	Choose from Unit 3 Read Aloud Handbook Selections and Recommended Trade Books.	"Lincoln Monument: Washington"	Research Social Change Advocates	<b>Knowledge-Building Library:</b> <i>Get Involved in Your Community</i> (640L)  <i>The National Government</i> (640L)  <i>Community Changers</i> (760L)  <i>Saving Clayton House</i> (550L)  <i>Making a Difference</i> (730L)  <i>U.S. Government</i> (770L)  <i>Opinions About Banning Plastic Bags</i> (880L)  <i>Eyewitness to Martin Luther King's "I Have a Dream" Speech</i> (800L)  <i>We the People</i> (830L)  <b>Reader's Theater Scripts:</b> <i>Jesse Owens: Fastest Human</i>  <i>Plural Spelling Court</i>	<b>Week 1</b>	<b>Interactive Text:</b> "Wave the Flag!"  <b>Accountable Text:</b> "Electing a President"  <b>Word Study Read:</b> "Robert's Rules of Order"	<b>Short Read 1:</b> "Working Together"  <b>Short Read 2:</b> "Election Day"	"Remember to Vote!"	r-Controlled Vowels (/är/,/ör/)	alarm charge starving forgot import ornament forward carnivore	been, both, water, round, then, full, funny, through, today, together	Inflection/Intonation–Pitch	Metacognitive: Distinguish Between Important and Unimportant Information  Metacognitive: Summarize and Synthesize  Fix-Up: Read More Slowly and Think About the Words	Describe Cause/Effect Relationships and Connections in a Text  Use Information Gained from Graphic Features and Text  Describe Sequential Relationships and Connections in a Text	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> responsibility volunteers victory cast	Process Writing: Informative/ Explanatory Essay	Form and Use Irregular Past-Tense Verbs
								<b>Week 2</b>	<b>Interactive Text:</b> "A Debate About Voting"  <b>Accountable Text:</b> "One Nation from Many"  <b>Word Study Read:</b> "Thomas Paine"	<b>Extended Read 1:</b> "Fighters for Rights: Rosa Parks and Cesar Chavez"  <b>Reader's Theater Scripts:</b> <i>Jesse Owens: Fastest Human</i>  <i>Plural Spelling Court</i>	"Diary of a Farmworker"	r-Controlled Vowels (-er, -ir, -ur)	circus summer serve occur return thirteen dangerous caterpillar	buy, carry, were, know, cold, went, white, does, light, goes	Phrasing—Units of Meaning in Complex Sentences	Metacognitive: Distinguish Between Important and Unimportant Information	Describe Cause/Effect Relationships and Connections in a Text  Use Information Gained from Graphic Features and Text  Determine Main Idea and Recount Key Details  Use Text Evidence to Draw Inferences  Compare and Contrast the Most Important Points in Two Texts on the Same Topic	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> protested register rights strike	Process Writing: Informative/ Explanatory Essay	Form and Use Regular Past-Tense Verbs
								<b>Week 3</b>	<b>Interactive Text:</b> "Your Local Government"  <b>Accountable Text:</b> "Checks and Balances"  <b>Word Study Read:</b> "One Nation from Many (was Iroquois League)"	<b>Extended Read 2:</b> "African-American and Women Get the Right to Vote"  <b>Reader's Theater Scripts:</b> <i>Jesse Owens: Fastest Human</i>  <i>Plural Spelling Court</i>	"Chinese Americans get the Right to Vote"	Closed Syllables	button collect lesson problem subject suddenly except basket	these, those, word, only, open, don't, done, each, every, even	Speed/Pacing—Slow  Expression—Dramatic Expression	Metacognitive: Summarize and Synthesize  Fix-Up: Reread to Clarify or Confirm Understanding	Use Information Gained from Graphic Features and Text  Describe Sequential Relationships and Connections in a Text  Compare and Contrast the Most Important Points in Two Texts on the Same Topic  Analyze Nonliteral Language in a Poem	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> ensure taxes union vote	Process Writing: Informative/ Explanatory Essay	Ensure Pronoun-Antecedent Agreement



# Grade 3 • Unit 4 • Scope and Sequence

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 4: Comparing Points of View	What makes people view the same experience differently?	<ul style="list-style-type: none"> <li>The narrator and the characters in a story have different perspectives, or ways of looking at the story's events.</li> <li>Authors can explore the same characters using different perspectives, settings, and literary genres.</li> <li>A play is a literary form with unique storytelling features.</li> <li>We can learn about ourselves—and others—by examining and respecting others' perspectives.</li> </ul>	character examine perspective narrator literary	Choose from Unit 4 Read Aloud Handbook Selections and Recommended Trade Books.	"Fish in a Bowl"	Character Study	<b>Knowledge-Building Library:</b> <i>Camp Awesome</i> (520L) <i>Cricket Concert</i> (590L) <i>The Tao Twins' Trouble</i> (650L) <i>A-Camping We Will Go</i> (640L) In Search of a Beanstalk (NP) <i>Bex Falcon and the Mystery of the Broken Window</i> (680L) <i>The Secret Life of Wally Smithers</i> (700L) <i>Home is Where the Art Is</i> (570L) <i>The Blue Boys</i> (580L) <b>Reader's Theater Scripts:</b> <i>Hansel and Gretel: The True Story</i> <i>Cindy Eller Plays Ball: A Modern-Day Cinderella Tale</i>	<b>Week 1</b>	<b>Interactive Text:</b> "Two Crows and a Pitcher"  <b>Accountable Text:</b> "Half-Empty or Half-Full"  <b>Word Study Read:</b> "Cap O' Rushes"	<b>Short Read 1:</b> "Cinderella's Very Bad Day"  <b>Short Read 2:</b> "Cinderella, Too Much for Words"	"The Perfect Snow Day"	Open Syllables	because decrease future locate open receive unit potatoes	that, what, yellow, years, write, myself, much, find, small, such	Expression—Anticipation/Mood	Metacognitive: Ask Questions  Metacognitive: Create Mental Images  Fix-Up: Read On to Clarify or Confirm Understanding	Distinguish Reader's Points of View From That of the Narrator or Characters  Describe How Each Part of a Drama Builds on the Previous Parts	Use Context Clues to Determine the Meaning of Words and Phrases  Distinguish Literal from Nonliteral Language	<b>General Academic Listening &amp; Speaking:</b> blanketed toil detectable horrendous	Write a Text-Based Prompt: Narrative	Form and Use Comparative and Superlative Adjectives
								<b>Week 2</b>	<b>Interactive Text:</b> "A Big Move"  <b>Accountable Text:</b> "The Blind Men and the Elephant"  <b>Word Study Read:</b> "Coyote's Advice to His Pups"	<b>Extended Read 1:</b> "Rabbit and Coyote"	"The Mysterious Case of the Missing Package"	Consonant -le Syllables	handle needle triple tackle bicycle terrible fable gentle	which, this, other, part, own, here, down, her, has, have	Speed/Pacing—Slow	Metacognitive: Ask Questions	Distinguish Reader's Point of View From That of the Narrator or the Characters  Explain How Illustrations Contribute to a Story  Compare and Contrast Stories with Similar Characters	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> abundance fleeing investigate pesky	Write a Text-Based Prompt: Narrative	Form and Use Comparative and Superlative Adverbs
								<b>Week 3</b>	<b>Interactive Text:</b> "King Midas"  <b>Accountable Text:</b> "Far from Earth"  <b>Word Study Read:</b> "Farmer Joe's New Employee"	<b>Extended Read 2:</b> "The Trial of Rabbit"	"The Great Homework Trial"	Vowel Team Syllables	coach exhausted release remaining toilet youth oatmeal highlight	then, when, put, work, word, soon, so, drink, how, old	Inflection/Intonation—Stress  Pausing—Short Pauses	Metacognitive: Create Mental Images  Fix-Up: Stop and Think About the Author's Purpose	Describe How Each Part of a Drama Builds on the Previous Parts  Compare and Contrast Stories with Similar Characters  Analyze Point of View in a Poem	Use Context Clues to Determine the Meaning of Words and Phrases  Distinguish Literal from Nonliteral Language	<b>General Academic Listening &amp; Speaking:</b> accused furious recall trial	Write a Text-Based Prompt: Narrative	Form and Use Comparative and Superlative Adjectives  Use Commas and Quotation Marks in Dialogue





# Grade 3 • Unit 5 • Scope and Sequence

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 5: Advancements in Technology	What is the value of innovation?	<ul style="list-style-type: none"> <li>Inventions and new technology are created to solve problems.</li> <li>Technology influences and changes how we live, work, communicate, play, and learn.</li> <li>Inventors learn from and build upon the works of other inventors.</li> <li>Technology can help connect people and cultures.</li> </ul>	communication innovation develop information system	Choose from Unit 5 Read Aloud Handbook Selections and Recommended Trade Books.	"My Smart Phone Isn't Very Smart"	Research Important Innovations	<b>Knowledge-Building Library:</b> <i>Beautiful Buildings</i> (630L)  <i>Deep Sea Technology</i> (620L)  <i>Share the Road</i> (650L)  <i>Machines That Solve Problems</i> (680L)  <i>Keep Out! Science Projects to Get Rid of Pests</i> (720L)  <i>Hans Helps Change the World</i> (650L)  <i>Breakthrough Ideas</i> (790L)  <i>Motion and Sound: Early Moviemaking</i> (790L)  <i>Opinions About Playing Video Games</i> (900L)  <b>Reader's Theater Scripts:</b> <i>The Wright Brothers at Kitty Hawk</i>  <i>The Lost Apostrophe</i>	Week 1	<b>Interactive Text:</b> "Robots at Work"  <b>Accountable Text:</b> "Medical Robots"  <b>Word Study Read:</b> "The Longest Wire"	<b>Short Read 1:</b> "Dr. Shirley Jackson's Scientific Mind"  <b>Short Read 2:</b> "From Phone Calls to Video Chat"	"Amazing Grace"	VCe Syllables	desire enclosed surprise recognize telephone whole huge extreme	there, where, people, upon, under, again, are, been, brown, black	Pausing—Full Stops	Metacognitive: Draw Inferences  Metacognitive: Distinguish Between Important and Unimportant  Fix-Up: Read Out Loud to Support Comprehension	Describe Cause/Effect Relationships and Connections in a Text  Distinguish Reader's Point of View from That of the Author  Use Information Gained from Illustrations and Words (Photographs)	Distinguish Shades of Meaning Among Related Words (States of Mind)  Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> advances innovations concept distant	Process Writing: Opinion Essay	Use Coordinating Conjunctions/ Produce Compound Sentences
								Week 2	<b>Interactive Text:</b> "Surfing the Web"  <b>Accountable Text:</b> "Getting from Here to There"  <b>Word Study Read:</b> "George Eastman"	<b>Extended Read 1:</b> "Thomas Edison: A Curious Mind"	"Anna Du, Sixth Grade Engineer"	Vowel-r Syllables	force pattern perfect squirm sturdy mother over perform	who, through, many, ate, eight, different, do, to, long, look	Inflection/ Intonation—Pitch	Metacognitive: Draw Inferences  Distinguish Reader's Point of View from That of the Author  Use Text Features to Locate Information  Compare and Contrast the Important Points in Two Texts on the Same Topic	Distinguish Shades of Meaning Among Related Words (States of Mind)  Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> concentrate inspiration obtained transmitted	Process Writing: Opinion Essay	Use Subordinating Conjunctions/ Produce Complex Sentences	
								Week 3	<b>Interactive Text:</b> "Smart Plastic"  <b>Accountable Text:</b> "Robot to the Rescue"  <b>Word Study Read:</b> "From Snapshots to Selfies"	<b>Extended Read 2:</b> "Hear All About It!"	"Patricia Bath: Doctor and Inventor"	Inflectional Endings -ed, -ing	studying feeling pointed recommended scratching waited carried using	why, with, laugh, draw, eat, first, hurt, little, going, three	Pausing—Full Stops  Speed/Pacing—Varied	Metacognitive: Distinguish Between Important and Unimportant Information  Use Information Gained from Illustrations and Words (Photographs)  Compare and Contrast the Important Points in Two Texts on the Same Topic  Analyze Poetic Structure	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> converts exchange integrate playing a role	Process Writing: Opinion Essay	Produce Simple, Compound, and Complex Sentences	



# Grade 3 • Unit 6 • Scope and Sequence

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/ Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 6: Making Decisions	What helps us solve problems?	<ul style="list-style-type: none"> <li>Realistic fiction stories take place in real-life settings with believable characters and plots.</li> <li>Authors can approach similar themes in a variety of settings, with different plots and characters.</li> <li>Characters' actions have consequences that impact the story.</li> <li>Readers can learn problem-solving and decision-making skills by thinking about characters' actions and their consequences</li> </ul>	actions decisions, decision-making realistic fiction consequences impact problem-solving	Choose from Unit 6 Read Aloud Handbook Selections and Recommended Trade Books.	"Choices"	Research Important Innovations	<b>Knowledge-Building Library:</b> <i>Two Lumps of Sugar</i> (530L)  <i>Whispers from Nature: Two Native American Stories</i> (530L)  <i>Elliot's Pen Pal</i> (580L)  <i>Powerful Princess Ariadne: Based on the Myth of Theseus and the Minotaur</i> (640L)  <i>The Meal and the Deal: All About Greed in Two Folktales</i> (610L)  <i>When Red Met Wolfie</i> (520L)  <i>Bex Falcon and the Mystery of the Missing Gecko</i> (680L)  <i>The Perfect Pet</i> (600L)  <i>The Great Molasses Flood: Sleet and Hail Save the Day</i> (730L)  <b>Reader's Theater Scripts:</b> <i>The Lion and the Rabbit: A Fable from India</i>  <i>The Fox and Grapes at Belleville Elementary</i>	<b>Week 1</b>	<b>Interactive Text:</b> "Emma's Secret Dream"  <b>Accountable Text:</b> "The Legend of Molly Pitcher"  <b>Word Study Read:</b> "The Incredible Goose"	<b>Short Read 1:</b> "Addison and Rocky"  <b>Short Read 2:</b> "A President for Everyone"	"A Helping Hand"	Irregular Plurals	leaves women people wolves fungi lives geese themselves	of, for, from, think, gave, give, good, kind, my, now	Inflection/ Intonation—Pitch	Metacognitive: Make Connections  Metacognitive: Summarize and Synthesize  Fix-Up: Reread to Clarify or Confirm Understanding	Explain How Characters' Actions Influence Story Events  Determine the Central Message or Lesson in a Story  Compare and Contrast Themes in Stories by the Same Author  Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> privilege vigorous designate honor	Write a Narrative Response to a Text-Based Prompt	Form and Use Irregular Plural Nouns  Recognize the Difference Between Written and Spoken English
								<b>Week 2</b>	<b>Interactive Text:</b> "Good Night"  <b>Accountable Text:</b> "Mr. Moody's House"  <b>Word Study Read:</b> "The Kid and the Wolf"	<b>Extended Read 1:</b> "Rapping Magicians"	"Camp Canoe"	Long oo  Short oo	choose loose soup fruit foolish good lose through	was, saw, or, over, people, put, read, said, seven, sing	Expression—Dramatic Expression	Metacognitive: Make Connections	Explain How Characters' Actions Influence Story Events  Determine the Central Message or Lesson in a Story  Compare and Contrast Themes in Stories by the Same Author  Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases  Recount Key Story Events  Distinguish Reader's Point of View from That of a Character	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> afford magnificent real-looking registration	Write an Information/ Explanatory Response to a Text-Based Prompt	Choose Between Regular, Comparative, and Superlative Adjectives or Adverbs Depending on What Is to Be Modified
								<b>Week 3</b>	<b>Interactive Text:</b> "The Right Choice"  <b>Accountable Text:</b> "A Difficult Decision"  <b>Word Study Read:</b> "Canine Cousins: The Fox and the Wolf"	<b>Extended Read 2:</b> "The Big Game"	"The Dance Off"	Diphthongs /ou/ (ou, ow)	announce around about however flower crowd found brown	one, once, stop, thank, were, which, want, warm, was, big	Speed/Pacing—Fast  Expression—Characterization/ Feelings	Metacognitive: Summarize and Synthesize  Fix-Up: Read On to Clarify or Confirm Understanding	Explain How Characters' Actions Influence Story Events  Determine the Central Message or Lesson in a Story  Compare and Contrast Themes in Stories by the Same Author  Use Dictionaries to Determine or Clarify the Precise Meaning of Key Words and Phrases  Explain Author's Purpose and Message in a Poem	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> strutting droop nudge rivals	Write an Opinion Response to a Text-Based Prompt	Recognize the Difference Between Written and Spoken English



# Grade 3 • Unit 7 • Scope and Sequence

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/ Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 7: Communities: Then and Now	What is a community?	<ul style="list-style-type: none"> <li>Communities are places where people live and work.</li> <li>Communities can be urban, suburban, or rural areas.</li> <li>Each community has its own unique and defining characteristics.</li> <li>History, culture, and geographical location impact communities and how they grow and change.</li> </ul>	characteristics culture history geographic location unique	Choose from Unit 7 Read Aloud Handbook Selections and Recommended Trade Books.	"City"	Research a Community	<b>Knowledge-Building Library:</b> <i>Many Museums</i> (740L)  <i>Two Tales of Celebrations</i> (530L)  <i>Road Trip</i> (570L)  <i>Nigozi's Story</i> (610L)  <i>Mastering Maps</i> (720L)  <i>Two Communities Over Time</i> (770L)  <i>The History of Two Cities: Houston and Miami</i> (780L)  <i>My Life and Hometown</i> (840L)  <i>Geography: Exploring Our World</i> (880L)  <b>Reader's Theater Scripts:</b> <i>The Big Cheese</i>  <i>A Visit to New Amsterdam</i>	<b>Week 1</b>	<b>Interactive Text:</b> "The Mission District"  <b>Accountable Text:</b> "Life in the City"  <b>Word Study Read:</b> "The Mission District"	<b>Short Read 1:</b> "My St. Augustine Journal"  <b>Short Read 2:</b> "A New Life in Vermont"	"From Somalia to Chicago"	Suffixes -er, -or	emperor character visitor inventor soldier actors painters players	there, their, they, buy, best, fly, ride, way, well, hot	Confirm and Correct Word Recognition and Understanding	Metacognitive: Apply Strategies  Fix-Up: Stop and Think about the Author's Purpose	Distinguish Reader's Point of View from That of the Author  Explain How Characters' Actions Contribute to Events  Explain How a Text's Illustrations Contribute to the Story  Explain How Reasons Support Specific Points an Author Makes in a Text	Use Context Clues to Determine the Meaning of Words and Phrases  Identify Real-Life Connections Between Words and Their Uses	<b>General Academic Listening &amp; Speaking:</b> founded residents gazing realtor	Process Writing: Narrative	Review Verb Tenses (Simple Past, Present, and Future)
								<b>Week 2</b>	<b>Interactive Text:</b> "Community Action"  <b>Accountable Text:</b> "Stone Soup"  <b>Word Study Read:</b> "The Levi Coffin House"	<b>Extended Read 1:</b> "All Kinds of Communities"	"Eatonville"	Homophones	board bored do due tail tale wood would wear where eight ate	could, would, should, of, keep, day, time, show, like, green	Speed/Pacing—Varied	Metacognitive: Apply Strategies	Distinguish Reader's Point of View from That of the Author  Explain How a Text's Illustrations Contribute to the Story  Use Text Features to Locate Information  Explain How Reasons Support Specific Points an Author Makes in a Text  Compare and Contrast Key Points in Two Texts on the Same Topic	Use Context Clues to Determine the Meaning of Words and Phrases  Identify Real-Life Connections Between Words and Their Uses	<b>General Academic Listening &amp; Speaking:</b> current firsthand witness transform	Process Writing: Narrative	Form and Use Possessives  Use Commas and Question Marks in Dialogue
								<b>Week 3</b>	<b>Interactive Text:</b> "An Awesome Book"  <b>Accountable Text:</b> "People of the Longhouse"  <b>Word Study Read:</b> "Wind and Wildflowers"	<b>Extended Read 2:</b> "Sarah and the Chickens"	"My Urban Vegetable Garden"	Variant Vowel /ô/	crawl ought pause straws pitfall thawing called taught	come, some, done, does, grow, live, give, other, many, yes	Speed/Pacing—Varied  Inflection/Intonation—Pitch	Metacognitive: Apply Strategies  Fix-Up: Read Out Loud to Support Comprehension	Explain How Characters' Actions Contribute to Events  Explain How a Text's Illustrations Contribute to the Story  Compare and Contrast Key Points in Two Texts on the Same Topic  Understand Nonliteral Language: Metaphor	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> tucked shuffling plow primly	Process Writing: Narrative	Use Commas and Question Marks in Dialogue  Choose Words and Phrases for Effect  Recognize and Observe Differences Between the Conventions of Spoken and Written Standard English

**Benchmark ADVANCE** Grade 3 • Unit 8 • Scope and Sequence

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/ Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 8: Weather and Climate	How do we understand change?	<ul style="list-style-type: none"> <li>Weather can change from day to day or moment to moment.</li> <li>Scientists observe and record weather patterns over long periods of time to understand a region's climate.</li> <li>Earth has different climate zones with distinct seasons and weather patterns.</li> <li>Weather and climate affect people's lives.</li> <li>Scientists can use climate data and knowledge of weather patterns to predict the weather.</li> </ul>	climate pattern predict/predictions region temperature	Choose from Unit 8 Read Aloud Handbook Selections and Recommended Trade Books.	"Who Has Seen the Wind?"	Research a Community	<b>Knowledge-Building Library:</b> <i>The Legend of Morning Star</i> (540L) <i>Hot-Air Balloon Race</i> (600L) <i>Changing Coastlines</i> (550L) <i>Volcanoes Erupt!</i> (720L) <i>Long Along the Rio Grande</i> (700L) <i>Naming Planet X</i> (630L) <i>Wildfires</i> (800L) <i>Weather Reporters on the Job</i> (780L) <i>The Ultimate Thrill Ride</i> (760L) <b>Reader's Theater Scripts:</b> <i>The Winter Weather Machine</i> <i>Path From Extinction</i>	<b>Week 1</b>	<b>Interactive Text:</b> "Blizzard!"  <b>Accountable Text:</b> "Hurricane Watch"  <b>Word Study Read:</b> "Blizzard Alert!"	<b>Short Read 1:</b> "Fairweather Clouds"  <b>Short Read 2:</b> "Earth's Weather and Climate"	"The Great Blizzard"	Hard c  Soft c	accent accident cancel concerned certain computer innocent scarf	done, eight, made, make, start, place, pick, try, sleep, six	Inflection/ Intonation— Volume	Metacognitive: Apply Strategies  Fix-Up: Read More Slowly and Think about the Words	Determine the Central Message  Use Information Gained from Illustrations and Words  Describe Cause/Effect Relationships and Connections in a Text	Use Context Clues to Determine the Meaning of Words and Phrases  Distinguish Literal from Nonliteral Language: Metaphors	<b>General Academic Listening &amp; Speaking:</b> thaw billowing factors extremes	Process Writing: Research Project	Use Adjectives Correctly
								<b>Week 2</b>	<b>Interactive Text:</b> "A Rainbow of Colors"  <b>Accountable Text:</b> "Bill Rides a Tornado"  <b>Word Study Read:</b> "How the North Island Came to Be"	<b>Extended Read 1:</b> "After the Storm"	"Where's Daisy?"	Hard g  Soft g	change damage gadget again germs great manage revenge	give, live, have, walk, with, wish, will, we, than, fast	Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies	Determine the Central Message  Recount Story Details  Distinguish Reader's Point of View from That of the Narrator and Characters  Compare and Contrast Key Points in Two Texts on the Same Topic	Use Context Clues to Determine the Meaning of Words and Phrases  Distinguish Literal from Nonliteral Language: Metaphors	<b>General Academic Listening &amp; Speaking:</b> astonishment crinkled embraced flailed	Process Writing: Research Project	Ensure Pronoun-Antecedent Agreement
								<b>Week 3</b>	<b>Interactive Text:</b> "Tornado!"  <b>Accountable Text:</b> "The Tidal Wave"  <b>Word Study Read:</b> "Predicting Hurricanes"	<b>Extended Read 2:</b> "Tropical Rain Belt"	"All About Hurricanes"	Diphthong /oi/  Diphthong /ou/	annoying appointment browse mountain outside powerful sprout moisture	these, those, was, must, pull, put, five, help, why, who	Expression— Characterization/ Feelings  Expression— Dramatic Expression	Metacognitive: Apply Strategies  Fix-Up: Reread to Clarify or Confirm Understanding	Use Information Gained from Illustrations and Words  Compare and Contrast Key Points in Two Texts on the Same Topic  Describe Cause/Effect Relationships and Connections in a Text  Analyze Personification and Imagery in a Poem	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> imbalance circulates exceed prone	Process Writing: Research Project	Ensure Subject-Verb Agreement





# Grade 3 • Unit 9 • Scope and Sequence

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/ Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 9: Spending Time and Money	What do our economic choices tell us about ourselves?	<ul style="list-style-type: none"> <li>Economic resources include both time and money, and people are constantly making decisions about these resources.</li> <li>There are benefits and costs to the economic choices people and businesses make.</li> <li>Personal decisions influence how and why people spend their money.</li> <li>People and businesses interact as they make and sell different goods and services.</li> <li>Making goods and services requires people to have certain skills and knowledge.</li> </ul>	choice benefits trade service economy skills	Choose from Unit 9 Read Aloud Handbook Selections and Recommended Trade Books.	"Pet Shopping"	Research a Good	<b>Knowledge-Building Library:</b> <i>Open For Business</i> (650L)  <i>Inside Factories: How Products Are Made</i> (670L)  <i>Money Matters</i> (710L)  <i>A Recipe for Success</i> (630L)  <i>Trade: What Happens and Why</i> (780L)  <i>Opinions About Spending Money</i> (850L)  <i>Making a Budget</i> (580L)  <i>Money, Money, Money</i> (780L)  <i>U.S. Economy</i> (800L)  <b>Reader's Theater Scripts:</b> <i>The Great Lemonade Standoff</i>  <i>The Antonym Family's Very Bad* Day</i>	<b>Week 1</b>	<b>Interactive Text:</b> "Computer Whiz Kid"  <b>Accountable Text:</b> "Volunteer!"  <b>Word Study Read:</b> "The Milkmaid"	<b>Short Read 1:</b> "Making Choices"  <b>Short Read 2:</b> "Let It grow"	"The Bread Business"	Suffixes -able, -ful, -less	useful reckless wonderful truthful wireless valuable sizable worthless	that, what, play, us, up, he, got, she, off, back	Inflection/ Intonation--Stress	Metacognitive: Apply Strategies  Fix-Up: Read On to Clarify or Confirm Understanding	Describe Procedural Relationships and Connections in a Text  Compare and Contrast Key Details in Two Texts on the Same Topic  Determine the Central Message or Lesson in a Story	Distinguish Literal from Nonliteral Language  Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> frugality founders booming portions	Multimedia Presentation	Use Coordinating and Subordinating Conjunctions to Produce Compound and Complex Sentences
								<b>Week 2</b>	<b>Interactive Text:</b> "The King's Road"  <b>Accountable Text:</b> "The Shade Tree"  <b>Word Study Read:</b> "Two Foolish Brothers"	<b>Extended Read 1:</b> "Lucky Hans"	"Working in a Rice Paddy"	Prefixes dis-, un-	disagree distract unable unveil disappear unhappy unused dislike	which, this, those, go, jump, its, not, saw, say, see	Phrasing--Units of Meaning in Complex Sentences	Metacognitive: Apply Strategies	Recount Story Details  Explain How Illustrations Convey Character  Determine the Central Message or Lesson in a Story	Distinguish Literal from Nonliteral Language  Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> briskly wince unmanageable staggered	Multimedia Presentation	Form and Use Regular and Irregular Verbs
								<b>Week 3</b>	<b>Interactive Text:</b> "Try Something New!"  <b>Accountable Text:</b> "A New Business"  <b>Word Study Read:</b> "Where Do You Get Your Produce?"	<b>Extended Read 2:</b> "From Fruit to Jam: A Tasty List of Choices"	"Cooking Club"	Prefixes pre-, re-	prediction previous remarked reverse preorder recycled reuse prebake	fall, his, more, please, take, use, used, yes, then, when	Inflection/ Intonation--Stress  Phrasing--High-Frequency Word Phrases	Metacognitive: Apply Strategies  Fix-Up: Stop and Think About the Author's Purpose	Describe Procedural Relationships and Connections in a Text  Compare and Contrast Key Details in Two Texts on the Same Topic  Use Text Features to Locate Information Relevant to a Topic  Analyze How Stanzas Build on Earlier Sections	Use Context Clues to Determine the Meaning of Words and Phrases	<b>General Academic Listening &amp; Speaking:</b> ideal affect method technique	Multimedia Presentation	Use Coordinating and Subordinating Conjunctions to Produce Compound and Complex Sentences



# Grade 3 • Unit 10 • Scope and Sequence

Unit Topic	Essential Question	Enduring Understandings	Build Knowledge Word Bank	Read Alouds	Unit Poem	Research & Inquiry Project	Small-Group/Independent Texts	Week	Decodable Readings	Short and Extended Reads (Complex Anchor Texts)	Vocabulary Practice Texts	Phonics & Word Study	Spelling Words	High-Frequency Words	Fluency Skill	Metacognitive & Fix-Up Strategies	Comprehension Strategies	Vocabulary Strategies	Tier 2/Tier 3 Vocabulary Words	Writing	Grammar
Unit 10: Forces and Interactions	How does understanding science help us achieve our goals?	<ul style="list-style-type: none"> <li>• Objects in contact exert forces on each other.</li> <li>• Movement is caused by unbalanced forces acting on an object.</li> <li>• By observing and measuring patterns of motion, we can predict how things will move.</li> <li>• We can use our knowledge of forces and interactions to solve problems.</li> <li>• Forces of nature, such as gravity and magnetism, have direct impact on people's lives and have inspired literature throughout history.</li> </ul>	force motion position movement energy	Choose from Unit 10 Read Aloud Handbook Selections and Recommended Trade Books.	"The Wind"	Research a Good	<b>Knowledge-Building Library:</b> <i>Three...Two...One... LIFTOFF!</i> (580L)  <i>Hot and Cold in the Kitchen</i> (660L)  <i>Hot and Cold Cooking</i> (630L)  <i>Lily the Robot</i> (700L)  <i>The Ultimate Sandcastle</i> (630L)  <i>Playground Physics</i> (780L)  <i>Electric and Magnetic Funomena</i> (700L)  <i>The Science Behind an Illusion</i> (840L)  <i>Light and Sound</i> (530L)  <b>Reader's Theater Scripts:</b> <i>Mushing in Alaska</i>  <i>Farflings from Farflung</i>	<b>Week 1</b>	<b>Interactive Text:</b> "Spin, Twist, and Zoom!"  <b>Accountable Text:</b> "How Not to Win at Baseball"  <b>Word Study Read:</b> "The Tortoise and the Hare"	<b>Short Read 1:</b> "Poems of Movement"  <b>Short Read 2:</b> "What Makes Things Move?"	"The Science Experiment"	Unaccented Final Syllables -en, -on, -ain, -in	chosen heaven ribbon prison fountain curtain muffin dolphin	far, hold, most, pretty, tell, very, you, your, there, where	Confirm or Correct Word Recognition and Understanding	Metacognitive: Apply Strategies  Fix-Up: Read Out Loud to Support Comprehension	Distinguish Reader's Point of View from That of the Narrator  Describe Procedural Relationships and Connections in a Text	Use Context Clues to Determine the Meanings of Words and Phrases  Distinguish Literal from Nonliteral Language	<b>General Academic Listening &amp; Speaking:</b> grooves commotion predictable observe	Process Writing: Poetry	Use Subordinating Conjunctions to Form Complex Sentences
								<b>Week 2</b>	<b>Interactive Text:</b> "Nature's Forces: Thunder and Lighting"  <b>Accountable Text:</b> "Androcles and the Lion"  <b>Word Study Read:</b> "The Merchant's Donkey"	<b>Extended Read 1:</b> "The Energy of the Thunder Beings"	"What is a Thunderstorm?"	Suffixes (-ing, -ment, -ness)	amusement improvement settlement happiness sadness warning building weakness	who, though, am, red, can, run, clean, too, may, him	Inflection/Intonation—Volume	Metacognitive: Apply Strategies	Distinguish Reader's Point of View from That of the Narrator  Recount Key Story Details  Compare and Contrast Two Texts on the Same Topic	Use Context Clues to Determine the Meanings of Words and Phrases  Distinguish Literal from Nonliteral Language	<b>General Academic Listening &amp; Speaking:</b> peered suspected gust cascading	Process Writing: Poetry	Form and Use Irregular Verbs
								<b>Week 3</b>	<b>Interactive Text:</b> "Solar Eclipse"  <b>Accountable Text:</b> "Arctic Meltdown"  <b>Word Study Read:</b> "Why Didn't I Think of That?"	<b>Extended Read 2:</b> "Magnetic Fields"	"Mya's Magnet Report"	Introduce Related Words	sacred sacrifice solve solution invent invention explain explanation	why, with, as, get, cut, let, sit, had, man, me	Inflection/Intonation—Pitch  Expression—Dramatic Expression	Metacognitive: Apply Strategies  Fix-Up: Read More Slowly and Think About the Words	Describe Procedural Relationships and Connections in a Text  Draw Inferences  Compare and Contrast Two Texts on the Same Topic	Use Context Clues to Determine the Meanings of Words and Phrases  Distinguish Literal from Nonliteral Language	<b>General Academic Listening &amp; Speaking:</b> repel aligns reaction particles	Reflect on Writing	Form and Use Possessives