

# Curriculum Mapping 2022-2023

## Reading and Language Arts

Grade Level: 3

Teacher Writing Curriculum: Katelyn Groff

### Unit 1

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

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

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><b>Main Story:</b> Why is the Sky Far Away?  <b>Genre:</b> Folktale  <b>Comprehension Skills &amp; Strategies:</b> convey information about characters and events; infer theme; ask and answer questions  <b>Developing Vocabulary:</b> preparations, magnificent, brooded, rejoicing, satisfied  <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments in student textbook,, Progress Check-Ups, Weekly summative assessment</p>	<p><b>Spelling Skill:</b> Spell Inflected Endings  <b>Grammar:</b> Subjects and Predicates  <b>Academic Vocabulary:</b> synonyms and antonyms  <b>Word Study:</b> inflected endings  <b>High Frequency Words:</b> story, draw</p>	<p><b>Writing Development</b>  <b>Genre: Personal Narrative (T345)</b>  <b>Develop Elements</b>          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><b>Main Story:</b> Cocoliso  <b>Genre:</b> Realistic Fiction  <b>Comprehension Skills &amp; Strategies:</b> describe characters and how they change; analyze characters; make inferences  <b>Developing Vocabulary:</b> dreams, amazing, bored, discovery, proud  <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments in student textbook,, Progress Check-Ups, Weekly summative assessment</p>	<p><b>Spelling Skill:</b> spell base words and endings  <b>Grammar:</b> compound sentences  <b>Academic Vocabulary:</b> context clues  <b>Word Study:</b> Base words and endings  <b>High Frequency Words:</b> notice, slowly</p>	<p><b>Writing Development</b>  <b>Genre: Personal Narrative (T345)</b>  <b>Develop Structure</b>          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><b>Main Story:</b> Living in Deserts  <b>Genre:</b> Informational Texts  <b>Comprehension Skills &amp; Strategies:</b> analyze text features, use text features  <b>Developing Vocabulary:</b> shield, lack, exposure, nomadic, landscape</p>	<p><b>Spelling Skill:</b> Spell words with vowel digraphs  <b>Grammar:</b> compound subjects and predicates</p>	<p><b>Writing Development</b>  <b>Genre: Personal Narrative (T345)</b>  <b>Writer's Craft</b>          Coordinating Conjunctions</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	<b>Formative and Summative Assessment(s):</b> Daily Formative Assessments in student textbook,, Progress Check-Ups, Weekly summative assessment	<b>Academic Vocabulary:</b> figurative language  <b>Word Study:</b> vowel digraphs  <b>High Frequency Words:</b> voice, south	Comparative and Superlative Adjectives Pronouns Adverbs
Unit 1 Week 5	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	<b>Main Story:</b> The Golden Feather: A Taino Myth from Puerto Rico <b>Genre:</b> Poetry <b>Comprehension Skills &amp; Strategies:</b> analyze descriptive language, visualize details <b>Developing Vocabulary:</b> pouch, globe, murmuring, mountainside, footpath <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments in student textbook,, Progress Check-Ups, Weekly summative assessment	<b>Spelling Skill:</b> spell words with diphthongs  <b>Grammar:</b> common and proper nouns  <b>Academic Vocabulary :</b> parts of speech  <b>Word Study:</b> diphthongs  <b>High Frequency Words</b> unit, figure	<b>Writing Development</b> <b>Genre: Personal Narrative (T345)</b>  <b>Publish, Celebrate, Assess</b> Edit for Verbs Assessment
Unit 1 Week 6 Project-Based Inquiry	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	<b>Inquiry Project: A Safe Place to Play Research Articles</b> 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		

## Unit 2

<b>Unit Title:</b> Interactions
<b>Essential Question:</b> How do plants and animals live together?
<b>Academic Vocabulary:</b> prefer, features, investigate, associate, avoid
<b>Code for Indiana Standards:</b> <span style="background-color: #90EE90;">High Priority</span> <span style="background-color: #FFFF00;">Moderate Priority</span> <span style="background-color: #ADD8E6;">Low Priority</span>

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	<span style="background-color: #90EE90;">3.RF.1</span> <span style="background-color: #FFFF00;">3.RF.4.2</span> 3.RN.1 <span style="background-color: #90EE90;">3.RN.2.1</span> <span style="background-color: #90EE90;">3.RN.2.2</span> 3.RV.1 <span style="background-color: #FFFF00;">3.RV.2.2</span> <span style="background-color: #FFFF00;">3.RV.3.2</span> <span style="background-color: #90EE90;">3.W.1</span> <span style="background-color: #90EE90;">3.W.3.2</span> <span style="background-color: #90EE90;">3.W.4</span> <span style="background-color: #90EE90;">3.W.6.1</span> <span style="background-color: #90EE90;">3.W.6.2</span>	<b>Main Story:</b> Patterns in Nature <b>Genre:</b> Informational Text <b>Comprehension Skills &amp; Strategies:</b> identify main idea and details; monitor comprehension <b>Developing Vocabulary:</b> patterns, nature, repeat, sequence, symmetry <b>Formative and Summative Assessment(s)</b> Daily Formative Assessments in student textbook, Progress Check-Ups, Weekly summative assessment	<b>Spelling Skill:</b> spell syllable patterns VC/V and V/CV  <b>Grammar:</b> singular and plural nouns  <b>Academic Vocabulary :</b> related words  <b>Word Study:</b> spell syllable patterns VC/V and V/CV  <b>High Frequency Words:</b> certain, half	<b>Writing Development</b> <b>Genre:</b> Informational How-To Article (T327)  <b>Introduce and Immerse</b> How-to Article Compose Facts and Details Brainstorm and Set a Purpose Plan Your How-To Article
Unit 2 Week 2	<span style="background-color: #90EE90;">3.RF.1</span> <span style="background-color: #FFFF00;">3.RF.4.1</span> 3.RN.1 <span style="background-color: #90EE90;">3.RN.2.1</span> <span style="background-color: #90EE90;">3.RN.2.2</span> <span style="background-color: #FFFF00;">3.RN.3.2</span> 3.RV.1 <span style="background-color: #FFFF00;">3.RV.2.2</span> <span style="background-color: #FFFF00;">3.RV.3.2</span> <span style="background-color: #90EE90;">3.W.1</span>	<b>Main Story:</b> Weird Friends: Unlikely Allies in the Animal Kingdom <b>Genre:</b> Informational Text <b>Comprehension Skills &amp; Strategies:</b> analyze text structure, evaluate details <b>Developing Vocabulary:</b> predators, protection, immune, species, emerges <b>Formative and Summative Assessment(s)</b> Daily Formative Assessments in student textbook, Progress Check-Ups, Weekly summative assessment	<b>Spelling Skill:</b> spell r-controlled vowels  <b>Grammar:</b> irregular plural nouns  <b>Academic Vocabulary :</b> synonyms and antonyms  <b>Word Study:</b> r-controlled vowels	<b>Writing Development</b> <b>Genre:</b> Informational How-To Article (T327)  <b>Develop Elements</b> Develop an Engaging Main Idea Add Facts and Definitions

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

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

## Unit 3

<b>Unit Title:</b> Heroes
<b>Essential Question:</b> What makes a hero?
<b>Academic Vocabulary:</b> encourage, defeat, distinguish, achieve, command
<b>Code for Indiana Standards:</b> <span style="background-color: #90EE90;">High Priority</span> <span style="background-color: #FFFF00;">Moderate Priority</span> <span style="background-color: #00FFFF;">Low Priority</span>

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	<span style="background-color: #00FFFF;">3.RF.1</span> <span style="background-color: #FFFF00;">3.RF.4.6</span> 3.RL.1 <span style="background-color: #90EE90;">3.RL.2.1</span> <span style="background-color: #90EE90;">3.RL.2.3</span> <span style="background-color: #FFFF00;">3.RL.2.4</span> 3.RV.1 <span style="background-color: #90EE90;">3.RV.2.1</span> <span style="background-color: #FFFF00;">3.RV.2.2</span> <span style="background-color: #FFFF00;">3.RV.2.4</span> <span style="background-color: #90EE90;">3.W.1</span> <span style="background-color: #90EE90;">3.W.3.3</span> <span style="background-color: #90EE90;">3.W.4</span> <span style="background-color: #90EE90;">3.W.6.1</span> <span style="background-color: #90EE90;">3.W.6.2</span>	<b>Main Story:</b> Below Deck: A Titanic Story <b>Genre:</b> Historical Fiction <b>Comprehension Skills &amp; Strategies:</b> analyze plot and setting; predictions, support opinions; describe connections to text <b>Developing Vocabulary:</b> abandon, appeared, enormous, interfered, stationary <b>Formative and Summative Assessment(s):</b> Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessment	<b>Spelling Skill:</b> spell prefixes pre-,dis-,in-,im-,non-  <b>Grammar:</b> subject-verb agreement  <b>Academic Vocabulary:</b> context clues  <b>Word Study:</b> Suffixes -ful, -y, -ness  <b>High-Frequency Words:</b> surface, produce	<b>Writing Development Genre: (T329)</b>  <b>Introduce and Immerse</b> Historical Fiction Brainstorm Ideas Plan Your Historical Fiction Story
Unit 3 Week 2	<span style="background-color: #00FFFF;">3.RF.1</span> 3.RL.1 <span style="background-color: #90EE90;">3.RL.2.1</span> <span style="background-color: #90EE90;">3.RL.2.3</span> 3.RV.1 <span style="background-color: #FFFF00;">3.RV.2.2</span> <span style="background-color: #90EE90;">3.W.1</span>	<b>Main Story:</b> Granddaddy's Turn: A Journey to the Ballot Box <b>Genre:</b> Historical Fiction <b>Comprehension Skills and Strategies:</b> describe and analyze characters in historical fiction <b>Developing Vocabulary:</b> figured, complain, patience, temper, remembered	<b>Spelling Skill:</b> spell abbreviations  <b>Grammar:</b> edit for subject-verb agreements  <b>Academic Vocabulary:</b> synonyms and antonyms	<b>Writing Development Genre: (T329)</b>  <b>Develop Elements</b> Compose Characters Plot: Establish a Problem Plot: Plan a Resolution

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

	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><b><u>Developing Vocabulary:</u></b> triumphant, company, challenge, twinkle, curious</p> <p><b><u>Formative and Summative Assessments:</u></b> Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments</p>	<p><b><u>Academic Vocabulary:</u></b> parts of speech</p> <p><b><u>Word Study:</u></b> irregular plural nouns</p> <p><b><u>High Frequency Words:</u></b> ago, stood</p>	Pulish and Celebrate Assessment
Unit 3 Week 6 Project-Based Inquiry	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><b><u>Inquiry Project: Be a Hero</u></b> 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"> <li>-Explore and Plan: Argumentative Writing</li> <li>-Conduct Research: Search Engines</li> <li>-Argumentative Writing: Opinion Speech</li> <li>-Refine Research: Paraphrasing and Quoting</li> <li>-Extend Research: Add Media</li> <li>-Revise for Relevant Details</li> <li>-Edit and Peer Review</li> <li>-Celebrate and Reflect</li> </ul>		

## Unit 4

<b>Unit Title:</b> Events
<b>Essential Question:</b> How do communities change over time?
<b>Academic Vocabulary:</b> benefit, generation, advice, consumer, familiar
<b>Code for Indiana Standards:</b> <span style="background-color: #90EE90;">High Priority</span> <span style="background-color: #FFFF00;">Moderate Priority</span> <span style="background-color: #00FFFF;">Low Priority</span>

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

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

Unit 4 Week 5	<p>3.RF.1</p> <p>3.RL.1</p> <p>3.RL.2.1</p> <p>3.RL.3.1</p> <p>3.RV.1</p> <p>3.W.1</p> <p>3.W.3.1</p> <p>3.W.4</p> <p>3.W.6.1</p> <p>3.W.6.2</p>	<p><b>Main Story:</b> Grace and Grandma</p> <p><b>Genre:</b> Drama</p> <p><b>Comprehension Skills &amp; Strategies:</b> identify story elements in a drama ; monitor comprehension</p> <p><b>Developing Vocabulary:</b> heritage, immigrants, interview, permission, arrival</p> <p><b>Formative and Summative Assessment(s)</b> Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments</p>	<p><b>Spelling Skill:</b> spell homophones</p> <p><b>Grammar:</b> adverbs</p> <p><b>Academic Vocabulary :</b> parts of speech</p> <p><b>Word Study:</b> homophones</p> <p><b>High Frequency Words:</b> government, material</p>	<p><b>Writing Development</b> <b>Genre: Opinion Essay (T335)</b></p> <p><b>Publish, Celebrate, and Assess</b> Use Technology to Publish Writing Edit for Spelling Assessment</p>
Unit 4 Week 6 Project-Based Inquiry	<p>3.W.1</p> <p>3.W.3.2</p> <p>3.W.4</p> <p>3.W.5</p> <p>3.W.6.1</p> <p>3.W.6.2</p> <p>3.SL.4.1</p>	<p><b><u>Inquiry Project: Past and Present</u></b> 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"> <li>-Explore and Plan: Informational Writing</li> <li>-Conduct Research: Library of Congress</li> <li>-Informational Writing: Poster</li> <li>-Refine Research: Identifying Sources</li> <li>-Extend Research: Include Images</li> <li>-Revise for Clarity and Coherence</li> <li>-Edit and Peer Review</li> <li>-Celebrate and Reflect</li> </ul>		

## Unit 5

<b>Unit Title:</b> Solutions
<b>Essential Question:</b> How does the world change us?
<b>Academic Vocabulary:</b> analysis, threat, damage, anticipate, pollution
<b>Code for Indiana Standards:</b> <span style="background-color: #90EE90;">High Priority</span> <span style="background-color: #FFFF00;">Moderate Priority</span> <span style="background-color: #00FFFF;">Low Priority</span>

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

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

	3.W.4 3.W.5 3.W.6.1 3.W.6.2	Daily Formative Assessments in student textbooks, Progress Check-Ups, Weekly summative assessments		
Unit 5 Week 6 Project-Based Inquiry	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	<b>Inquiry Project: Take a Trip!</b> 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.  -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		