

**Off to Adventure!**  
**Theme 1**

**Essential Question:** What makes an adventure?

**Technical Vocabulary:**

author	shared research
illustrator	narrative writing
noun	revising
verb	editing
collective noun	character traits
pronoun	character motivation
verb tense	line
problem	poem
solution	poet
internet search	stanza

**Celebrating Traditions**  
**Theme 2**

**Essential Question:** Why do we hand stories down to the next generation?

**Technical Vocabulary:**

trickster tales	contrast
the trickster	dialogue
the fool	illustrator
adjective	inspire
adverbs	motivation
author	quotation marks
comma	text evidence
compare	text feature

**The Keeping Quilt** Personal Narrative

By Patricia Polacco

Comprehension Skills and Strategies

- Author's View Point RL.3.6
- Noting Details RL.3.1
- Fact and Opinion RL.3.1
- Evaluate RL.3.6

Language Skills

- Compound Words RF.3.3c
- Common Nouns L.3.1a, L.3.6
- Commas in a Series L.3.2

Spelling/Phonics

- Long Vowel Spellings L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3c

Information and Study Skills

- Using the Library RI.3.5

Writing

- Writing a Paragraphs That Compare and Contrast W.3.2a, W.3.2b, W.3.2c W.3.5
- Compound Sentences L.3.1i
- Reading-Writing Workshop: Instructions W.3.2a, W.3.2b, W.3.2c, W.3.4, W.3.5, W.3.6, W.3.10, L.3.1a, L.3.2e, L.3.2f, L.3.3a

Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Language Center: Follow and Give Oral Directions (TE 185N) SL.3.6

Art Link

- Nesting Dolls by Marie E. Kingdon RI.3.2, RI.3.10, RF.3.4a, W.3.8

#### Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: What is the author's view point of the quilt? A: She believes the quilt is a special tradition passed on to each new generation.
- Q: What is your viewpoint of the quilt?

#### Vocabulary Reader

- Quilting in America Nonfiction

#### Leveled Readers

- Grandma's Table
- The Traveling Guitar
- Grandpa's Baseball Card

#### Other Stories by Patricia Polacco

- Chicken Sunday
- My Rotten Redheaded Older Brother
- Luba and the Wren
- Thank You, Mr. Falker
- Babushka's Doll
- Just in Time, Abraham Lincoln
- Babushka Baba Yaga
- Pink and Say

**The Keeping Quilt**  
**Common Core Standards**

Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Informational Text

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.3.3c Decode multisyllable words RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definition, and details.

W.3.2c Use linking words and phrases (e.g. also, another, and more, but) to connect ideas within categories of information.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a Choose words and phrases for effect.

L.3.4 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.

L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (company, companion).

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

### **Grandma's Records** Realistic Fiction

By Eric Velasquez

#### Comprehension Skills and Strategies

- Categorize and Classify RL.3.1
- Inferences RL.3.3
- Question RL.3.1
- Predicting Outcomes RL.3.3

#### Language Skills

- Proper Nouns L.3.1a, L.3.2a, L.3.6
- People's Titles L.3.1a, L.3.2a

#### Spelling/ Phonics

- Long O Sound L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3c

#### Information and Study Skills

- Conduct an Interview SL.3.3

#### Writing

- Writing a Character Sketch W.3.3a, W.3.3b, W.3.3c, W.3.5

#### Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.1a, SL.3.2
- Language Center: Take a Telephone Message (TE 213N) SL.3.1a

#### Career Link

- Talented Kids by Judith E. Rinard RI.3.1, RL.3.5, RI.3.10, RF.3.4a

#### Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: What details support the central message of “traditions” in Grandma’s Records? A: The boy spends time with his grandmother listening to records. They enjoy music together. When he grows up he enjoys music in his studio and is reminded of his grandmother.

Vocabulary Reader

- The Music of Tito Puente Nonfiction

Leveled Readers

- The Mask Makers
- A World of Games
- Miyu and the Cranes for Peace

**Grandma’s Records**

**Common Core Standards**

Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.5 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.

RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Informational Text

RI.3.1 Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### Writing

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c Use temporal words and phrases to signal event order.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

#### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness)

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**The Talking Cloth** Realistic Fiction

By Rhonda Mitchell

Comprehension Skills and Strategies

- Noting Details RL.3.1
- Summarize RL.3.2
- Categorize and Classify RL.3.1
- Drawing Conclusions RL.3.3

Language Skills

- Contractions L.3.2
- Singular and Plural Nouns L.3.1a
- Exact Nouns L.3.1a, L.3.3a

Spelling/Phonics

- Consonant clusters and Patterns L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3c

Information and Study Skills

- Taking Notes W.3.8

Writing

- An answer to a question W.3.4, L.3.1i
- Complete Sentences W.3.4, L.3.1i

Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.1a, SL3.2
- Language Center: Look at an illustration (TE 233N) RL.3.7

Health Link

- A Healthy Recipe From Ghana by Deanna F. Cook RI.3.3, RI.3.10, RF.3.4a

### Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: Why did the author include the illustration on pages 228-229?
- A: To show that Amber is “thinking” about herself as an Ashanti princess with her family gathered around her.

### Vocabulary Reader

- Special Stories Nonfiction

### Leveled Readers

- The Weaver’s Gift
- A True Cortez
- Fly-Fishing with Grandpa

## **The Talking Cloth** **Common Core Standards**

### Literature

RL.3.2 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.

RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

### Informational Text

RI.3.3 Describe the relationship between a series of historical event, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

- L.3.1i Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness)
  - L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - L.3.3a Choose words and phrases for effect.
- L.3.4 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.
  - L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.5 Demonstrate understanding of word relationships and nuances in word meanings
  - L.3.5a Distinguish the literal and nonliteral meaning of words and phrases in context.

**Dancing Rainbows** Nonfiction

By Evelyn Clarke Mott

Comprehension Skills and Strategies

- Topic, Main Idea, and Supporting Details RI.3.2
- Monitor/Clarify RI.3.1
- Following Directions RI.3.3
- Compare and Contrast RI.3.9

Language Skills

- Plural Nouns with – es L.3.1b, RF.3.3a
- Special Plural Forms (child=Children) L.3.1b

Spelling/Phonics

- Long I Sound L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3c

Informational and Study Skills

- Outlining W.3.4, W.3.8

Writing

- Writing a News Article W.3.2a, W.3.2b, W.3.2c, W.3.4, W.3.5

Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.1a, SL.3.2
- Language Center: Explain a Process (TE 259N) W.3.7, W.3.8, SL.3.4, SL.3.5

Science Link

- Rain and Rainbows by Neil Ardley RI.3.3, RI.3.10, RF.3.4a

Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Use a Venn Diagram. Have students compare and contrast the grandparents in Grandma's Records and Dancing Rainbows.

#### Vocabulary Reader

- A Visit to a Pueblo

#### Leveled Readers

- Festival in Valencia
- With a Dance and a Roar
- Drum Dancers An Inuit Story

## **Dancing Rainbows**

### **Common Core Standards**

#### Informational Text

RI.3.1 Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical event, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definition, and details.

W.3.2c Use linking words and phrases (e.g. also, another, and more, but) to connect ideas within categories of information.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

## Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1b Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness)

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L3.5 Demonstrate understanding of word relationships and nuances in word meanings

L.3.5b Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).

**Miss Rumphius** Realistic Fiction

By Barbara Cooney

**Celebrating Chinese New Year** Nonfiction

By Diane Hoyt-Goldsmith

Comprehension Skills and Strategies

- Compare and Contrast RI.3.9
- Evaluate RL.3.6
- Author's Viewpoint RL.3.6
- Noting Details RL.3.1
- Categorize and Classify RI.3.8
- Topic, Main Idea, and Supporting Details RI.3.2

Language Skills

- Compound Words
- Common and Proper Nouns L.3.1a
- Singular and Plural Nouns LR.3.1d
- Contractions L.3.2
- Subjects and Predicates L.3.1i

Spelling/Phonics

- Long Vowels L.3.2e, L.3.2f

Writing

- Paragraphs that Compare and Contrast W.3.2a, W.3.2b, W.3.2c
- Compound Sentences L.3.1i
- Character Sketch W.3.3a, W.3.3b, W.3.3c
- Correcting Run-on Sentences L.3.1i

- Answer to a Question W.3.4
- Complete Sentences L.3.1i
- News Article W.3.2a, W.3.2b, W.3.2c, L.3.1i
- Instruction W.3.2a, W.3.2b, W.3.2c,

Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.

**Miss Rumphius**  
**Celebrating Chinese New Year**  
**Common Core Standards**

Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Informational Text

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).

RI. 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.  
RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definition, and details.

W.3.2c Use linking words and phrases (e.g. also, another, and more, but) to connect ideas within categories of information.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1b Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.

L.3.1d Form and use regular and irregular verbs.

L.3.1i Produce simple, compound, and complex sentences

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word.

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

## **Focus on Genre: Trickster Tales**

### Comprehension Skills and Strategies

- Understanding Trickster Tales RL.3.3
- Predict and Infer RL.3.3
- Visualizing
- Problem and Solution RI.3.8
- Elements of a Trickster Tale RL.3.3

### Language Skills

- Inflected Endings: -ed and -ing RF.3.3a
- Synonyms
- Stringy Sentences L.3.1a
- Singular and Plural Nouns L.3.1b

### Spelling/Phonics

- The Vowel Sound in Join L.3.2e, L.3.2f

### Writing

- Writing a Trickster Tale W.3.3a, W.3.3b, W.3.3d, W.3.5

### Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Literature Discussion SL.3.1a
- Language Center: Listening for Details (TE 301N)

### Information and Study Skills

- Using an Atlas RI.3.7

### Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.

- For all 3 trickster tales: Determine the central message (lesson) for each tale. Explain how the message is conveyed through key details in the tale.

#### Vocabulary Reader

- Meet Some Tricksters! Nonfiction

#### Leveled Readers

- The Tiger, the Man and the Jackal
- The High-Flying Contest
- The Rabbit and the Coyote
- Brother Rabbit: A Cambodian Tale
- Borreguita and the Coyote: A Tale from Ayutla, Mexico
- The Flying Tortoise: An Igbo Tale
- Zorro and the Quwi: Tales of a Trickster Guinea Pig

### **Focus on Trickster Tales Common Core Standards**

#### Literature

RL.3.2 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.

RL.3.3 Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 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.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Informational Text

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2c Use linking words and phrases (e.g. also, another, and more, but) to connect ideas within categories of information.

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3d Provide a sense of closure.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1b Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.

L.3.1c Use abstract nouns (e.g. childhood)

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a Capitalize appropriate words in titles.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

- L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.3.3a Choose words and phrases for effect.
- L.3.4 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.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
- L.3.5a Distinguish the literal and nonliteral meaning of words and phrases in context.

## **Sample Science/ Social Studies/ Health Connections**

### **Presidents**

#### Key Concepts

- First Lady
- Presidential Pet
- President's education
- Oval Office
- Party affiliation
- Elections
- Terms
- Vice President
- Important Laws Passed During Term
- Commander-In-Chief
- The President's Home
- Presidential Responsibilities
- Requirements to Become US President
- Famous Quotes
- Presidential Oath of Office

### **Government**

#### Key Concepts

- Constitution
- The Legislative Branch-United States Congress
- The Judicial Branch- United States Supreme Court

- The Executive Branch-The United States President

## **Our Capital**

### Key Concepts

- Washington, District of Columbia

## **Our Flag**

### Key Concepts

- Pledge to the Flag
- Flag-Flying Holidays
- Betsy Ross
- Star-Spangled Banner
- Colors
- Stars and Stripes

## **Resource Books**

### Social Studies Textbook

- Chapter 6 A New Country is Born.

### ...If You Were There When They Signed the Constitution

- By Elizabeth Levy

### Liberty For All The President

- By Keith Brandt

### Liberty For All The Supreme Court

- By Rae Bains

### Liberty For All State & Local Government

- By Laurence Santrey

### So You Want to Be President?

- By Judith St. George

### Presidents (Eyewitness Books)

- By James David Barber

### Don't Know Much About the Presidents

- By Kenneth C. Davis

### The Story of the Constitution

- By Marilyn Prolman

### A Flag for our Country

- By Eve Spencer

## **Pilgrims and Native Americans**

### Key Concepts

- England
- Mayflower
- Plymouth Rock
- Wampanoag Tribe
- Squanto
- Thanksgiving National Holiday
- First Thanksgiving
- Symbols of Thanksgiving
- Growing up as a Pilgrim boy and girl

## **Resource Books**

Thanksgiving on Thursday

- By Mary Pope Osborne

Pilgrims A Nonfiction Companion to Thanksgiving on Thursday

- By Mary Pope Osborne

Sarah Morton's Day A Day in the Life of a Pilgrim Girl

- Kate Waters

On the Mayflower Voyage of the Ship's Apprentice and a Passenger Girl

- By Kate Waters

Samuel Eaton's Day A Day in the Life of a Pilgrim Boy

- By Kate Waters

The First Thanksgiving

- By Jean Craighead George

Giving Thanks The 1621 Harvest Feast

- By Kate Waters
- N.C. Wyeth's Pilgrims
- By Robert San Souci
- New Friends in a New Land
- By Judith Bauer Stamper
- Corn an American Indian Gift
- By Gare Thompson
- Squanto Friend of the Pilgrims
- By Clyde Robert Bulla
- Let's Read About Squanto
- By Sonia W. Black
- The First Thanksgiving
- By Linda Hayward
- This is the Feast
- By Diane Z. Shore
- The Very First Thanksgiving Day
- By Rhonda Gowler Greene

Sample Activities/Strategies and Assessments  
Theme 2

**Quilt Collage (TE 277B)**

RL 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

W. 3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Create a paper quilt collage using pictures that remind you of traditions.

1. List some different traditions. The students will think about traditions that they have read throughout this theme and traditions that they have celebrated with their own family.
2. Choose pictures to show the different traditions. The student can cut out pictures from magazines or make their own pictures. They will think about and include
  - objects that stand for that tradition
  - things they do as part of the tradition
  - when the tradition takes place
  - where they celebrate the tradition
3. Paste the pictures on a sheet of paper to make a quilt.

4. Share the quilt with class or small group. The student will talk about the different traditions your quilts show. How are the traditions different? How are they alike?

### **A Role-Play Tradition (TE 277D)**

R.L.3.2: 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.

SL. 3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL. 3.1c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

With a partner, the students will choose a book that they have both read. One character should be an older person passing down a tradition, and the other should be a younger person learning about a tradition.

The students will make up a conversation the two might have.

Discussion ideas:

- how to follow the tradition
- why the older character likes the tradition
- where the tradition comes from

### **Presidents Lapbook**

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

Students will work in small groups to research and read books on various Presidents of the United States. They will find and research information on several key concepts including, requirements to becoming a president, the First Lady, the President's pets, the President's education, the oval office, party affiliation, elections, terms, Vice President, important laws passed during term, Commander-In-Chief, the President's home, presidential responsibilities, famous quotes, and Presidential Oath of Office. Information that is gathered will be put into different areas of the lapbook.

### **Pilgrims and Native Americans**

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2b: Develop the topic with facts, definitions, and details.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Students will read Thanksgiving on Thursday and Pilgrims by Mary Pope Osborne. They will compare and contrast the fiction and nonfiction selections. The teacher will guide discussions. The fictional story will be read in small groups and the nonfiction book will be read by the teacher. After both stories are read, the students will write to compare the books.

### **Assignment Cards**

Refer to the Houghton Mifflin teacher editions and the Houghton Mifflin Teacher's Resource Blackline Masters. (Cards are located at the bottom of the story pages.)

Students will also be assessed using pencil/paper tests.

Incredible Stories

Theme 3

Essential Question: What makes a story incredible? Where do ideas for incredible stories come from?

Technical Vocabulary:

fantasy

complex sentence

compound sentence  
coordinating conjunction  
note taking  
power point  
presentation  
research questions  
simple sentence  
subordinating conjunction

**Dogzilla** Fantasy

By Dave Pilkey

Comprehension Skills and Strategies

- Fantasy and Realism
- Evaluate RL.3.6
- Text Organization RI.3.5
- Problem Solving

Language Skills

- Possessive Nouns L.3.2d

- Plurals with words ending in f and fe L.3.2d

Spelling/Phonics

- Vowel Sounds in clown/lawn L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3c

Information and Study Skills

- Using Newspapers RI.3.5

Writing

- Writing a Journal Entry W.3.4, W.3.5
- Reading-Writing Workshop: Story W.3.3a, W.3.3b, W.3.3d, W.3.4, W.3.5, W.3.10, SL.3.4, L.3.1i, L.3.2e, L.3.2f, L.3.3a

Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Language Center: Present and Illustration (TE 333N) SL.3.4

Science Link

- Go with the Flow! by Anne Prokos RI.3.5, RI.3.7, RI.3.10, RF.3.4a

Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: How does the illustration on pages 324-325 contribute to the element of fantasy? A: Dogzilla is larger than the fire truck. Mice are acting as fireman and pilots. Helicopters and fire trucks are used to give Dogzilla a bath.

Vocabulary Readers

- Pet Pictures Nonfiction

Leveled Readers

- Robocat
- A Town in Trouble
- The Math Bee

Other stories by Dav Pilkey

- A Friend for Dragon
- Dragon Gets By
- Kat Kong

**Dogzilla**

**Common Core Standards**

Literature

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Informational Text

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### Writing

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3d Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1b Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2d Form and use possessives.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness)

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a Choose words and phrases for effect.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**The Mysterious Giant of Barletta** Folktale

By Tomie DePaola

Comprehension Skills and Strategies

- Following Directions RI.3.3
- Asking Questions RL.3.1
- Fantasy/Realism

- Predicting Outcome RL.3.3

Language Skills

- Word Endings –er and –est L.3.4b
- Verbs L.3.1a, L3.3a

Spelling/Phonics

- Vowel + r Sounds L.3.2e, L3.2f
- Phonics/Decoding Strategy RF.3.3c

Information and Study Skills

- Making Inferences RL.3.1
- Choosing a Dictionary Meaning L.3.4d

Writing

- Writing a Thank-You Note W.3.4, W.3.5

Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Readers' Theater (316N) SL3.1b, Sl.3.4

Social Studies Link

- Eyes on Rome by Linda M. Lee RI.3.1, RI.3.5, RI.3.7, RI.3.10, RF.3.4a

Question

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: How do the actions of the giant on page 350 contribute to the sequence of events on page 351? A: The giant sits down on the side of the road, holds an onion to his eyes, cries, and makes loud sobbing noises on page 350. On page 351 the army sees and questions the giant. The giant tells the army the story that tricks the soldiers into thinking that everyone in town is a giant.

Vocabulary Reader

- Statue Across America Nonfiction

Leveled Readers

- The Dragon of Krakow
- The Brave Little Tailor
- The Giant Rock of Yosemite

Other stories by Tomie dePaola

- Tony's Bread
- Strega Nona
- 26 Fairmount Avenue
- Days of the Blackbird
- Jamie O'Rourke and the Big Potato

**The Mysterious Giant of Barletta**  
**Common Core Standards**

Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Informational Text

RI.3.1 Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

#### Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

#### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a Choose words and phrases for effect.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word.

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**Raising Dragons** Fantasy

By Jerdine Nolen

Comprehension Skills and Strategies

- Predict/Infer RL.3.3
- Drawing Conclusions RL.3.3
- Cause and Effect RL.3.3

Language Skills

- Suffixes –y and –ly RF.3.3b, RF.3.3c
- Present Time Verbs L.3.1d, L.3.1e
- Subject – Verb agreement L.3.1d, L.3.1e, L.3.1f, L.3.1i

#### Spelling/Phonics

- /j/, /k/, and /kw/ L.3.2e, L.3.2f
- Phonics Decoding Strategy RF.3.3c

#### Information and Study Skills

- Using the Encyclopedia RI.3.5
- Using the Pronunciation Key in a Dictionary
- Multiple Meanings L.3.4d

#### Writing

- Writing on Opinion Paragraph W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4, W.3.5

#### Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Language Center: Have a Conversation SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d

#### Science Link

- Real-Life Dragons by Robert Gray RI.3.7, RI.3.8, RI.3.10, RF.3.4a

#### Questions

- Refer to the Houghton Mifflin teacher edition for Guiding Comprehension question.
- Q: According to the text on page 369 which word best describes the girl? A: worried, **curious**, satisfied, foolish

#### Vocabulary Reader

- A Farm for Wild Animals Nonfiction

#### Leveled Readers

- My Green Thumb
- Miriam Dives into a Good Book
- Driscoll and the Singing Fish

#### Other stories by Jerdine Nolen

- Harvey Potter's Balloon Farm
- In My Momma's Kitchen
- Irene's Wish

## Raising Dragons

### Common Core Standards

#### Literature

RL.3.3 Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Informational Text

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding. RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Writing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.

W.3.1d Provide a concluding statement or section.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1d Form and use regular and irregular verbs.

L.3.1e Form and use the simple verb tense. ( e.g. I walked; I walk; I will walk)

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness)

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.4 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.

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**The Garden of Abdul Gasazi** Fantasy

By Chris Van Allsburg

Comprehension Skills and Strategies

- Story Structure RL.3.3, RL.3.5
- Noting Details RL.3.1
- Drawing Conclusions RL.3.3

- Monitor/Clarify RL.3.1

#### Language Skills

- Prefixes un-, bi-, dis-, mis-, and non- RF3.3a
- Past and Future Time Verbs L.3.1d

#### Spelling/Phonics

- Homophones L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3b, RF.3.3c

#### Information and Study Skills

- Using Charts, Tables, and Graphs RI.3.7
- Using a Thesaurus L.3.4d, L.3.5c

#### Writing

- Writing a Dialogue W.3.3a, W.3.3b, W.3.4, W.3.5, L.3.2c

#### Listening/Speaking/Viewing

- Teacher Read Aloud SL3.2
- Language Center: Hold a Debate SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d

#### Career Link

- Enter the World of Chris Van Allsburg interview by Stephanie Loer RI.3.5, RI.3.10, RF.3.4a

#### Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: How do the black and white illustrations in *The Garden of Abdul Gasazi* contribute to the mood of the story? A: The black and white illustrations add a dramatic effect which increases the element of fantasy and suspense.

#### Vocabulary Reader

- *Mazes Are Amazing!* Nonfiction

#### Leveled Readers

- *Luna*
- *Welcome Wilma*
- *A Strange Bird*

#### Other stories by Chris Van Allsburg

- *Just a Dream*
- *The Polar Express*
- *Two Bad Ants*
- *The Wreck of the Zephyr*

## **The Garden of Abdul of Gasazi** **Common Core Standards**

### Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.5 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.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Informational Text

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## Writing

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

## Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1d Form and use regular and irregular verbs.

L.3.1e Form and use the simple verb tense. ( e.g. I walked; I walk; I will walk)

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness)

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.4 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.

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L3.5 Demonstrate understanding of word relationships and nuances in word meanings

L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, heard, wondered).

**Fugitives and Four Legs** Nonfiction

By Jean Kaplan Teichroew

**Dinosaur Bob** Fantasy

By William Joyce

Comprehension Skills and Strategies

- Questioning RI.3.1
- Compare and Contrast
- Fantasy and Realism
- Story Structure RL.3.3, RL.3.5
- Sequence of Events

#### Language Skills

- Plural Nouns ending in f or fe L.3.2d
- Possessive Nouns L.3.2d
- Verbs L.3.1d, L.3.1e
- Present, Past, and Future Time L.3.1d, L.3.1e
- Endings –er and –est L.3.4b
- Suffixes: -y and -ly RF.3.3b, RF.3.3c
- Prefixes: un-, bi-, dis-, mis-, and non- RF.3.3a

#### Spelling/Phonics

- Review Vowel Sounds in clown/lawn L.3.2e, L.3.2f
- Review Vowel + r Sounds L.3.2e, L.3.2f
- Review /j/, /k/, /kw/ L.3.2e, L.3.2f
- Review Homophones L.3.2e, L.3.2f

#### Writing

- Journal Entry/Voice W.3.4
- Thank-You Note/Commas for Direct Address W.3.4
- Opinion Paragraph/Using Commas with Introductory Phrases W.3.1a, W.3.1b
- Writing Dialogue/Capitalization and Punctuation with Quotations W.3.3a, W.3.3b, L.3.2c

#### Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.

**Fugitives on Four Legs**  
**Dinosaur Bob**  
**Common Core Standards**

Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 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.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Informational Text

RI.3.1 Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### Writing

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c Use temporal words and phrases to signal event order.

W.3.3d Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1d Form and use regular and irregular verbs.

L.3.1e Form and use the simple verb tense. ( e.g. I walked; I walk; I will walk)

L.3.1d Form and use regular and irregular verbs.

L.3.1e Form and use the simple verb tense. ( e.g. I walked; I walk; I will walk)

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2c Use commas in addresses.

L.3.2d Form and use possessives.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness)

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

## **Sample Social Studies/Science/Health Connection**

### **Our Earth**

#### Key Concepts

Aa lava

Archaeology

Ash	Hot Spot
Basalt	Hot Spring
Black Smoker	Lava
Core	Mantle
Crater	Magma
Crust	Metamorphic Rock
Dormant	Rift
Earthquakes	Pahoehoe Lava
Eruption	Plates
Extinct	Richter Scale
Fault	Ring of Fire
Geyser	Seismograph
Fissure	Tsunami

## Books

### Teacher Resources

- Rocks & Soil By Teacher Created Materials, Inc.
- Rocks & Minerals By Teacher Created Resources

### Science Textbook

- Chapter 9 Rocks and Soil
- Chapter 10 Changes in the Earth

The Magic School Bus Inside the Earth

The Magic School Bus Shows and Tells a Book about Archaeology

The Magic School Bus Inside the Earth

Fossils Pictures From the Past

- By Claire Daniel

Fossil Detectives

- By Joyce A. Churchill

Earthquake! The Disaster That Rocked San Francisco

- By J. Matteson Claus

If you Lived at the time of The Great San Francisco Earthquake

- By Ellen Levine

Rocks & Minerals The Question & Answer Book

- By Elizabeth Marcus

Pompeii, The Lost City

- By Patricia West

What Do Archaeologists Do?

- By Cynthia Swain

Mountains of the World

- By Peggy Bresnick Kendler

Sample Activities/Strategies and Assessments

Theme 3

## **Unbelievable News Reports (TE 437C)**

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

The students will choose an incredible event from any of the books that they have read during this theme. Pretend you are a newspaper reporter, and write an article telling the world the amazing "news."

Include details about

- what incredible thing happened
- who did it, or who was there when it happened
- when and where it happened
- how and why it happened

As a class or small group the student will share their news reports. They will also discuss their classmates' "news."

Questions to guide discussion:

- What makes these events incredible?
- Which events seem the most incredible to you?
- Could any of these events happen in real life?

### **Mixed-up Monster Plays (TE 437B)**

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

The students will plan and perform a short monster play. In their play two incredible creatures from different stories will meet each other.

Students will divide into four or five groups. They will choose two creatures from the theme that they would like to introduce to each other. They will then work together to write a play. Students will perform the play for their classmates.

### **Character Sketches**

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

The students will choose an incredible character from any of the books they have read. Then draw a picture of the character. Show what it is that makes that character incredible. They will think about:

- what the character looks like

- things the character does
- a place where you might find the character

Write a few sentences that tell about the character to go with the picture.

### **Volcanoes**

RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur.)

W.3.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7: Conduct short research projects that build knowledge about a topic.

W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Students will research and study volcanoes. They will work in groups to put their information that they gather into a power point presentation. Students will present their power points to their classmates.

### **Assignment Cards**

Refer to the Houghton Mifflin teacher editions and the Houghton Mifflin Teacher's Resource Blackline Masters. (Cards are located at the bottom of the story pages.)

Students will also be assessed using pencil/paper tests.

Animal Habitats

Theme 4

Essential Question: What is a habitat? Why are animals suited for a particular habitat?

Technical Vocabulary:

biographies

bio-poem

chronological order

cumulative choral reading

define

definition  
dictionary  
sequence synonyms

**Nights of the Pufflings** Nonfiction

By Bruce McMillan

Comprehension Skills and Strategies

- Fact and Opinion RL.3.1
- Evaluate RI.3.6
- Topic, Main Idea, and Supporting Details RI.3.2
- Making Generalizations

Language Skills

- The Verb be L3.1d, L.3.1e

Spelling/Phonics

- Vowel + r Sound in hair L3.2e, L3.2f

- Phonics/Decoding Strategy RF.3.3c
- Information and Study Skills
- Multimedia Resources RI.3.5
  - The Parts of Speech in a Dictionary L.3.4d
- Writing
- Taking Notes W.3.4, W.3.8
  - Reading-Writing Workshop: Research Report W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10, L3.1f, L3.1i, L3.2a, L3.2e, L.3.2f, SL3.4
- Listening/Speaking/Viewing
- Teacher Read Aloud SL.3.2
  - Language Center: Have a Literature Discussion (TE39N) SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d
- Science Link
- Big-Apple Birding by Radha Permaul, with Arthur Morris RI.3.1, RI.3.2, RI.3.5, RI.3.10, RF.3.4a
- Questions
- Refer to Houghton Mifflin teacher editions for Guiding Comprehension question.
  - Q: Draw a Venn Diagram. Compare and contrast the children in Nights of the Pufflings and Big-Apple Birding. A: Various answers.
- Vocabulary Reader
- Nests Nonfiction
- Leveled Readers
- Dear Butterflies
  - The Bison Are Back!
  - Urban Wildlife
- Other Stories from Bruce McMillan
- Penguins at Home
  - Summer Ice
  - Wild Flamingos
  - My Horse of the North

### **Nights of the Pufflings**

#### **Common Core Standards**

##### Informational Text

RI.3.1 Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

### Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definition, and details.

W.3.2c Use linking words and phrases (e.g. also, another, and more, but) to connect ideas within categories of information.

W.3.2d Provide a concluding statement or section.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1d Form and use regular and irregular verbs.

L.3.1e Form and use the simple verb tense. ( e.g. I walked; I walk; I will walk)

- L.3.1i Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.4 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.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5 Demonstrate understanding of word relationships and nuances in word meanings
- L.3.5b Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).

**Seal Surfer** Realistic Fiction  
By Michael Foreman

Comprehension Skills and Strategies

- Compare and Contrast
- Summarize RL.3.2
- Sequence of Events RL.3.3
- Author's Viewpoint RL.3.6

Language Skills

- Word Endings –ed and –ing RF.3.3a, RF.3.3c

- Helping Verbs L.3.1a, L.3.6
- Spelling/Phonics
- Added Endings L.3.2e, L.3.2f
  - Phonics/Decoding Strategy RF.3.3c
- Information and Study Skills
- Skim and Scan RI.3.5, RI.3.7
- Writing
- Writing a Poem W.3.3a, W.3.3b, W.3.4, W.3.5, L.3.3a, L.3.6
- Listening/Speaking/Viewing
- Teacher Read Aloud SL.3.2
  - Language Center: View and Evaluate Media SL.3.1a, SL.3.1d
- Career Link
- I Work in the Ocean by Kristin Ingram RI.3.1, RI.3.5, RI.3.7, RI.3.10, RF.3.4a
- Questions
- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
  - Q: Why did the author include the “music of Beethoven” on pages 52 and 53? A: Beethoven’s music adds to the calm effect of the water and the harmonious mood of the story.
- Vocabulary Reader
- Seals of the World Nonfiction
- Leveled Readers
- Henry and the Fox
  - Whale Music
  - Hometown Turtles
- Other Stories From Michael Foreman
- Jack’s Fantastic Voyage

## **Seal Surfer**

### **Common Core Standards**

#### Literature

RL.3.2 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.

RL.3.3 Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Informational Text

RI.3.1 Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

### Writing

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1d Form and use regular and irregular verbs.

L.3.1e Form and use the simple verb tense. ( e.g. I walked; I walk; I will walk)

- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
- L.3.1i Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness)
- L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.4 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.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**Two Days in May** Realistic Fiction

By Harriet Peck Taylor

Comprehension Skills and Strategies

- Making Judgments RL.3.6
- Monitor/Clarify RL.3.1
- Problem Solving
- Predicting Outcomes RL.3.3

Language Skills

- Prefixes: un-, pre-, re- RF.3.3a, RF.3.3b
- Suffixes: -ly, -er, -ful RF.3.3a, RF.3.3b

- Irregular Verbs L3.1d, L.3.6
- Spelling/Phonics
- Words with Prefixes and Suffixes L.3.2e, L.3.2f
  - Phonics/Decoding Strategy RF.3.3c
- Information and Study Skills
- Adjusting Reading Rate RF.3.4b
  - Base Words and Inflected Forms in a Dictionary L.3.4d
- Writing
- Writing a Problem-Solution Essay W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.5, L.3.1d
- Listening/Speaking/Viewing
- Teacher Read Aloud SL.3.2
  - Language Center: Listen to and Make Announcements (TE99N) SL.3.4, SL.3.6
- Poetry Link
- Animal Poems RL.3.4, RL.3.10, RF.3.4a
- Questions
- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
  - Q: Describe the sequence of events in the poem Seal on page 97. Tell how each successive part builds on earlier sections. A: The seal dives down from the rocks, darting past ocean life, swimming, swerving (etc.) and then swims back up and out of the water.
- Vocabulary Reader
- Animal Neighbors Nonfiction
- Leveled Readers
- The Upside-Down Elephant
  - Eagle Watchers
  - Poor Little Kittens
- Other Stories From Harriet Peck Taylor
- Coyote and the Laughing Butterflies
  - Ulaq and the Northern Lights

## **Two Days in May**

### **Common Core Standards**

#### Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Informational Text

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definition, and details.

W.3.2c Use linking words and phrases (e.g. also, another, and more, but to connect ideas within categories of information.

W.3.2d Provide a concluding statement or section.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1d Form and use regular and irregular verbs.

L.3.1i Produce simple, compound, and complex sentences

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.4 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.

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**Alejandro's Gift** Realistic Fiction

by Richard Albert

**The Living Desert** Nonfiction

by Suzanne Wilson

Comprehension Skills and Strategies

- Compare and Contrast
- Making Judgments
- Fact and Opinion
- Drawing Conclusions
- Monitor/Clarify RI.3.1

Language Skills

- Word Endings –ed, –ing, -er, and –est
- Prefixes: un-, pre-, and re-
- Suffixes: -ful, -ly, and –er
- The Verb be, Helping Verbs, Irregular Verbs L.3.1d, L.3.1e, L.3.1f
- Present, Past, and Future Time L.3.1d, L.3.1e, L.3.1f

#### Spelling/Phonics

- Review: Vowel + r L.3.2e, L.3.2f
- Review: Added endings L.3.2e, L.3.2f
- Review: Prefixes and Suffixes L.3.2e, L.3.2f
- Review: Homophones L.3.2e, L.3.2f

#### Writing

- Taking Notes W.3.8
- Poem/Using Exact Verbs W.3.4
- Problem-Solution Essay/Varying Sentence Types W.3.2a, W.3.2b, W.3.2c, W.3.2d
- Journal Entry W.3.3a, W.3.3b, W.3.3c, W.3.3d
- Opinion Paragraph/Using Introductory Phrases to Put Reasons in Order W.3.1a, W.3.1b, W.3.1c, W.3.1d

#### Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.

**Alejandro's Gift**  
**The Living Desert**  
**Common Core Standards**

#### Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Informational Text

RI.3.1 Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### Writing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

- W.3.1c Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.
- W.3.1d Provide a concluding statement or section.
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definition, and details.
- W.3.2c Use linking words and phrases (e.g. also, another, and more, but to connect ideas within categories of information.
- W.3.2d Provide a concluding statement or section.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c Use temporal words and phrases to signal event order.
- W.3.3d Provide a sense of closure.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

## Language

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1d Form and use regular and irregular verbs.
- L.3.1e Form and use the simple verb tense. ( e.g. I walked; I walk; I will walk)
- L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a Choose words and phrases for effect.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

### **Focus on Genre: Biography**

**Becoming a Champion: The Babe Didrikson Story**

**Bill Melendez: An Artist in Motion**

**Brave Bessie Coleman: Pioneer Aviator**

**Hank Greenberg: All-Around All-Star**

#### Comprehension Skills and Strategies

- Understanding Biographies
- Questioning RI.3.1
- Sequence of Events
- Visualizing

### Language Skills

- Suffixes: -y, -ly, -ful, -er, -less, and -ness RF.3.3b, RF.3.3c
- Using Verbs Correctly L.3.1d, L.3.1f
- Sentence Structure L.3.1h, L.3.1i

### Spelling/Phonics

- Changing the final y to I L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3b, RF.3.3c

### Writing

- Writing a Biography W.3.2a, W.3.2b, W.3.2c, W.3.2d, W.3.5, W.3.8

### Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Language Center: Give an Informational Talk (TE147N) SL.3.4

### Information and Study Skills

- Checking Facts

### Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension question.

### Vocabulary Reader

- Sally Ride in Space Nonfiction

### Leveled Readers

- Rita Moreno Shining Star
- Champion Billy Mills
- Jon Scieszka Gets Kids Reading

## **Biography**

### **Common Core Standards**

#### Informational Text

RI.3.1 Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical event, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).

RI. 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

#### Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definition, and details.

W.3.2c Use linking words and phrases (e.g. also, another, and more, but to connect ideas within categories of information.

W.3.2d Provide a concluding statement or section.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1d Form and use regular and irregular verbs.

L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

L.3.1h Use coordinating and subordinating conjunctions.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a Choose words and phrases for effect.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings

L.3.5b Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).

L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, heard, wondered).

## **Sample Science/Social Studies/Health Connections**

### **Bald Eagles**

#### Key Concepts

Anatomy

Life Span

Extinct, Endangered, Threatened

Diet

Habitat

National Symbol

Where eagles live  
Where eagles build their nests  
What do they make their nests from  
How many eggs do eagles lay

## Resources

Soaring with the Wind by Gail Gibbons

Basic information- [www.baldeagleinfo.com](http://www.baldeagleinfo.com)

## **Deer**

### Key Concepts

Types of Deer  
Antlers  
Camouflage  
Growth-Life Cycle  
Population  
Food Chain  
Where deer live  
Hooves  
Diet

## Predators

### Resources

Lightfoot the Deer by Thomas Burgess

Deer by Emily Rose Townsend

Whitetail Deer (Our Wild World) by Laura Evert

Caribou (Our Wild World) by Laura Evert

Deer, Moose, Elk, and Caribou by Deborah Hodge

All About Deer by Jim Arnosky

Deer at the Brook by Jim Arnosky

## **Sea Turtles**

### Key Concepts

### Resources

## **Sample Activities/Strategies and Assessments**

### **Draw a Habitat Diagram (TE 35)**

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Students will make a diagram of Heimaey Island. They will label the cliffs, sea, and village. Then draw arrows to show where a puffin travels as it grows from a baby bird to

a flying adult. Number the steps of the puffin's journey. Write a short description of each step.

### **Acrostic Poem (TE 64)**

L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a: Choose words and phrases for effect.

Choose a word from the story, such as ocean, summer, or wave, and write a poem about it. First, print the word in capital letters down the side of your paper. Next, beside each letter, write an appropriate word. Students will then share poems with their class.

### **Opinion Paragraph (TE 1190)**

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Students will think about an issue that affects animals and people. They will write an opinion paragraph about the issue.

### **Travel Brochures (TE 117B)**

RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

Students will create a travel brochure inviting tourists to visit one of the places they read about in this theme. They will choose a place that they would most like to visit out of all the places described in the stories. Then the students will make a list of the reasons why it would be a good place to visit. They will put their information and illustrations into a brochure and share it with their class.

### **Fish out of Water Stories (TE 117D)**

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

After reading stories about animals and their habitats, students will write a fantasy story about an animal that moves to a very different habitat. They will answer the following questions:

- What would the animal think of its new habitat?
- What ways could the animal find to survive?
- Would the animal like its new home, or would it want to move back to its old habitat?

### **Biography Project**

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Students will be put into groups and choose a famous person to research and study. They will gather important information about that person's life. They will then put together a project or power point presentation to present to the rest of their class.

## Theme 5

Essential Question: What makes someone a voyager?

Technical Vocabulary:

dictionary

idiom

Latin suffixes

thesaurus

word roots

by Jean Van Leeuwen

Comprehension Skills and Strategies

- Making Inferences RL.3.3
- Question RL.3.1
- Story Structure RL.3.5
- Making Judgments RL.3.6

Language Skills

- Suffixes: -ly and -ness RF.3.3a
- Subject Pronouns L.3.1a, L.3.1f, L.3.6
- Combining Sentences with Pronouns L.3.1a, L.3.1f, L.3.1i

Spelling/Phonics

- Vowel Sounds in tooth/cook L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3a, RF.3.3c

Information and Study Skills

- Multimedia Resources RI.3.5, W.3.7, W.3.8
- Syllables in a Dictionary

Writing

- Writing a Play W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.5, W.3.8
- Reading-Writing Workshop: Description W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.5, SL3.5, L.3.1i, L.3.2e, L.3.2f, L.3.3a

Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Language Center: Present an Oral Book Report SL.3.4

Science Link

- “Young Voyagers: A Pilgrim Childhood” RI.3.7, RI.3.10, RF.3.4a

Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: Think about the journey in the story *Across the Wide Dark Sea*. How did the conditions on the ship change from the beginning to the end? A: At the beginning the ship was crowded with people and supplies. People were excited. After six weeks, passengers were always cold and wet. Food was scarce. Many passengers were sick. At the end of the journey everyone was well enough to stand on deck and were thankful that the long journey was over.

Vocabulary Reader

- Coming to America Nonfiction

Leveled Readers

- The Golden Land
- Chasing the Train
- Faith’s Journey

**Across the Wide Dark Sea**

## Common Core Standards

### Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.5 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.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

### Informational Text

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## Writing

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c Use temporal words and phrases to signal event order.

W.3.3d Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

## Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a Choose words and phrases for effect.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings

L.3.5b Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).

**Yunmi and Halmoni's Trip** Realistic Fiction  
by Sook Nyul Choi

Comprehension Skills and Strategies

- Predicting Outcomes RL.3.3
- Predict/Infer RL.3.3
- Making Generalizations
- Cause and Effect RL.3.3

Language Skills

- Object Pronouns L.3.1a, L.3.1f, L.3.6
- Analogies L.3.5b

Spelling/Phonics

- Vowel Sound in bought L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3c

Information and Study Skills

- Using Graphic Organizers RI.3.1

Writing

- Writing a Message W.3.4, W.3.5

Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Language Center: Say It Without Words (TE 213N)

Art Link

- Journeys Through Art RI.3.7, RI.3.10, RF.3.4a

Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: List events that lead to the central message of this story, which is the celebration of Grandfather's birthday? A: 1) Yunmi and Halmoni take an airplane trip from New York to Korea. 2) Relatives meet them at the airport in Korea. 3) Yunmi visits the museum and shops with her cousins and Halmoni. 4) Everyone prepares for the big picnic. 5) Everyone travels to the burial site to celebrate Grandfather's birthday with a picnic.

Vocabulary Reader

- Welcome to Hong Kong! Nonfiction

Leveled Readers

- Brothers Are Forever
- South Pole Bound
- The Same, but Different

## **Yunmi and Halmoni's Trip**

### **Common Core Standards**

#### Literature

RL.3.3 Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Informational Text

RI.3.1 Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

## Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2d Form and use possessives.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word.

L3.5 Demonstrate understanding of word relationships and nuances in word meanings

L.3.5b Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**Trapped by the Ice!** Narrative Nonfiction  
by Michael McCurdy

Comprehension Skills and Strategies

- Text Organization RI.3.5
- Monitor/Clarify RI.3.1
- Sequence of Events RI.3.3
- Topic, Main Idea, and Supporting Details RI.3.2

Language Skills

- Homophones L.3.4d, L.3.6
- Possessive Pronouns L.3.1a, L.3.6

Spelling/Phonics

- VCCV Pattern L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3c

Information and Study Skills

- Using a Time Line RI.3.3, RI.3.8

Writing

- Writing a Learning Log W.3.4, W.3.8

Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Language Center: Practice Group Problem Solving SL.3.4, SL.3.6

Media Link

- Shackleton's Real-Live Voyage by RI.3.5, RI.3.7, RI.3.10, RF.3.4a

Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: How do the headings add to the information in the text? A: the headings help organize the story. They help create a mental timeline of events, dates, and times.

Vocabulary Reading

- An Antarctic Adventure Nonfiction

Leveled Readers

- Iceberg Rescue
- Racing Danger
- Voyage Across the Pacific

**Trapped by the Ice!**  
**Common Core Standards**

Informational Text

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical event, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding. RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1b Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.4 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.

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L3.5 Demonstrate understanding of word relationships and nuances in word meanings

L.3.5b Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**The Island-Below-the-Star** Fiction

by James Rumford

**A Wild Ride** Nonfiction

by Thomas Fleming

Comprehension Skills and Strategies

- Predict and Infer RL.3.3
- Making Inferences RL.3.3
- Text Organization RI.3.5, RI.3.7

Language Skills

- Subject and Object Pronouns L.3.1a, L.3.1f
- Possessive Pronouns L.3.2d
- The Verb be L.3.1d
- Helping Verbs L.3.1d

Spelling/Phonics

- Review: Vowel Sounds in tooth/cook L.3.2e, L.3.2f
- Review: Vowel Sounds Like in bought L.3.2e, L.3.2f
- Review: VCCV Pattern L.3.2e, L.3.2f
- Review: Words with added endings L.3.2e, L.3.2f

Writing

- Play Scene/Using Exclamations W.3.3a, W.3.3b, W.3.3c, W.3.3d
- Message/Complete Information W.3.8
- Learning Log/Writing Dates W.3.8
- News Articles/ Audience W.3.2a, W.3.2b, W.3.2c, W.3.2d
- Description/Writing Complete Sentences W.3.2a, W.3.2b, W.3.2c, W.3.2d

Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.

**The Island-below-the-star**  
**A Wild Ride**  
**Common Core Standards**

Literature

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Informational Text

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definition, and details.

W.3.2c Use linking words and phrases (e.g. also, another, and more, but to connect ideas within categories of information.

W.3.2d Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c Use temporal words and phrases to signal event order.

W.3.3d Provide a sense of closure.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1b Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.

L.3.1d Form and use regular and irregular verbs.

L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2d Form and use possessives.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5b Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).

## **Focus on Genre: Fairy Tales**

### Comprehension Skills and Strategies

- Understanding Fair Tales
- Monitor/Clarify RL.3.1
- Visualizing

### Language Skills

- Prefixes and Suffixes RF.3.3a, RF.3.3b, RF.3.3c
- Using Pronouns L.3.1f

### Spelling/Phonics

- The /s/ Sound in face L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3c

### Information and Study Skills

- Using an Almanac
- Connotations L.3.5c

### Writing

- Writing a Fairy Tale W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.5,

### Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Language Center: Comparing Stories in Print and Movies (TE 295N) RL.3.9, SL.3.1a

### Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.

### Vocabulary Reader Nonfiction

- Once Upon a Story

### Leveled Readers

- Smudge-Face
- The Little Sparrow
- Rella's Wish

## **Fairy Tales**

### **Common Core Standards**

#### Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Informational Text

RI.3.1 Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.3 Describe the relationship between a series of historical event, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## Writing

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c Use temporal words and phrases to signal event order.

W.3.3d Provide a sense of closure.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

## Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (company, companion).

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings

L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, heard, wondered).

**Sample Science/Social Studies/ Health**

**Space**

Key Concepts

Resources

## **Sample Activities/Strategies and Assessments**

### **Make a Picture Dictionary (TE 179)**

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.4d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words or phrases.

L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5b: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful.)

The students will work with a partner to write new vocabulary words from this theme on separate pieces of paper. The students will look up each word in a dictionary, write down its meaning, and draw a picture of it. They will staple their pages together in alphabetical order to make a book.

### **Say It Without Words (TE 213N)**

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Students will select a scene from a story. Using nonverbal communication the students will portray a character from a story. They will try to convey a message to their group using facial expressions and gestures.

### **Comparing Stories in Print and Movies (TE 295N)**

SL.3.2: Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Students will compare and contrast fairy tales. They will read a familiar fairy tale such as Cinderella and then watch the movie. They will work in groups to complete a chart showing how the two versions are alike and different.

### **Timeline (TE R13)**

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3c: Use temporal words and phrases to signal event order.

Students will make a timeline showing important dates in their life. They will write a date for each event. Then they will make an illustration or write a brief description about the event's importance.

### **Space Lapbook**

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis of the answers.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Students will research and study different key concepts of space. They will study the different planets, the sun, moon, and stars, and black holes, comets, asteroids, astronauts, and astronomers. They will work together in groups to create a lapbook.

Essential Question: What is a smart solution? Does every problem get solved by using the best solution?

Technical Vocabulary:

mythology

narrative poem

summary

**Pepita Talks Twice** Realistic Fiction  
by Ofelia Dumas Lachtman

### Comprehension Skills and Strategies

- Problem Solving
- Evaluate RL.3.6
- Author's Viewpoint RL.3.6
- Making Inferences

### Language Skills

- Synonyms L.3.4a, L.3.4c-e
- Adjectives L.3.1a, L.3.6

### Spelling/Phonics

- Words Ending with er/le L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3c

### Information and Study Skills

- Bilingual Dictionary RI.3.9, L.3.2g

### Writing

- Writing an Announcement W.3.5
- Reading-Writing Workshop: Persuasive Essay W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.5, W.3.10, SL.3.4, L.3.1i, L.3.2e

### Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Language Center: Resolve a Conflict (TE 337N) SL.3.1c, SL.3.1d

### Poetry Link

- Poems in English and Spanish RL.3.4, RL.3.10, RF.3.4a

### Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: How does the illustration on page 319 help explain the last paragraph on page 318? A: The illustration shows that Pepita is not happy about the teacher asking her to speak Spanish for the new student.

### Vocabulary Reader

- Two Languages Nonfiction

### Leveled Readers

- Tall Tony
- Talented Alex
- Paul the Artist

## Literature

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

## Informational Text

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

## Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## Writing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.

W.3.1d Provide a concluding statement or section.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definition, and details.

W.3.2c Use linking words and phrases (e.g. also, another, and more, but to connect ideas within categories of information.

W.3.2d Provide a concluding statement or section.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (company, companion).

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

by Angela Shelf Medearis

Comprehension Skills and Strategies

- Drawing Conclusions
- Predict and Infer
- Cause and Effect RL.3.3
- Compare and Contrast

Language Skills

- Antonyms
- Comparing with Adjectives L.3.1g
- Using good and well L.3.1g

Spelling/Phonics

- Words Beginning with a/be L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3c

Information and Study Skills

- Following Directions

Writing

- Writing a Summary W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.5

Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Language Center: Give a Persuasive Speech SL.3.4

Media Link

- No Problem! Comic Strips RL.3.10, RF.3.4a

Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: How do the author and illustrator use text and pictures to create a mood of suspense in Poppa's New Pants? A: The author has George sleeping in the dark, spooky kitchen. Tree limbs scrape the side of the window screen. A white shape moves into the room. The illustrations are dark and show George huddled under white sheets.

Vocabulary Reading

- Sewing Clothes Nonfiction

Leveled Reader

- A Little Bit Hotter Can't Hurt
- The Mural
- Gampy's Lamps

**Poppa's New Pants**

## **Common Core Standards**

### Literature

RL.3.3 Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

### Informational Text

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

### Writing

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c Use temporal words and phrases to signal event order.

W.3.3d Provide a sense of closure.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

by Beverly Cleary

Comprehension Skills and Strategies

- Making Generalizations
- Summarize RL.3.2
- Drawing Conclusions
- Making Judgments RL.3.6

Language Skills

- Adverbs L.3.1a, L.3.6

Spelling/Phonics

- Contractions L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3c

Information and Study Skills

- Real-Life Reading (menus, sign, etc.) RI.3.5
- The Spelling Table in a Dictionary

Writing

- Writing an Essay W.3.1a, W.3.1b, W.3.1d, W.3.5, W.3.4, L.3.3a

Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Language Center: Dramatize a Story SL.3.4, SL.3.6

Drama Link

- Henry and Ramona Play RL.3.5, RL.3.10, RF.3.4a

Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: On page 384, Ramona gets annoyed when the older gentleman asks if she has been good to her mother. What does this show you about her character? A: It shows that she is a caring person and usually wants to please her mother.

Vocabulary Reader

- A Rainy Day Solution Nonfiction

Leveled Readers

- The Dive
- First Day for Carlos
- Real Team Soccer

## Common Core Standards

### Literature

RL.3.2 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.

RL.3.5 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.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

### Informational Text

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

### Writing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1d Provide a concluding statement or section.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3a Choose words and phrases for effect.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**Helen Keller** Nonfiction  
by Yona Zeldis McDonough  
**Prairie School** Realistic Fiction  
by Avi

Comprehension Skills and Strategies

- Summarizing RI.3.2
- Problem Solving
- Making Inferences
- Making Generalizations

Language Skills

- Synonyms and Antonyms
- Adjectives L.3.1a
- Adverbs L.3.1a
- Subject and Object Pronouns L.3.1f

Spelling/Phonics

- Review: Words Ending with er/le L.3.2e, L.3.2f
- Review: Words Beginning with a/be L.3.2e, L.3.2f
- Review: Contractions L.3.2e, L.3.2f
- Review: VCCV L.3.2e, L.3.2f

Writing

- Announcement/Ordering Information W.3.4
- Summary/Paraphrasing W.3.3a, W.3.3b, W.3.3c, W.3.3d
- Personal Essay/Using Exact Adverbs W.3.1a, W.3.1b, W.3.1c, W.3.1d
- Description/Writing Complete Sentences W.3.3a, W.3.3b, W.3.3c, W.3.3d
- Persuasive Essay/Correcting Run-On Sentences W.3.1a, W.3.1b, W.3.21c, W.3.1d

**Hellen Keller**

**Prairie School**

**Common Core Standards**

## Literature

RL.3.2 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.

RL.3.5 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.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

## Informational Text

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

## Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## Writing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.

W.3.1d Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c Use temporal words and phrases to signal event order.

W.3.3d Provide a sense of closure.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.4 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.

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

### **Sample Activities/Strategies and Assessments**

### **Advice Column (TE 411B)**

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

Students will write a letter as a character from the theme. Students will then give the letter they wrote to another student. That student will write a letter in return offering advice. Students will think up solutions to the problems that are different from the solutions in the stories that they have read.

### **Dramatize a Story (TE 399N)**

RL.3.5: 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 selections.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

With a small group, students will choose a scene from one of the stories from this theme. They will decide as a group how to dramatize the scene. They can use one of these options:

- A narrator and actors read their parts of the story.

- One or more narrators read the story while the others pantomime the actions.

- Write a play script and perform the scene with action, costumes, props, and sets.

The group will divide up the responsibilities for preparing and performing the scene.

### **Give a Persuasive Speech (TE 367N)**

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

SL.3.4: Report on a topic or a text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Students will look over all the stories and poems that they have read this year. They will choose their favorite. They will give at least two reasons why it is their favorite. They will support their ideas with examples from the story or poem. Students will then take turns trying to convince others to agree with their choice.

## **Human Body Project**

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Students will research and study the human body. They will learn about the different systems that make up their body. Students will also learn how to take proper care of their body and the importance of it. Students will use their text books, internet, and other books to research the key concepts. At the end of the unit, students will work in small groups to trace one of the group members and then label the different bones in the body.

## **Cliff Hanger** Realistic Fiction

By Wendell Minor

### Comprehension Skills and Strategies

- Cause and Effect RL.3.3
- Predict and Infer RL.3.3
- Story Elements RL.3.3
- Noting Details RL.3.1

### Language Skills

- Base Words RF.3.3a
- Complete sentences L.3.1i
- Fragments L.3.1i

### Spelling/Phonics

- Short Vowels L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3a, RF.3.3c

### Information and Study Skills

- Using a K-W-L Chart RL.3.1
- ABC Order in a Dictionary RI.3.5

### Writing

- A Paragraph That Explains W.3.2a, W.3.2b, W.3.5
- Reading-Writing Workshop: Personal Narrative W.3.3a, W.3.3b, W.3.3c, W.3.4, W.3.5, W.3.10, SL.3.5, L.3.1i, L.3.2e, L.3.2f

### Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.1a, SL.3.2
- Language Center: Discuss the Story (TE 49N) SL.3.1a, SL.3.1b, SL.3.1c

### Social Studies Link

- These Kids Rock by Deborah Churchman Non-fiction RI.3.5, RI.3.7, RI.3.10, RF.3.4a

### Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: Explain how the illustration on page 39 adds to what is told in words on page 38. A: The illustration helps the reader see that Axel is at the end of the rope and has to swing across the side of the rock.

### Vocabulary Reader

- Let's Go Rock Climbing! Nonfiction

### Leveled Readers

- A Great Day For Snorkeling
- Roaring Down the Rapids
- Regina's Ride

Other Stories by the Jean Craighead George (Illustrator)

- Dear Katie
- The Volcano Is a Girl
- The Talking Earth
- Vulpes the Red Fox

**Cliff Hanger**  
**Common Core Standards**

Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.5 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.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Informational Text

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definition, and details.

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.

W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3c Use temporal words and phrases to signal event order.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

## The Ballad of Mulan Folktale

Retold by Song Nan Zhang

### Comprehension Skills and Strategies

- Making Inferences RL.3.1
- Monitor and Clarify RL.3.1
- Story Elements RL.3.3
- Sequence of Events RL.3.3

### Language Skills

- Four Types of Sentences L3.6
- Capitalizing and Punctuating Sentences L.3.1i

### Spelling/Phonics

- Short Vowels L.3.2e, L.3.2f
- Phonics/Decoding RF.3.3a

### Informational and Study Skills

- Dictionary Skills L.3.4

### Writing

- Response Journal Entry W.3.1a, W.3.1b, W3.1c, W3.5

### Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.1a, SL.3.2
- Language Center: Making Introductions SL.3.6

### Language Link

- Chinese the Write Way Pictographs RI.3.7, RI.3.10, RF.3.4a

### Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: Which word describes Mulan's character? A: jealous, afraid, **courageous**, or humorous

### Vocabulary Reader

- The Great Wall of China Nonfiction

### Leveled Readers

- Sacagawea (below)
- Johnny Appleseed (on)
- Ida Lewis and the Lighthouse (above)

### Other stories by Song Nan Zhang

- The Children of China
- The Cowboy on the Steppes

**The Ballad of Mulan**  
**Common Core Standards**

Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Informational

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.7 Use information gained from illustration (e.g. maps, photographs) and words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

### Writing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.1c Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

### Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5b Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

## **The Lost and Found** Fantasy

By Mark Teague

### Comprehension Skills and Strategies

- Story Elements RL.3.2
- Sequence of Events RL.3.3
- Fantasy and Realism
- Predicting RL.3.3

### Language Skills

- Inflected Endings –ed and –ing L.3.1e, L.3.2e
- Subjects and Predicates L.3.6

### Spelling/Phonics

- Vowel-Consonant-e L.3.2e, L.3.2f
- Phonics/Decoding RF3.3a

### Informational and Study Skills

- Parts of a Book RI.3.5
- Parts of a Dictionary RI.3.5

### Writing

- Writing a Friendly Letter W.3.4, W.3.5, L.3.1f, L.3.1i, L.3.2b

### Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.1a, SL.3.2
- Language Center: Tell a Story (TE 131N) SL.3.4

### Poetry Link RL.3.10, RF.3.4a

- I Lost the Work I Found
- Lost
- September Yearning

### Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: Explain how Mona's actions on pages 106-108 contribute to the sequence of events in the story. A: Mona reaches into her purse to find a tissue for Wendell which causes her to find her lucky hat.
- Q: What happens in the first stanza? (119) How does the second stanza build on the first stanza? (TSB T11) A: Refer to Teacher Support Book page T11 Extending the Common Core.

### Vocabulary Reader

- No More Lost and Found Nonfiction

### Leveled Readers

- The Lunch Room
- Alligator in the Bathtub
- The Unusual Coin

### Other Stories by Mark Teague

- Pigsty
- Baby Tamer
- The Secret Shortcut

**The Lost and Found**  
**Common Core Standards**

Literature

RL.3.2 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.

RL.3.3 Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Informational

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  
 RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.  
 RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.  
 RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

## Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

## Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1e Form and use the simple verb tense. ( e.g. I walked; I walk; I will walk).

L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2b Use commas in addresses.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**Radio Rescue** Realistic Fiction

By Lynne Barasch

**Sybil Ludington's Midnight Ride** Nonfiction

By Marsha Amstel

Comprehension Skills and Strategies

- Predict and Infer RL.3.3
- Story Elements RL 3.3
- Sequence of Events RL.3.3
- Drawing Conclusions RL.3.3

Language Skills

- Base Words RF.3.3a
- Inflecting Endings –ed and –ing L.3.1e, L.3.2e
- Complete Sentences L.3.1i
- Four Kinds of Sentences L.3.6
- Subjects and Predicates L.3.6
- Comparing with Adjectives L.3.1g

Spelling/Phonics

- Short Vowels L.3.2e, L.3.2f
- Vowel-consonant-e L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3a

Writing

- Write to Explain/Changing a Question into a Statement W.3.2a, W.3.2b
- Journal Entry/Capitalizing Days and Months W.3.1a, W.3.1b
- Friendly Letter/ Commas in Dates and Place Names W.3.4, L.3.2b
- Invitation/Writing Times W.3.4
- Personal Narrative and Sentence Combining W.3.3a, W.3.3b, W.3.3c

Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.
- Q: How are the characters Mulan in “The Ballad of Mulan” and Sybil in “Sybil Ludington’s Midnight Ride” Similar? A: Both are brave and adventurous. Both have dangerous and important jobs. Both characters help others.

**Radio Radio Rescue**  
**Sybil Ludington's Midnight Ride**  
**Common Core Standards**

Literature

RL.3.3 Describe characters in a story (e.g. their traits, motivation, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1b Provide reasons that support the opinion.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b Develop the topic with facts, definition, and details.
- W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- W.3.3a Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.
- W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c Use temporal words and phrases to signal event order.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

## Language

- L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1e Form and use the simple verb tense. ( e.g. I walked; I walk; I will walk)
- L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1i Produce simple, compound, and complex sentences.
- L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2b Use commas in addresses.
- L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).
- L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- L.3.4 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.
- L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

**Focus on Genre: Poetry**

Poems

- April Rain Song
- Sneeze
- Joe
- Cloud Dragons
- giraffe
- Spaghetti Spaghetti
- Andre
- The Bat
- If I Were an Ant
- Books/Los Libros
- Show Fish

Comprehension Skills and Strategies

- Fluency RF.3.4b
- Understanding Poetry RL.3.5
- Evaluate RL.3.6

Language Skills

- Prefixes: un-, dis-, and non- RF.3.3a, RF.3.3b
- Suffixes: -y, and -ly RF.3.3a, RF.3.3b
- Complete Sentences L.3.1i
- Subject and Predicates L.3.1f, L.3.1i
- Fragments L.3.1.i
- Sentence Punctuation and Capitalization L.3.1i
- Synonyms L.3.5b
- Descriptive Language L.3.5b

Spelling/Phonics

- Short and long Vowels L.3.2e, L.3.2f
- Phonics/Decoding Strategy RF.3.3a

Writing

- Writing a Poem W.3.2a, W.3.2b, W.3.5

Listening/Speaking/Viewing

- Teacher Read Aloud SL.3.2
- Language Center: Read a Poem Aloud SL.3.5

Information and Study Skills

- Information in Magazines RI.3.5

Questions

- Refer to the Houghton Mifflin teacher editions for Guiding Comprehension questions.

Leveled Readers Nonfiction

- Douglas Florian
- Pat Mora
- Gwendolyn Brooks

Vocabulary Reader

- Langston Hughes

## **Poetry**

### **Common Core Standards**

#### Literature

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.5 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.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### Informational Text

RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

#### Foundational Skills

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3d Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4a Read on-level text with purpose and understanding.

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Writing

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2b Develop the topic with facts, definition, and details.

W.3.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

W.3.3b Use dialogue and descriptions of action, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

## Speaking and Listening

SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners of grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1b Follow agreed-upon rules for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

L.3.1i Produce simple, compound, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

L.3.2f Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4 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.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

L.3.5b Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

## Sample Science/Social Studies/Health Connections

### Weather

#### Key Concepts

- Clouds
- Temperature
- Air Pressure
- Snow
- Dew
- Fog
- Hail
- Moisture
- Wind- Gale, Tornado, Hurricane
- Rainbows
- Thunder and Lightning
- Rain

#### Resource Books:

##### Science Textbook

- Chapter 11 Clouds and Storms

##### Weather Words and What They Mean

- By Gail Gibbons

##### Hurricanes and Tornadoes

- By Mariella C. Dinsel

##### Hurricanes

- By Peggy Bresnick Kendler

##### Wild Weather Hurricanes

##### Wild Weather Blizzards

##### Wild Weather Tornadoes

##### Wild Weather Floods

- By Lorraine Jean Hopping

##### Hurricanes: Earth's Mightiest Storms

- By Patricia Lauber

##### Here Comes a Storm

- By Melissa Burke

##### The Cloud Book

- By Tomie de Paola

##### Hurricanes

- By Seymour Simon

##### The Magic School Bus

Kicks Up A storm

Inside A Hurricane

- Makes a Rainbow  
Weather FAQ  
○ By Valerie Wyatt and Brian Share

### **John Chapman/Johnny Appleseed**

#### Key Concepts

- Parts of an apple
- Lifecycle of an apple tree
- Lifecycle of an apple
- Things you can do with apples
- How many seeds are in an apple
- Taste Test
- Applesauce Recipe
- Timeline of John Chapman's life
- The states John Chapman traveled
- Character traits- kindness, stewardship
- John Chapman Vs. Johnny Appleseed the Legend

#### Resource Books:

##### Johnny Appleseed

- By Steven Kellogg

##### Honeycrisp Apples "The New Kid on the Block"

- By Joyce Furstenau

##### As American As Apple Pie

- By Joyce Furstenau

##### Apples, the Perfect Snack

- By Cindy Grigg

##### Johnny Appleseed

- By Mary L. Bushong

##### Johnny Appleseed

- By Eva Moore

##### Reader's Theatre: The Great Apple Slice Escape

## **Sample Activities/Strategies and Assessments**

### **Character Sketch (TE R11)**

RL.3.3: Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Students will create a character sketch of each story's main character. This sketch will show the character's motivations for the sequence of their action throughout the story's events.

### **Narrative Writing**

R.I.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

R.I.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

After reading various books and researching Johnny Appleseed the students will write a narrative about the adventures of Johnny Appleseed including real and imaginary events.

### **Poetry**

R.F.3.4: Read with sufficient accuracy and fluency to support comprehension.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

The students will be asked to choose a poem to memorize or read interpretively. They will be expected to communicate the meaning of the poem in the way they recite or read the poem. They will present their chosen poem to the class.

### **Assignment Cards**

Refer to the Houghton Mifflin teacher editions and the Houghton Mifflin Teacher's Resource Blackline Masters. (Cards are located at the bottom of the story pages.)

Students will also be assessed using pencil/paper tests.

## **Adventure Award (TE 135B)**

R.L.3.2: 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.

R.L.3.3: Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Students will create an adventure award certificate. The certificate should go to the character in this theme that they feel was the greatest adventurer. The class will discuss the different characters in the theme and the adventures they had.

They will think about:

- the events each character experienced
- how each character handled his or her adventure
- the dangers each character had to face

Next the students will choose a character they would like to give an award to.

Then they will design and create an award certificate.

It will include:

- the name of the character
- the reason the character is receiving the award
- an illustration of the character on his or her adventure

Finally each student will share their certificate with the class.

## **Weather Lapbook**

R.I.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.

R.I.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

R.I.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

R.I.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

Students will research and read various books and digital media on weather. They will find and research information on several key concepts including, clouds, temperature, air pressure, snow, dew, fog, hail, moisture, wind-gale, tornado, hurricane, rainbows, thunder

and lightning, and rain. Information that is gathered will be put into certain areas of the lapbook.