

Curriculum Mapping 2022-2023

Reading and Language Arts

Grade Level: 3

Teacher Writing Curriculum: Katelyn Groff

Unit 1

Unit Title: Environments
Essential Question: How does our environment affect us?
Academic Vocabulary: competition, solve, custom, occasion, organization
Code for Indiana Standards: (Based on ILEARN Blueprints) High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 1 Week 1	3.RF.1 3.RF.4.2 3.RF.4.5 3.RL.1 3.RL.2.1 3.RL.2.2 3.RL.2.3 3.RV.3.1 3.RL.3.2 3.RV.1 3.RV.2.4 3.W.1 3.W.3.3 3.W.4 3.W.6.1 3.W.6.2	Main Story: Grandma and the Great Gourd Genre: Traditional Tales Comprehension Skills & Strategies: describe characters, analyze plot/setting, use text evidence Developing Vocabulary: competition, solve, custom, occasion, organization Formative and Summative Assessment(s): Daily Formative Assessments in student textbook, Progress Check-Ups, Weekly summative assessment	Spelling Skill: Spell words with vc/cv pattern Grammar: simple sentences Academic Vocabulary: related words Word Study: syllable patterns High Frequency Words: table, north	Writing Development Genre: Personal Narrative (T345) Introduce and Immerse Personal Narrative Brainstorm and Set a Purpose Plan Your Personal Narrative

Unit 1 Week 2	<p>3.RF.1 3.RF.4.4 3.RF.4.5 3.RL.1 3.RL.2.1 3.RL.2.2 3.RL.2.3 3.RV.1 3.RV.2.2 3.W.1 3.W.3.3 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Main Story: Why is the Sky Far Away? Genre: Folktale Comprehension Skills & Strategies: convey information about characters and events; infer theme; ask and answer questions Developing Vocabulary: preparations, magnificent, brooded, rejoicing, satisfied Formative and Summative Assessment(s): Daily Formative Assessments in student textbook,, Progress Check-Ups, Weekly summative assessment</p>	<p>Spelling Skill: Spell Inflected Endings Grammar: Subjects and Predicates Academic Vocabulary: synonyms and antonyms Word Study: inflected endings High Frequency Words: story, draw</p>	<p>Writing Development Genre: Personal Narrative (T345) Develop Elements Develop an Engaging Idea Compose a Setting Problem Resolution</p>
Unit 1 Week 3	<p>3.RF.1 3.RF.4.4 3.RL.1 3.RL.2.1 3.RL.2.3 3.RN.1 3.RN.2.2 3.RN.3.1 3.RV.1 3.RV.2.1 3.RV.2.4 3.W.1 3.W.3.3 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Main Story: Cocoliso Genre: Realistic Fiction Comprehension Skills & Strategies: describe characters and how they change; analyze characters; make inferences Developing Vocabulary: dreams, amazing, bored, discovery, proud Formative and Summative Assessment(s): Daily Formative Assessments in student textbook,, Progress Check-Ups, Weekly summative assessment</p>	<p>Spelling Skill: spell base words and endings Grammar: compound sentences Academic Vocabulary: context clues Word Study: Base words and endings High Frequency Words: notice, slowly</p>	<p>Writing Development Genre: Personal Narrative (T345) Develop Structure Compose an Introduction Develop an Event Sequence Develop Dialogue Describe Actions, Thoughts, and Feelings</p>
Unit 1 Week 4	<p>3.RF.1 3.RF.4.4 3.RN.1 3.RN.2.1 3.RN.3.1 3.RV.1</p>	<p>Main Story: Living in Deserts Genre: Informational Texts Comprehension Skills & Strategies: analyze text features, use text features Developing Vocabulary: shield, lack, exposure, nomadic, landscape</p>	<p>Spelling Skill: Spell words with vowel digraphs Grammar: compound subjects and predicates</p>	<p>Writing Development Genre: Personal Narrative (T345) Writer's Craft Coordinating Conjunctions</p>

	<p>3.RV.3.1 3.RV.3.2 3.W.1 3.W.3.3 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Formative and Summative Assessment(s): Daily Formative Assessments in student textbook,, Progress Check-Ups, Weekly summative assessment</p>	<p>Academic Vocabulary: figurative language Word Study: vowel digraphs High Frequency Words: voice, south</p>	<p>Comparative and Superlative Adjectives Pronouns Adverbs</p>
Unit 1 Week 5	<p>3.RF.1 3.RF.4.1 3.RL.1 3.RL.2.1 3.RL.2.2 3.RV.1 3.W.1 3.W.3.3 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Main Story: The Golden Feather: A Taino Myth from Puerto Rico Genre: Poetry Comprehension Skills & Strategies: analyze descriptive language, visualize details Developing Vocabulary: pouch, globe, murmuring, mountainside, footpath Formative and Summative Assessment(s): Daily Formative Assessments in student textbook,, Progress Check-Ups, Weekly summative assessment</p>	<p>Spelling Skill: spell words with diphthongs Grammar: common and proper nouns Academic Vocabulary : parts of speech Word Study: diphthongs High Frequency Words unit, figure</p>	<p>Writing Development Genre: Personal Narrative (T345) Publish, Celebrate, Assess Edit for Verbs Assessment</p>
Unit 1 Week 6 Project-Based Inquiry	<p>3.W.1 3.W.3.1 3.W.4 3.W.5 3.W.6.1 3.W.6.2 3.SL.4.1</p>	<p>Inquiry Project: A Safe Place to Play Research Articles Research what could be done to improve a local park or playground. Write an opinion letter to the town mayor or a park official. -Generate questions for inquiry -Research ways to improve safety in a park or playground -incorporate media -Celebrate and reflect</p>		

Unit 2

Unit Title: Interactions
Essential Question: How do plants and animals live together?
Academic Vocabulary: prefer, features, investigate, associate, avoid
Code for Indiana Standards: High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 2 Week 1	3.RF.1 3.RF.4.2 3.RN.1 3.RN.2.1 3.RN.2.2 3.RV.1 3.RV.2.2 3.RV.3.2 3.W.1 3.W.3.2 3.W.4 3.W.6.1 3.W.6.2	Main Story: Patterns in Nature Genre: Informational Text Comprehension Skills & Strategies: identify main idea and details; monitor comprehension Developing Vocabulary: patterns, nature, repeat, sequence, symmetry Formative and Summative Assessment(s) Daily Formative Assessments in student textbook, Progress Check-Ups, Weekly summative assessment	Spelling Skill: spell syllable patterns VC/V and V/CV Grammar: singular and plural nouns Academic Vocabulary : related words Word Study: spell syllable patterns VC/V and V/CV High Frequency Words: certain, half	Writing Development Genre: Informational How-To Article (T327) Introduce and Immerse How-to Article Compose Facts and Details Brainstorm and Set a Purpose Plan Your How-To Article
Unit 2 Week 2	3.RF.1 3.RF.4.1 3.RN.1 3.RN.2.1 3.RN.2.2 3.RN.3.2 3.RV.1 3.RV.2.2 3.RV.3.2 3.W.1	Main Story: Weird Friends: Unlikely Allies in the Animal Kingdom Genre: Informational Text Comprehension Skills & Strategies: analyze text structure, evaluate details Developing Vocabulary: predators, protection, immune, species, emerges Formative and Summative Assessment(s) Daily Formative Assessments in student textbook, Progress Check-Ups, Weekly summative assessment	Spelling Skill: spell r-controlled vowels Grammar: irregular plural nouns Academic Vocabulary : synonyms and antonyms Word Study: r-controlled vowels	Writing Development Genre: Informational How-To Article (T327) Develop Elements Develop an Engaging Main Idea Add Facts and Definitions

	<p>3.W.3.2 3.W.4 3.W.6.1 3.W.6.2</p>		<p>High Frequency Words: finally, money</p>	
Unit 2 Week 3	<p>3.RF.1 3.RF.3.2 3.RL.1 3.RL.2.1 3.RL.4.1 3.RV.1 3.RV.2.1 3.W.1 3.W.3.2 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Main Story: Wolf Island Genre: Realistic Fiction Comprehension Skills & Strategies: analyze illustrations; synthesize information Developing Vocabulary: depended, well-being, population, available, balance Formative and Summative Assessment(s) Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessment</p>	<p>Spelling Skill: spell compound words Grammar: singular possessive nouns Academic Vocabulary : context clues Word Study: compound words High Frequency Words: minutes, decided</p>	<p>Writing Development Genre: Informational How-To Article (T327) Develop Structure Develop an Introduction Organize Ideas Into Steps Organize Steps Into Sequence Add Illustrations</p>
Unit 2 Week 4	<p>3.RF.1 3.RF.4.2 3.RN.1 3.RN.2.1 3.RN.2.2 3.RN.3.2 3.RN.4.2 3.RV.1 3.RV.3.1 3.W.1 3.W.3.2 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Main Story: Welcome Back, Wolves! and Wolves Don't Belong in Yellowstone Genre: Persuasive Text Comprehension Skills & Strategies: synonyms and antonyms; analyze text structure; compare and contrast texts Developing Vocabulary: habitat, solitary, multiplied, eliminated, reintroduced Formative and Summative Assessment(s) Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessment</p>	<p>Spelling Skill: spell words with syllable patterns Grammar: plural possessive nouns Academic Vocabulary : figurative language Word Study: syllable patterns High Frequency Words: fact; course</p>	<p>Writing Development Genre: Informational How-To Article (T327) Writer's Craft Edit for Prepositions/Prepositional Phrases Revising for Coherence and Clarity Edit for types of nouns Edit for adverbs Edit for coordinating conjunctions</p>
Unit 2 Week 5	<p>3.RF.1 3.RF.4.6 3.RN.1 3.RN.2.1 3.RN.2.2</p>	<p>Main Story: Nature's Patchwork Quilt Genre: Informational Text Comprehension Skills & Strategies: explain author's purpose in informational texts; visualize details</p>	<p>Spelling Skill: spell contractions Grammar: main verbs and helping verbs Academic Vocabulary : parts of speech Word Study: contractions</p>	<p>Writing Development Genre: Informational How-To Article (T327)</p>

	<p>3.RN.3.2 3.RN.3.3 3.RV.1 3.W.1 3.W.3.2 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Developing Vocabulary: interdependence, camouflage, adaptations, food chain, biodiversity Formative and Summative Assessment(s) Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessment</p>	<p>High Frequency Words: contain, front</p>	
<p>Unit 2 Week 6 Project-Based Inquiry</p>	<p>3.W.1 3.W.3.2 3.W.4 3.W.5 3.W.6.1 3.W.6.2 3.SL.4.1</p>	<p>Inquiry Project: Make Note of It Research plant and animal relationships. Create a scrapbook about a plant and animal relationship.</p> <ul style="list-style-type: none"> -Explore and Plan: Informational Writing -Conduct Research: Library Database -Informational Writing: Scrapbook - Refine Research: Citing Sources -Extend Research: Visuals/Media -Revise for Clarity -Edit and Peer Review -Celebrate and Reflect 		

Unit 3

Unit Title: Heroes
Essential Question: What makes a hero?
Academic Vocabulary: encourage, defeat, distinguish, achieve, command
Code for Indiana Standards: High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 3 Week 1	3.RF.1 3.RF.4.6 3.RL.1 3.RL.2.1 3.RL.2.3 3.RL.2.4 3.RV.1 3.RV.2.1 3.RV.2.2 3.RV.2.4 3.W.1 3.W.3.3 3.W.4 3.W.6.1 3.W.6.2	Main Story: Below Deck: A Titanic Story Genre: Historical Fiction Comprehension Skills & Strategies: analyze plot and setting; predictions, support opinions; describe connections to text Developing Vocabulary: abandon, appeared, enormous, interfered, stationary Formative and Summative Assessment(s): Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessment	Spelling Skill: spell prefixes pre-,dis-,in-,im-,non- Grammar: subject-verb agreement Academic Vocabulary: context clues Word Study: Suffixes -ful, -y, -ness High-Frequency Words: surface, produce	Writing Development Genre: (T329) Introduce and Immerse Historical Fiction Brainstorm Ideas Plan Your Historical Fiction Story
Unit 3 Week 2	3.RF.1 3.RL.1 3.RL.2.1 3.RL.2.3 3.RV.1 3.RV.2.2 3.W.1	Main Story: Granddaddy's Turn: A Journey to the Ballot Box Genre: Historical Fiction Comprehension Skills and Strategies: describe and analyze characters in historical fiction Developing Vocabulary: figured, complain, patience, temper, remembered	Spelling Skill: spell abbreviations Grammar: edit for subject-verb agreements Academic Vocabulary: synonyms and antonyms	Writing Development Genre: (T329) Develop Elements Compose Characters Plot: Establish a Problem Plot: Plan a Resolution

	<p>3.W.3.3 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Formative and Summative Assessments: Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments</p>	<p>Word Study: Abbreviations High-Frequency Words: building, ocean</p>	
Unit 3 Week 3	<p>3.RF.1 3.RF.4.6 3.RL.1 3.RL.2.1 3.RL.2.2 3.RL.4.2 3.RV.1 3.RV.2.4 3.W.1 3.W.3.3 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Main Story: <i>from</i> Little House on the Prairie <i>and</i> By the Shores of Silver Lake Genre: Historical Fiction Comprehension Skills and Strategies: infer themes in historical fiction texts; infer theme; compare and contrast Developing Vocabulary: horribly, furious, insisted, terribly, disturbed Formative and Summative Assessments: daily formative assessments in student textbooks, progress check-ups, weekly summative assessments</p>	<p>Spelling Skill: spell suffixes -ful, -y, -ness Grammar: simple verb tenses Academic Vocabulary: context clues Word Study: suffixes -ful, -y, -ness High Frequency Words: nothing, scientists</p>	<p>Writing Development Genre: (T329) Develop Structure Develop an Introduction Draft an Event Sequence Know When to Start a New Paragraph Compose Dialogue Describe Events with Details</p>
Unit 3 Week 4	<p>3.RF.1 3.RF.4.3 3.RN.1 3.RN.2.1 3.RN.2.2 3.RN.3.2 3.RV.1 3.RV.3.1 3.RV.3.2 3.W.1 3.W.3.3 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Main Story: Mama Miti: Wangari Maathai and the Trees of Kenya Genre: Biography Comprehension Skills and Strategies: analyze text structure in a biography; summarize informational texts Developing Vocabulary: ceremonies, tradition, medicine, lamenting, offering Formative and Summative Assessments: daily formative assessments in student textbooks, progress check-ups, weekly summative assessments</p>	<p>Spelling Skill: spell vowel teams Grammar: irregular verbs Academic Vocabulary: figurative language Word Study: vowel teams High Frequency Words: island, machine</p>	<p>Writing Development Genre: (T329) Writer's Craft Edit for Capitalization Edit for Verbs Edit for Subjective, Objective, and Possessive Pronouns</p>
Unit 3 Week 5	<p>3.RF.1 3.RF.4.4 3.RL.1 3.RL.2.1</p>	<p>Main Story: Poems about Heroes Genre: Poetry Comprehension Skills and Strategies: explain characteristics of poetry, monitor comprehension</p>	<p>Spelling Skill: Irregular Plural Nouns Grammar: Pronouns</p>	<p>Writing Development Genre: (T329) Publish, Celebrate, and Assess Edit for Punctuation Marks</p>

	<p>3.RL.2.3 3.RL.3.1 3.RV.1 3.W.1 3.W.3.3 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Developing Vocabulary: triumphant, company, challenge, twinkle, curious Formative and Summative Assessments: Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments</p>	<p>Academic Vocabulary: parts of speech Word Study: irregular plural nouns High Frequency Words: ago, stood</p>	<p>Publish and Celebrate Assessment</p>
<p>Unit 3 Week 6 Project-Based Inquiry</p>	<p>3.W.1 3.W.3.1 3.W.4 3.W.5 3.W.6.1 3.W.6.2 3.SL.4.1</p>	<p>Inquiry Project: Be a Hero Write an opinion speech about why it is important to take advantage of heroic opportunities. Research evidence that supports their claim and persuades their audience.</p> <ul style="list-style-type: none"> -Explore and Plan: Argumentative Writing -Conduct Research: Search Engines -Argumentative Writing: Opinion Speech -Refine Research: Paraphrasing and Quoting -Extend Research: Add Media -Revise for Relevant Details -Edit and Peer Review -Celebrate and Reflect 		

Unit 4

Unit Title: Events
Essential Question: How do communities change over time?
Academic Vocabulary: benefit, generation, advice, consumer, familiar
Code for Indiana Standards: High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 4 Week 1	3.RF.1 3.RF.4.1 3.RN.1 3.RN.2.1 3.RN.2.2 3.RN.3.2 3.RV.1 3.RV.2.2 3.W.1 3.W.3.1 3.W.4 3.W.6.1 3.W.6.2	Main Story: The House that Jane Built Genre: Biography Comprehension Skills & Strategies: Analyze text structure in a biography; correct and confirm predictions Developing Vocabulary: community, donate, convince, generous, transformed Formative and Summative Assessment(s) Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments	Spelling Skill: spell r-controlled vowels <i>ir, er, ur, ear</i> Grammar: possessive pronouns Academic Vocabulary : related words Word Study: r-controlled vowels <i>ir, er, ur, ear</i> High Frequency Words: system, brought	Writing Development Genre: Opinion Essay (T335) Introduce and Immerse: Opinion Essay Plan Your Opinion Essay
Unit 4 Week 2	3.RF.1 3.RF.4.2 3.RF.4.6 3.RN.1 3.RN.2.1 3.RN.2.2 3.RN.3.2	Main Story: Frederick Douglass Genre: Biography Comprehension Skills & Strategies: identify main idea and key details in a biography; make inferences Developing Vocabulary: slavery, abolitionist, violence, equality, influential Formative and Summative Assessment(s)	Spelling Skill: spell words with the VCCCV pattern Grammar: contractions Academic Vocabulary : synonyms and antonyms Word Study: VCCCV pattern High Frequency Words: common, though	Writing Development Genre: Opinion Essay (T335) Develop Elements Develop the Topic Develop an Opinion Distinguish Between Fact and Opinion

	<p>3.RN.4.2 3.RV.1 3.RV.2.2 3.W.1 3.W.3.1 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments</p>		<p>Develop Reasons Develop Supporting Facts</p>
Unit 4 Week 3	<p>3.RF.1 3.RF.4.6 3.RN.1 3.RN.2.1 3.RN.2.2 3.RN.3.2 3.RV.1 3.RV.2.1 3.W.1 3.W.3.1 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Main Story: Milton Hershey: Chocolate King, Town Builder Genre: Biography Comprehension Skills & Strategies: explain the author’s purpose in a biography; descriptive words Developing Vocabulary: succeed, determined, impressed, eventually, imagined Formative and Summative Assessment(s) Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments</p>	<p>Spelling Skill: spell words with -able, -ible, -ation Grammar: prepositions and prepositional phrases Academic Vocabulary : context clues Word Study: Latin suffixes High Frequency Words: language, clear</p>	<p>Writing Development Genre: Opinion Essay (T335)</p> <p>Develop Structure Compose an Introduction Organize Supporting Reasons Organize Supporting Facts Compose a Conclusion Use Technology</p>
Unit 4 Week 4	<p>3.RF.1 3.RN.1 3.RN.2.1 3.RN.2.2 3.RN.2.3 3.RN.3.2 3.RN.3.3 3.RV.1 3.RV.2.2 3.W.1 3.W.3.1 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Main Story: Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future Genre: Biography Comprehension Skills & Strategies: distinguish viewpoint in narrative nonfiction; make connections Developing Vocabulary: destroyed, opportunity, sustainability, reclaimed, constructed Formative and Summative Assessment(s) Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments</p>	<p>Spelling Skill: words that are homographs Grammar: comparing with adjectives Academic Vocabulary : analogies Word Study: homographs High Frequency Words: equation, among</p>	<p>Writing Development Genre: Opinion Essay (T335)</p> <p>Writer’s Craft Revise by Adding Linking Words Edit for Capitalization Peer Edit Use Peer and Teacher Suggestions</p>

Unit 4 Week 5	<p>3.RF.1 3.RL.1 3.RL.2.1 3.RL.3.1 3.RV.1 3.W.1 3.W.3.1 3.W.4 3.W.6.1 3.W.6.2</p>	<p>Main Story: Grace and Grandma Genre: Drama Comprehension Skills & Strategies: identify story elements in a drama ; monitor comprehension Developing Vocabulary: heritage, immigrants, interview, permission, arrival Formative and Summative Assessment(s) Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments</p>	<p>Spelling Skill: spell homophones Grammar: adverbs Academic Vocabulary : parts of speech Word Study: homophones High Frequency Words: government, material</p>	<p>Writing Development Genre: Opinion Essay (T335) Publish, Celebrate, and Assess Use Technology to Publish Writing Edit for Spelling Assessment</p>
Unit 4 Week 6 Project-Based Inquiry	<p>3.W.1 3.W.3.2 3.W.4 3.W.5 3.W.6.1 3.W.6.2 3.SL.4.1</p>	<p>Inquiry Project: Past and Present Research communities that have changed over time. Create a poster showing a part of a city or town that has changed.</p> <ul style="list-style-type: none"> -Explore and Plan: Informational Writing -Conduct Research: Library of Congress -Informational Writing: Poster -Refine Research: Identifying Sources -Extend Research: Include Images -Revise for Clarity and Coherence -Edit and Peer Review -Celebrate and Reflect 		

Unit 5

Unit Title: Solutions
Essential Question: How does the world change us?
Academic Vocabulary: analysis, threat, damage, anticipate, pollution
Code for Indiana Standards: High Priority Moderate Priority Low Priority

Unit and Week (Pacing Guide)	Indiana Standard(s) # and Link to Standard	Reading Workshop (Reading)	Reading-Writing Bridge (Language Arts)	Writing Workshop (Writing)
Unit 5 Week 1	3.RF.1 3.RF.4.1 3.RN.1 3.RN.2.1 3.RN.3.1 3.RV.1 3.RV.2.2 3.W.1 3.W.4 3.W.5 3.W.6.1 3.W.6.2	<p>Main Story: Deep Down and Other Extreme Places to Live</p> <p>Genre: Informational Text</p> <p>Comprehension Skills & Strategies: analyze text features, correct or confirm predictions; make pertinent comments</p> <p>Developing Vocabulary: extreme, spectacular, attracts, region, transport</p> <p>Formative and Summative Assessment(s): Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments</p>	<p>Spelling Skill: spell vowel patterns <i>au, aw, al, augh, ough</i></p> <p>Grammar: comparing with adjectives</p> <p>Academic Vocabulary: related words</p> <p>Word Study: vowel patterns <i>au, aw, al, augh, ough</i></p> <p>High Frequency Words: special, heavy</p>	<p>Writing Development Genre: Poetry (T333)</p> <p>Introduce and Immerse Poetry Plan Your Poetry</p>
Unit 5 Week 2	3.RF.1 3.RF.4.5 3.RN.1 3.RN.2.1 3.RN.2.2 3.RN.2.3 3.RN.3.2 3.RV.1 3.RV.2.2 3.W.1 3.W.4	<p>Main Story: Earthquakes, Eruptions, and Other Events that Change Earth</p> <p>Genre: Informational Text</p> <p>Comprehension Skills & Strategies: analyze text structure, synthesize information, ask and answer questions</p> <p>Developing Vocabulary: surface, landforms, processes, damaging, produces</p> <p>Formative and Summative Assessment(s): Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments</p>	<p>Spelling Skill: spell words with vowel patterns <i>ei</i> and <i>eigh</i></p> <p>Grammar: comparing with adverbs</p> <p>Academic Vocabulary: synonyms and antonyms</p> <p>Word Study: vowel patterns <i>ei</i> and <i>eigh</i></p> <p>High Frequency Words: built, square</p>	<p>Writing Development Genre: Poetry (T333)</p> <p>Develop Elements Composing Like a Poet Compose with Imagery Compose with Rhythm and Rhyme Compose with Figurative Language</p>

	<p>3.W.5 3.W.6.1 3.W.6.2</p>			
Unit 5 Week 3	<p>3.RF.1 3.RF.4.6 3.RN.1 3.RN.2.1 3.RN.3.2 3.RV.1 3.RV.2.1 3.W.1 3.W.4 3.W.5 3.W.6.1 3.W.6.2</p>	<p>Main Story: A Safety Plan: In Case of Emergency Genre: Procedural Text Comprehension Skills & Strategies: precise words, analyze text structure, monitor comprehension Developing Vocabulary: prepared, emergency, memorize, responsible, instructions Formative and Summative Assessment(s): Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments</p>	<p>Spelling Skill: spell words with the suffix <i>-en</i> Grammar: complex sentences Academic Vocabulary: context clues Word Study: words with the suffix <i>-en</i> High Frequency Words: syllables, direction</p>	<p>Writing Development Genre: Poetry (T333) Develop Structure Revise for Word Choice: Verbs Create an Audio Recording Create a Visual Display</p>
Unit 5 Week 4	<p>3.RF.1 3.RF.4.1 3.RL.1 3.RL.2.1 3.RL.3.2 3.RV.1 3.RV.3.1 3.W.1 3.W.4 3.W.5 3.W.6.1 3.W.6.2</p>	<p>Main Story: Nora's Ark Genre: Historical Fiction Comprehension Skills & Strategies: analyze point of view; make connections Developing Vocabulary: survived, astonished, dangerous, piteously, relief Formative and Summative Assessment(s): Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments</p>	<p>Spelling Skill: spell words with the schwa sound Grammar: pronoun-antecedent agreement Academic Vocabulary: figurative language Word Study: schwa High Frequency Words: ready, anything</p>	<p>Writing Development Genre: Poetry (T333) Writer's Craft Edit Nouns Edit for Comparative and Superlative Adjectives Edit for Punctuation Marks</p>
Unit 5 Week 5	<p>3.RF.1 3.RL.1 3.RL.2.1 3.RL.2.2 3.RL.2.3 3.RV.1 3.W.1</p>	<p>Main Story: from Aesop's Fox Genre: Fable Comprehension Skills & Strategies: describe characters and events; infer theme; evaluate details; ask relevant questions Developing Vocabulary: elegant, remarkable, flattery, spectacle, imitation Formative and Summative Assessment(s):</p>	<p>Spelling Skill: spell final stable syllables -le, -ture, -ive, -ize Grammar: edit for commas Academic Vocabulary: parts of speech Word Study: final stable syllables High Frequency Words: love, developed</p>	<p>Writing Development Genre: Poetry (T333) Publish, Celebrate, and Assess Edit for adjectives and adverbs Assessment</p>

	<p>3.W.4 3.W.5 3.W.6.1 3.W.6.2</p>	<p>Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments</p>		
<p>Unit 5 Week 6 Project-Based Inquiry</p>	<p>3.W.1 3.W.3.1 3.W.4 3.W.5 3.W.6.1 3.W.6.2 3.SL.4.1</p>	<p>Inquiry Project: Take a Trip! Write a travel brochure that persuades readers to visit, or not visit, a place likely to be affected by a natural disaster. Research evidence that supports their claim and persuades their audience.</p> <ul style="list-style-type: none"> -Use Academic Words -Explore and Plan Argumentative Writing -Conduct Research: Bookmarking -Argumentative Writing: Travel Brochure -Refine Research: Works Cited Page -Extend Research: Present a Slideshow -Revise for Persuasive Language -Edit and Peer Review -Celebrate and Reflect 		