

# UNIT 1 SKILLS OVERVIEW

## UNIT THEME

# Environments

### WEEK 1

#### Traditional Tale

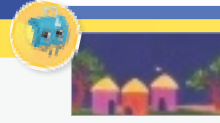
Grandma and the Great Gourd



### WEEK 2

#### Folktale

Why the Sky Is Far Away



### WEEK 3

#### Realistic Fiction

Cocoliso



		CCSS	CCSS	CCSS	CCSS		
READING WORKSHOP	Minilesson Bank	Map: Going from Here to There	RI.3.10	Poem/Illustration: Friends	RL.3.10	Diagram: Exploring a Rainforest Environment	RI.3.10
		Traditional Tale: <i>Grandma and the Great Gourd</i>	RL.3.10	Folktale: <i>Why the Sky Is Far Away</i>	RL.3.10	Realistic Fiction: <i>Cocoliso</i>	RL.3.10
		Describe Characters and Their Actions	L.3.6	Convey Information about Characters and Events	L.3.6	Describe Characters and How They Change	L.3.6
		Analyze Plot and Setting	RL.3.10	Infer Theme	RL.3.2	Analyze Characters	RL.3.3
		Use Text Evidence	RL.3.10	Ask and Answer Questions	RL.3.1	Make Inferences	RL.3.3
		Talk About It: Ask Questions	SL.3.1	Write to Sources: Ask and Answer Questions	RL.3.1	Write to Sources: Use text evidence to support opinions	W.3.1
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.3.5	Synonyms and Antonyms	L.3.5	Context Clues	L.3.4.a
	Word Study	Syllable Patterns	RF.3.3.c	Inflected Endings	RF.3.3	Base Words and Endings	RF.3.3.a
	Read Like a Writer	Describe Figurative Language	RL.3.4	Analyze Graphic Features	RL.3.7	Analyze Imagery	RL.3.4
	Write for a Reader	Use Figurative Language	W.3.3	Use Graphic Features	W.3.3	Use Imagery	W.3.3
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Personal Narrative	W.3.3	Develop an Engaging Idea	W.3.3	Compose an Introduction	W.3.3.a
		Narrator	W.3.3.a	Narrator	W.3.3.a	Develop an Event Sequence	W.3.3.c
		Setting and Sequence of Events	W.3.3.a	Compose a Setting	W.3.3	Develop Dialogue	W.3.3.b
		Brainstorm and Set a Purpose	W.3.4	Problem	W.3.3.a	Describe Actions, Thoughts, and Feelings	W.3.3.b
		Plan Your Personal Narrative	W.3.8	Resolution	W.3.3.d	Compose a Conclusion	W.3.3.d
READING-WRITING WORKSHOP BRIDGE	Spelling	Spell Words with the VC/CV Pattern	L.3.2.f	Spell Inflected Endings	L.3.2.e	Spell Base Words and Endings	L.3.2.e
Language and Conventions	Simple Sentences	L.3.1.i	Subjects and Predicates	L.3.1	Compound Sentences	L.3.1.i	

# Essential Question

How does our environment affect us?

## WEEK 4

### Informational Text

#### Living in Deserts



## WEEK 5

### Myth

#### The Golden Flower



## WEEK 6

### Inquiry and Research

#### A Safe Place to Play



	CCSS		CCSS
Infographic: How Do People Survive in an Environment	RI.3.10	Media: The World Around Us	RI.3.10
Informational Text: <i>Living in Deserts</i>	RI.3.10	Myth: <i>The Golden Flower</i>	RL.3.10
Use domain-specific words	RI.3.4	Use descriptive words to provide sensory details	L.3.6
Analyze Text Features	RI.3.7	Analyze Descriptive Language	RL.3.4
Use Text Evidence	RI.3.7	Visualize Details	RL.3.10
Write to Sources: Take Notes	W.3.8	Talk About It: Make Pertinent Comments	SL.3.1.c
Figurative Language	L.3.5.a	Parts of Speech	L.3.1.a
Vowel Digraphs	RF.3.3.c	Diphthongs	RF.3.3
Explain the Use of Graphic Features	RI.3.7	Describe Author's Purpose	RL.3.10
Use Graphic Features	W.3.3	Use Author's Purpose	W.3.3
Writer's Craft		Publish, Celebrate, and Assess	
Coordinating Conjunctions	L.3.1.h	Edit for Legibility	W.3.3
Descriptive Adjectives: Comparative and Superlative	L.3.1.g	Edit for Verbs	L.3.1.c
Pronouns	L.3.1.a	Publish and Celebrate	W.3.3
Adverbs	L.3.1.a	Prepare for Assessment	W.3.3
Subject-Verb Agreement	L.3.1.f	Assessment	W.3.3
Spell Words with Vowel Digraphs	L.3.2.e	Spell Words with Diphthongs	L.3.2.f
Compound Subjects and Predicates	L.3.1.h	Common and Proper Nouns	L.3.1.a

	CCSS
Leveled Research Articles	RI.3.10
Use Academic Words	L.3.6
Explore and Plan: Argumentative Writing	W.3.7
Conduct Research: Field Research	W.3.7
Collaborate and Discuss: Analyze Student Model	W.3.1
Refine Research: Identify Primary and Secondary Sources	W.3.10
Extend Research: Write a Thank You Note	W.3.10
Revise and Edit	W.3.10
Peer Review	SL.3.1
Celebrate and Reflect	L.3.3.b

# UNIT 2 SKILLS OVERVIEW

## UNIT THEME

# Interactions

		WEEK 1		WEEK 2		WEEK 3	
		Informational Text Patterns in Nature		Informational Text Weird Friends		Realistic Fiction Wolf Island	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Minilesson Bank	Infographic: Amazing Interactions	RI.3.7	Media: On the African Savanna	SL.3.4	Diagram: The Food Chain	RI.3.10
		Informational Text: <i>Patterns in Nature</i>	RI.3.2	Informational Text: <i>Weird Friends</i>	RI.3.10	Realistic Fiction: <i>Wolf Island</i>	RL.3.10
		Domain-Specific Words	RI.3.4	Scientific Words that Describe Things	L.3.6	Words that Connect Ideas	RL.3.4
		Identify Main Idea and Details	RI.3.2	Analyze Text Structure	RI.3.3	Analyze Illustrations	RL.3.7
		Monitor Comprehension	RI.3.10	Evaluate Details	RI.3.2	Synthesize Information	RL.3.10
		Talk About It: Ask Questions	SL.3.1.c	Write to Sources: Respond to Text	W.3.1	Write to Sources: Relevant Information	W.3.10
	Academic Vocabulary	Related Words	L.3.4.b	Synonyms and Antonyms	L.3.4.d	Context Clues	L.3.4.a
	Word Study	Syllable Patterns VC/V and V/CV	RF.3.3.c	r-Controlled Vowels	RF.3.3	Compound Words	RF.3.3
	Read Like a Writer	Explain the Use of Graphic Features	RI.3.7	Analyze Precise Verbs	L.3.5.c	Analyze Author's Message	RL.3.10
	Write for a Reader	Use Graphic Features	W.3.2.a	Use Precise Verbs	L.3.3.a	Use Author's Message	W.3.3
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	How-to Article	W.3.2	Develop an Engaging Main Idea	W.3.2.a	Develop an Introduction	W.3.2
		Compose a Headline and Lead	W.3.2.a	Develop Relevant Details	W.3.2.b	Organize Ideas into Steps	W.3.2.a
		Compose Facts and Details	W.3.2.b	Add Facts and Definitions	W.3.2.b	Organize Steps into Sequence	W.3.2
		Brainstorm and Set a Purpose	W.3.4	Write a Command	W.3.2	Add Illustrations	W.3.2.a
		Plan Your How-to Article	W.3.4	Clarify Steps Using Strong Verbs	L.3.3.a	Develop and Compose a Conclusion	W.3.1.d
Spelling	Spell Syllable Patterns VC/V and V/CV	L.3.2.f	Spell r-Controlled Vowels	L.3.2.f	Spell Compound Words	L.3.2.f	
Language and Conventions	Singular and Plural Nouns	L.3.1.b	Irregular Plural Nouns	L.3.1.b	Singular Possessive Nouns	L.3.2.d	

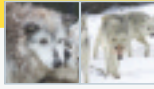
# Essential Question

How do plants and animals live together?

## WEEK 4

### Persuasive Text

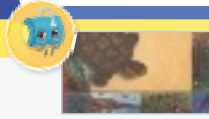
Welcome Back, Wolves!  
and Wolves Don't  
Belong in Yellowstone



## WEEK 5

### Informational Text

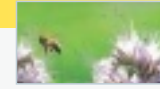
Nature's Patchwork  
Quilt



## WEEK 6

### Inquiry and Research

Make Note of It!



	CCSS
Leveled Research Articles	RI.3.10
Use Academic Words	L.3.6
Explore and Plan: Informational Writing	W.3.7
Conduct Research: Library Databases	W.3.8
Informational Writing: Scrapbook	SL.3.2
Refine Research: Citing Sources	RI.3.5
Extend Research: Visuals/Media	W.3.7
Revise for Clarity	W.3.5
Edit and Peer Review	W.3.5
Celebrate and Reflect	SL.3.4

	CCSS		CCSS
Infographic: Bringing Animals Back	RI.3.10	Diagram: Plants and Animals Need Each Other	RI.3.10
Persuasive Text: <i>Welcome Back Wolves! and Wolves Don't Belong in Yellowstone</i>	RI.3.10	Informational Text: <i>Nature's Patchwork Quilt</i>	RI.3.10
Synonyms and Antonyms	L.3.5	Related Words	L.3.5
Analyze Text Structure	RI.3.9	Explain Author's Purpose	RI.3.10
Compare and Contrast Texts	RI.3.9	Visualize Details	L.3.5.b
Write to Sources: Text Evidence	W.3.1	Talk About It: Pertinent Comments	SL.3.1.c
Figurative Language	L.3.5.a	Parts of Speech	L.3.1.a
Syllable Patterns	RF.3.3.c	Contractions	RF.3.3
Analyze Tone and Voice	RI.3.10	Analyze Text Structure	RI.3.3
Use Tone and Voice	W.3.2	Use Cause-and-Effect Text Structure	W.3.10
Writer's Craft		Publish, Celebrate, and Assess	
Edit for Prepositions and Prepositional Phrases	L.3.1	Edit for Legibility	W.3.5
Revising for Coherence and Clarity	W.3.2.c	Edit for Subject-Verb Agreement	L.3.1.f
Edit for Nouns	L.3.1.b	Publish and Celebrate	W.3.2
Edit for Adverbs	L.3.1.a	Prepare for Assessment	W.3.2
Edit for Coordinating Conjunctions	L.3.1.h	Assessment	W.3.2
Spell Words With Syllable Patterns	L.3.2.f	Spell Contractions	L.3.2.f
Plural Possessive Nouns	L.3.2.d	Main Verbs and Helping Verbs	L.3.1.a

# UNIT 3 SKILLS OVERVIEW

## UNIT THEME

# Heroes

### WEEK 1

Historical Fiction



Below Deck:  
A Titanic Story

### WEEK 2

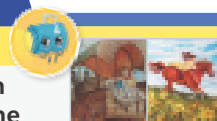
Historical Fiction



Granddaddy's Turn:  
A Journey to the  
Ballot Box

### WEEK 3

Historical Fiction



from Little House on  
the Prairie and By the  
Shores of Silver Lake

		CCSS	CCSS	CCSS			
READING WORKSHOP	Minilesson Bank	Primary Sources: Steps on the Moon	RI.3.10	Poem: "You Are My Hero"	RL.3.10	Infographic: American Heroes	RI.3.10
		Historical Fiction: <i>Below Deck: A Titanic Story</i>	RL.3.10	Historical Fiction: <i>Granddaddy's Turn: A Journey to the Ballot Box</i>	RL.3.10	Historical Fiction: <i>Little House on the Prairie and By the Shores of Silver Lake</i>	RL.3.10
		Words that Describe Plot and Setting	L.3.6	Words that Describe Characters	L.3.6	Words that Engage Readers' Senses	L.3.6
		Analyze Plot and Setting	RL.3.5	Analyze Characters	RL.3.3	Infer Theme	RL.3.2
		Correct or Confirm Predictions	RL.3.10	Make Connections	RL.3.10	Compare and Contrast Texts	RL.3.9
		Talk About It: Support an Opinion	SL.3.1.c	Write to Sources: Describe Connections to Text	W.3.10	Write to Sources Use Text Evidence	W.3.1
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.3.4.d	Synonyms and Antonyms	L.3.4.d	Context Clues	L.3.4.a
	Word Study	Prefixes <i>pre-</i> , <i>dis-</i> , <i>in-</i> , <i>im-</i> , <i>non-</i>	RF.3.3.a	Abbreviations	RF.3.3	Suffixes <i>-ful</i> , <i>-y</i> , <i>-ness</i>	RF.3.3.a
	Read Like a Writer	Explain the Use of Illustrations	RL.3.7	Explain the Author's Message	RL.3.10	Describe Hyperbole	RL.3.4
	Write for a Reader	Use Illustrations	W.3.3	Emphasize Author's Message	W.3.3	Use Hyperbole	W.3.3
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Historical Fiction	W.3.3	Compose Characters	W.3.3.a	Develop an Introduction	W.3.3.a
		Identify Characters and Setting	W.3.3	Compose a Setting	W.3.3	Draft an Event Sequence	W.3.3.c
		Develop Plot	W.3.3	Plot: Establish a Problem	W.3.3.a	Create an Audio Recording of a Story	SL.3.4
		Brainstorm Ideas	W.3.5	Plot: Plan a Resolution	W.3.3	Compose Dialogue	W.3.3.b
		Plan Your Historical Fiction Story	W.3.5	Select a Genre	W.3.4	Describe Events with Details	W.3.3
READING-WRITING WORKSHOP BRIDGE	Spelling	Spell Prefixes <i>pre-</i> , <i>dis-</i> , <i>in-</i> , <i>im-</i> , <i>non-</i>	L.3.2.f	Spell Abbreviations	L.3.2.e	Spell Suffixes <i>-ful</i> , <i>-y</i> , <i>-ness</i>	L.3.2.e
Language and Conventions	Subject-Verb Agreement	L.3.1.f	Edit for Subject-Verb Agreement	L.3.1.f	Simple Verb Tenses	L.3.1.e	



# Essential Question

What makes a hero?

## WEEK 4

### Biography

**Mama Miti: Wangari Maathai and the Trees of Kenya**



	CCSS
Time Line: Needing Heroes	RI.3.10
Biography: <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i>	RI.3.10
Words that Make Connections	L.3.6
Analyze Text Structure	RI.3.3
Summarize Informational Text	RI.3.2
Write to Sources: Ask and Answer Questions	W.3.1

## WEEK 5

### Poetry

**Poems About Heroes**

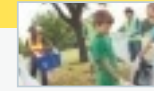


	CCSS
Infographic: Acting Heroically	RI.3.10
Poetry: "Firefighter Face," "Miss Stone," "The Race," "in daddy's arms," "The Wright Brothers"	RL.3.10
Words that Describe People	L.3.6
Explain Poetic Characteristics	RL.3.10
Monitor Comprehension	RL.3.10
Talk About It: Ask Pertinent Questions	SL.3.1.b

## WEEK 6

### Inquiry and Research

**Be a Hero!**



	CCSS
Leveled Research Articles	RI.3.10
Use Academic Words	L.3.6
Explore and Plan: Argumentative Writing	W.3.5
Conduct Research: Search Engines	RI.3.5
Argumentative Writing: Opinion Speech	W.3.1
Refine Research: Paraphrasing and Quoting	W.3.1
Extend Research: Add Media	SL.3.1.b
Revise for Relevant Details	W.3.5
Edit and Peer Review	W.3.5
Celebrate and Reflect	SL.3.4

Figurative Language	RL.3.4	Parts of Speech	L.3.1.a
Vowel Teams	RF.3.3	Irregular Plural Nouns	L.3.1.b
Analyze Voice and Tone	RI.3.10	Analyze Descriptive Language	RL.3.4
Use Voice and Tone	L.3.3.a	Use Descriptive Language	L.3.3.a

### Writer's Craft

### Publish, Celebrate, and Assess

Edit for Capitalization	L.3.2	Edit for Punctuation Marks	L.3.2
Add Ideas for Coherence and Clarity	W.3.3	Edit for Prepositions and Prepositional Phrases	L.3.1
Delete Ideas for Coherence and Clarity	W.3.3	Publish and Celebrate	W.3.3
Edit for Verbs	L.3.1.e	Prepare for Assessment	W.3.3
Edit for Subjective, Objective, and Possessive Pronouns	L.3.1.a	Assessment	W.3.3
Spell Vowel Teams	L.3.2.f	Irregular Plural Nouns	L.3.2.e
Irregular Verbs	L.3.1.d	Pronouns	L.3.1

# UNIT 4 SKILLS OVERVIEW

## UNIT THEME

# Events

		WEEK 1		WEEK 2		WEEK 3	
		Biography		Biography		Biography	
		The House That Jane Built		from Frederick Douglass		from Milton Hershey	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Minilesson Bank	Primary Source: Daniel Burnham	SL.3.1.b	Primary Source: Sojourner Truth	RI.3.10	Infographic: Think Big	RI.3.10
		Biography: <i>The House That Jane Built</i>	RI.3.10	Biography: <i>Frederick Douglass</i>	RI.3.10	Biography: <i>Milton Hershey</i>	RI.3.10
		Words That Explain Main Ideas	L.3.6	Words That Explain Events in a Person's Life	L.3.6	Descriptive Words	L.3.6
		Analyze Text Structure	RI.3.3	Identify Main Idea and Key Details	RI.3.2	Explain Author's Purpose	RI.3.6
		Correct or Confirm Predictions	RI.3.10	Make Inferences	RI.3.10	Ask and Answer Questions	RI.3.1
		Talk About It: Ask Relevant Questions	SL.3.1.c	Write to Sources: Compare Ideas in Informational Text	W.3.10	Write to Sources: Use Text Evidence	W.3.10
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.3.4.c	Synonyms and Antonyms	L.3.5	Context Clues	L.3.4.a
	Word Study	<i>r</i> -Controlled Vowels <i>ir, er, ur, ear</i>	RF.3.3	VCCCV Pattern	RF.3.3	Latin Suffixes	RF.3.3.b
	Read Like a Writer	Explain the Use of Descriptive Language	RI.3.10	Analyze Graphic Features	RI.3.7	Explain the Use of Tone and Voice	RI.3.10
	Write for a Reader	Use Descriptive Language	L.3.3.a	Use Graphic Features	W.3.2	Use Tone and Voice	L.3.3.a
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Opinion Essay	W.3.1	Develop the Topic	W.3.1	Compose an Introduction	W.3.1.a
		Topic	W.3.1	Develop an Opinion	W.3.1.a	Organize Supporting Reasons	W.3.1.a
		Point of View and Reasons	W.3.1	Distinguish Between Fact and Opinion	W.3.1	Organize Supporting Facts	W.3.1.a
		Brainstorm Topics and Focus on Opinion	W.3.1	Develop Reasons	W.3.1.b	Compose a Conclusion	W.3.1.d
		Plan Your Opinion Essay	W.3.1.b	Develop Supporting Facts	W.3.1.b	Use Technology	W.3.6
READING-WRITING WORKSHOP BRIDGE	Spelling	Spell <i>r</i> -Controlled Vowels <i>ir, er, ur, ear</i>	L.3.2.f	Spell Words with the VCCCV Pattern	L.3.2.f	Spell Words with <i>-able, -ible, -ation</i>	L.3.2.e
READING-WRITING WORKSHOP BRIDGE	Language and Conventions	Possessive Pronouns	L.3.1.a	Contractions	L.3.1	Prepositions and Prepositional Phrases	L.3.1

# Essential Question

How do communities change over time?

## WEEK 4

### Narrative Nonfiction

#### Green City



	CCSS		CCSS
Time Line: Changing the World With One Idea	RI.3.10	Poem: Thank You for Understanding	RL.3.10
Narrative Nonfiction: <i>Green City</i>	RI.3.10	Drama: <i>Grace and Grandma</i>	RL.3.10
Words That Help Readers Connect Events	L.3.6	Precise Words	L.3.5
Distinguish Viewpoint	RI.3.6	Identify Play Elements	RL.3.5
Make Connections	RI.3.10	Monitor Comprehension	RL.3.10
Write to Sources: Support Comparison or Opinion with Text Evidence	W.3.1	Talk About It: Use Text Evidence to Support Opinions	SL.3.1.a
Analogy	L.3.5.b	Parts of Speech	L.3.1.a
Homographs	RF.3.3.d	Homophones	RF.3.3.d
Analyze Text Structure	RI.3.10	Explain Author's Message	RL.3.2
Use Text Structure	W.3.3.c	Share a Message	W.3.3
Writer's Craft		Publish, Celebrate, and Assess	
Revise Drafts by Adding Linking Words	W.3.1.c	Use Technology to Publish Written Work	W.3.6
Revise Drafts by Adding Details	W.3.1.b	Edit for Spelling	L.3.2
Edit for Capitalization	L.3.2	Publish and Celebrate	W.3.1
Peer Edit	W.3.5	Prepare for Assessment	W.3.1
Use Peer and Teacher Suggestions	W.3.5	Assessment	W.3.1
Words That Are Homographs	L.3.2.e	Spell Homophones	L.3.2.e
Comparing with Adjectives	L.3.1.g	Adverbs	L.3.1.a

## WEEK 5

### Drama

#### Grace and Grandma



## WEEK 6

### Inquiry and Research



#### Past and Present

	CCSS
Leveled Research Articles	RI.3.10
Use Academic Words	L.3.6
Explore and Plan: Informational Writing	W.3.5
Conduct Research: Library of Congress	RI.3.5
Informational Writing: Poster	W.3.2
Refine Research: Identifying Sources	W.3.7
Extend Research: Include Images	W.3.7
Revise for Clarity and Coherence	W.3.5
Edit and Peer Review	W.3.5
Celebrate and Reflect	SL.3.5



# UNIT 5 SKILLS OVERVIEW

## UNIT THEME

# Solutions

		WEEK 1		WEEK 2		WEEK 3	
		Informational Text		Informational Text		Procedural Text	
		Deep Down and Other Extreme Places to Live		Earthquakes, Eruptions, and Other Events that Change Earth		A Safety Plan: In Case of Emergency	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Minilesson Bank	Time Line: Nature Rocks	RI.3.10	Map: When Earth Changes . . .	RI.3.7	Infographic: Emergency!	RI.3.10
		Informational Text: <i>Deep Down and Other Extreme Places to Live</i>	RI.3.10	Informational Text: <i>Earthquakes, Eruptions, and Other Events that Change Earth</i>	RI.3.10	Procedural Text: <i>A Safety Plan: In Case of Emergency</i>	RI.3.10
		Words that Describe or Explain a Topic	L.3.6	Words that Describe Events that Affect Earth	L.3.6	Precise Words that Tell How to Do Something	L.3.6
		Analyze Text Features	RI.3.7	Analyze Text Structure	RI.3.8	Analyze Text Structure	RI.3.8
		Correct or Confirm Predictions	RI.3.10	Synthesize Information	RI.3.10	Monitor Comprehension	RI.3.1
		Talk About It: Make Pertinent Comments	SL.3.1.b	Write to Sources: Ask and Answer Questions	W.3.1	Write to Sources: Use Text Evidence	W.3.1
	Academic Vocabulary	Related Words	L.3.4.d	Synonyms and Antonyms	L.3.4.d	Context Clues	L.3.4.a
	Word Study	Vowel Patterns <i>au, aw, al, augh, ough</i>	RF.3.3	Vowel Patterns <i>ei, eigh</i>	RF.3.3	Words With Suffix <i>-en</i>	RF.3.3.d
	Read Like a Writer	Explain the Use of Text Features	RI.3.10	Analyze Graphic Features	RI.3.7	Explain Use of Text Structure	RI.3.8
	Write for a Reader	Use Text Features	W.3.2	Use Graphic Features	W.3.2	Use Text Structure	W.3.2
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Poetry	W.3.10	Composing Like a Poet	W.3.4	Use Line Breaks and Stanzas	W.3.4
		What Poetry Sounds Like	W.3.10	Compose with Imagery	L.3.3.a	Select a Genre	W.3.4
		What Poetry Looks Like	W.3.10	Compose with Rhythm and Rhyme	W.3.4	Revise for Word Choice: Verbs	L.3.5.c
		Brainstorm Ideas	W.3.4	Compose with Alliteration	W.3.4	Create an Audio Recording	SL.3.5
		Plan Your Poetry	W.3.4	Compose with Figurative Language	L.3.3.a	Create a Visual Display	SL.3.5
	Spelling	Spell Vowel Patterns <i>au, aw, al, augh, ough</i>	L.3.2.f	Spell Words with Vowel Patterns <i>ei</i> and <i>eigh</i>	L.3.2.f	Spell Words with Suffix <i>-en</i>	L.3.2.e
Language and Conventions	Comparing with Adjectives	L.3.1.g	Comparing with Adverbs	L.3.1.g	Complex Sentences	L.3.1.i	

# Essential Question

How does the world challenge us?

## WEEK 4

### Historical Fiction

Nora's Ark



## WEEK 5

### Traditional Tale: Fable

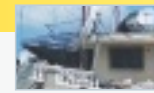
from Aesop's Fox



## WEEK 6

### Inquiry and Research

Take a Trip!



	CCSS		CCSS
Primary Source: The Dust Bowl	RI.3.10	Poem: "Lesson From the Forest"	RL.3.10
Historical Fiction: <i>Nora's Ark</i>	RL.3.10	Fables: <i>Aesop's Fox</i>	RL.3.10
Words that Add Details about Characters' Experiences	L.3.6	Words that Describe Characters and Events	L.3.6
Analyze Point of View	RL.3.6	Infer Theme	RL.3.2
Make Connections	RL.3.10	Evaluate Details	RL.3.10
Write to Sources: Interact with Sources	W.3.10	Talk About it: Ask Relevant Questions	SL.3.1.b
Figurative Language	L.3.6	Parts of Speech	L.3.1.a
Schwa	RF.3.3.d	Final Stable Syllables	RF.3.3
Analyze Voice	RL.3.6	Describe Use of Imagery	RL.3.4
Use Voice	W.3.3	Use Precise Verbs	L.3.3.a
Writer's Craft		Publish, Celebrate, and Assess	
Revise for Structure	W.3.5	Revise for Coherence and Clarity	W.3.5
Rearrange Ideas for Coherence and Clarity	W.3.5	Edit for Adjectives and Adverbs	L.3.1.g
Edit for Nouns	L.3.1.c	Publish and Celebrate	W.3.6
Edit for Comparative and Superlative Adjectives	L.3.1.g	Prepare for Assessment	W.3.10
Edit for Punctuation Marks	L.3.2.b	Assessment	W.3.10
Spell Words with the Schwa Sound	L.3.2.e	Spell Final Stable Syllables <i>-le, -ture, -ive, -ize</i>	L.3.2.f
Pronoun-Antecedent Agreement	L.3.1.f	Edit for Commas	L.3.2.c

	CCSS
Leveled Research Articles	RI.3.10
Use Academic Words	L.3.6
Explore and Plan: Argumentative Writing	W.3.7
Conduct Research: Bookmarking	W.3.8
Argumentative Writing: Travel Brochure	W.3.1
Refine Research: Works Cited Page	W.3.7
Extend Research: Present a Slide Show	SL.3.1.b
Revise for Persuasive Language	W.3.5
Edit and Peer Review	W.3.5
Celebrate and Reflect	SL.3.5