Ma’at Cultural Curriculum Consultants

Research Simulation Task | Ma’at Standard

VOCABULARY AND ETYMOLOGY | GRADE 3

First Name: _____ Last Name: _____

Date: _____ Class: _____

HOW DO WORD MEANINGS, WORD PARTS, AND WORD HISTORIES HELP US UNDERSTAND AND COMMUNICATE?

20 common classroom and everyday words. Five days of inquiry. These are instructional selections, not a ranked frequency list. Use context, word parts, a dictionary, and checked historical notes.

NJSLS ELA: L.VL.3.2; L.RF.3.3; RI.CR.3.1; W.IW.3.2. CCLS/CCSS ELA: L.3.4, RF.3.3, RI.3.1, W.3.2. Tasks practice selected components; this unit does not cover every component of these standards.

Standards in action: Days 1–4 investigate meanings in context, analyze related forms, check dictionary entries, and use precise words. Day 5 uses reading details and explanatory writing. Etymology extends word inquiry; it is not a separate required standard.

WIDA Standards 1 and 2: supported discussion and explanation. Interdisciplinary connections: community inquiry, garden observations, mathematics, and evaluating evidence.

Word meaning = what a word means here. Morphology = its meaningful parts and word families. Etymology = its historical development. These questions connect, but they are different.

Day 1 | Compare sources and defend a conclusion

R1 | Meaning depends on use

Text A: We water the bean plant each morning. Text B: Water filled the can. Plant grows beside the fence. In A, water names an action and plant names a living thing. A classmate says a familiar word must keep the same job in every sentence.

Evidence and reasoning

Compare water in A and B. Quote a short clue for each meaning. Then use plant as an action word and explain the change.

Transfer

Create a different example that shows the same reasoning issue. Explain what stays the same and what changes. Use two unit words accurately.

DOL: accurate interpretation, two relevant details, and a justified connection or limit. Revise one phrase after discussion.