***Third Grade***

***Houghton Mifflin Pacing Guide***

**Kannapolis City Schools**

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| ***Theme: Back To School*** | |
| ***The Rule***  ***(Realistic Fiction)*** | **STRATEGY** |
| **Segment 1:**  Transparency BTS:  4-6 | Predict/Infer |
| **Segment 2 :**  Transparency BTS:  7-8 | Phonics/Decoding |
| **Segment 3 :**  Transparency BTS:  9-10 | Monitoring/Clarify |
| **Segment 4:**  Transparency BTS:  11-12 | Question |
| **Segment 5:**  Transparency BTS:  13-14 | Evaluate |
| **Segment 6:**  Transparency BTS:  15-17 | Summarize |

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**Welcome Back To School!**

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| **Theme 1: Off to Adventure (September-October)** | | | | | | | | |
| **Story** | **Phonics** | | **Fluency** | | **Vocabulary** | | **Comprehension** | **Grammar/Study Skills** |
| ***Cliff Hanger***  **(Realistic Fiction)** | **Skills/ Spelling Pattern:**  Short vowels *a, e, i*  Base Words | | **Leveled Readers:**  **BL:** *A Great Day for snorkeling*  **OL*:*** *Roaring Down the Rapids*  **AL:** *Regina’s Ride*  **LS:** *Snorkeling* | | **Vocabulary Skill:**  ABC order/ Dictionary  **Key Vocabulary:**  belay, descent, harness, ledge, rappel, trekked  **Vocabulary Reader:**  *Let’s Go Rock Climbing* | | **Strategy:**  Predict/ Infer  **Skills:**  Cause/ Effect  Text Organization  Noting Details | **Grammar:**  What is a Sentence?  **Study Skills:**  Using KWL chart |
| ***The Ballad of Mulan***  **(Folktale)** | **Skill/ Spelling Patterns:**  Short vowels *o, u*  Syllabication | | **Leveled Readers:**  BL: *Sacagawea*  OL*: Johnny Appleseed*  AL: *Ida Lewis and the Lighthouse*  LS: *Sacagawea’s Journey* | | **Vocabulary Skill:**  Multiple meaning words  **Key Vocabulary:**  armor, farewell, troops, comrades, triumphant, victorious, endured  **Vocabulary Reader:**  *The Great Wall of China* | | **Strategy:**  Monitor and Clarify  **Skills:**  Making inferences  Making judgments  Sequencing | **Grammar:**  Kinds of Sentences  **Study Skills:**  Using the dictionary |
| ***The Lost and Found***  **(Fantasy)** | **Skill/ Spelling Patterns:**  VCe  **Endings:**  -ed  -ing | | **Leveled Readers:**  BL: *The Lunch Room*  OL*: Alligator in the Bathtub*  AL: *The Unusual Coin*  LS: *A Good Dessert* | | **Vocabulary Skill:**  Parts of a Dictionary  **Key Vocabulary:**  directions, situations, visible, rumpled, unusual, worried,  **Vocabulary Reader:**  *No More Lost and Found* | | **Strategy:**  Summarize  Flow Map  **Skills:**  Sequence of Events  Fantasy and Realism  Predicting Outcomes | **Grammar:**  Subjects and Predicates  **Study Skills:**  How to read a poem  Parts of a book |
| **Theme 1: Off to Adventure (September-October)** | | | | | | | | |
| **Story** | | **Phonics** | | **Fluency** | **Vocabulary** | **Comprehension** | | **Grammar/Study Skills** |
| ***Radio Rescue***  **(Realistic Fiction)** | | **Skill/ Spelling Patterns:**  Long *i*  Theme 1, Stories 1-3 Review | | **Leveled Readers:**  **BL:**  **OL*:***  **AL:**  **LS:** | **Vocabulary Skill:**  Review  **Key Vocabulary (Radio Rescue):**  ferocious, raise, hurricane, acknowledged, distress, relaying, transmitting | **Strategy:**  Summarize  Flow Map  **Skills:**  Sequence of Events  Fantasy and Realism  Predicting Outcomes | | **Grammar:**  **(Review)**  What is a sentence?  Kinds of Sentences  Subjects & Predicates  **(New)**  Adjectives  Comparing with Adjectives  **Study Skills:**  Venn Diagrams/  Double Bubble  KWL  Flow Map |
| ***Sybil Ludingtons’s Midnight Ride***  **(Nonfiction)** | | **Key Vocabulary (Midnight Ride):**  route, trot, urged, reins |
| **Focus on Genre:**  **Poetry** | | **Skill/ Spelling Patterns:**  Vowel *+ r*  Prefixes:  *un, dis, non*  Suffixes: *y, ly*  Continue long & short vowels | | **Leveled Readers:**  **BL:** *Douglas Florian: Poet and Artist*  **OL*:*** *Pat Mora: Two Languages, One Poet*  **AL:** *Gwendolyn Brooks: A Life of Poetry*  **LS:** *Douglas Florian* | **Vocabulary Skill:**  Synonyms  Descriptive Language  **Key Vocabulary:**  beats, pattern, rhythm, lines, rhyme, stanzas | **Strategy:**  Evaluate  **Skills:**  Understanding Poetry:  Rhyming  Alliteration  Visualizing | | **Grammar:**  Complete Sentences  Punctuation  Capitalization  **Study Skills:**  N/A |

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| **Theme 2: Celebrating Traditions (October-November)** | | | | | | |
| **Story** | **Phonics** | **Fluency** | **Vocabulary** | **Comprehension** | | **Grammar/Study Skills** |
| ***The Keeping Quilt* (Personal Narrative)** | **Skills/ Spelling Pattern:**  Long Vowels: *a, e*  Compound Words | **Leveled Readers:**  **BL:** *Grandma’s Table*  **OL*:*** *The Traveling Guitar*  **AL:**  *Grandpa’s Baseball Card*  **LS:**  *The Family Table* | **Vocabulary Skill:**  Word Families  **Key Vocabulary:**  border, gathering, needles, scraps, sewn, threaded  **Vocabulary Reader:**  Quilting in America | **Strategy:**  Evaluate  **Skills:**  Author’s Viewpoint  Fact and Opinion  Noting Details | | **Grammar:**  Common Nouns  Commas in Series  **Study Skills:**  Using the Library |
| ***Grandma’s Records***  **(Realistic Fiction)** | **Skills/ Spelling Pattern:**  Long *O*  Plurals | **Leveled Readers:**  **BL:** *The Mask Makers*  **OL*:*** *A World of Games*  **AL:** *Miyu and the Cranes for Peace*  **LS:** *Grandfather’s Mask* | **Vocabulary Skill:**  Dictionary Guide Words  **Key Vocabulary:**  conga, percussion, performing, record, salsa, theater  **Vocabulary Reader:**  *The Music of Tito Puente* | **Strategy:**  Question  **Skills:**  Categorize & Classify  Making Inferences  Predicting Outcomes | | **Grammar:**  Proper Nouns  **Study Skills:**  Conducting an Interview  Tree Maps |
| ***The Talking Cloth***  **(Realistic Fiction)** | **Skill/ Spelling Patterns:**  Three-letter clusters and unexpected consonant patterns  Contractions | **Leveled Readers:**  **BL:** *The Weaver’s Gift*  **OL*:*** *A True Cortez*  **AL:** *Fly Fishing with Grandpa*  **LS:** *Rug Weavers* | **Vocabulary Skill:**  Rhyming Words  **Key Vocabulary:**  collection, flourish, symbols, collector, royalty, wealth, embroidered  **Vocabulary Reader:**  *Special Stories* | **Strategy:**  Summarize  **Skills:**  Noting Details  Categorize and Classify  Drawing Conclusions | | **Grammar:**  Singular and Plural Nouns  Review: Writing in complete sentences  **Study Skills:**  Taking Notes |
| ***Dancing Rainbows***  **(Nonfiction)** | **Skill/ Spelling Patterns:**  Long *i* sound  Plurals ending in: *ch, sh, x, and s* | **Leveled Readers:**  **BL:** *Festival in Valencia*  **OL*:*** *With a Dance and a Roar*  **AL:** *Drum Dancers, an Inuit Story*  **LS:** *Parade in Valencia* | **Vocabulary Skill:**  Dictionary Definitions  **Key Vocabulary:**  ancestors, honor, respect,  elders, imitating  **Vocabulary Reader:**  *A Visit to a Pueblo* | **Strategy:**  Monitor/Clarify  **Skills:**  Topic  Main Idea  Supporting Details  Following Directions  Compare and Contrast | | **Grammar:**  Special Plural Nouns  **Study Skills:**  Outlining  Story Map  Story Diagram  Review: Venn Diagram |
| **Theme 2: Celebrating Traditions (October-November)** | | | | | | |
| **Story** | **Phonics** | **Fluency** | **Vocabulary** | **Comprehension** | **Grammar/Study Skills** | |
| ***Miss Rumphius***  **(Realistic fiction)** | **Skill/ Spelling Patterns:**  Theme 2, Stories 1-4 Review | **Leveled Readers:**  **BL:** Review  **OL*:***  **AL:**  **LS:** | **Vocabulary Skill:**  Review  **Key Vocabulary (Miss Rumphius):**  bloomed, headlands, lupines, hollows, bushels | **Strategy:**  Evaluate  **Skills:**  Comprehension Skills Review | **Grammar:**  **(Review)**  Common nouns  Proper nouns  Singular and plural nouns  Special plural nouns  Subjects and predicates  **Study Skills:**  Review study skills for stories 1-4 | |
| ***Celebrating Chinese New Year***  **(Non-fiction)** | **Key Vocabulary (Celebrating Chinese New Year):**  unity, hosts, elaborate, feast, chef |
| **Focus on Genre:**  **Trickster Tales** | **Skill/ Spelling Patterns:**  Vowel sound in *join*  Inflected Endings:  *ed, ing* | **Leveled Readers:**  **BL:** *The Tiger the Man and the Jackal*  **OL*:*** *The High-Flying Contest*  **AL:** *The Rabbit and the Coyote*  **LS:** *The Tiger’s Promise* | **Vocabulary Skill:**  Synonyms  **Key Vocabulary:**  boastfulness, folktale, qualities, clever, greediness, trickster, culture, mischief  **Vocabulary Reader:**  *Meet Some Tricksters* | **Strategy:**  Predict/Infer  **Skills:**  Understanding Trickster Tales  Visualizing | **Grammar:**  Stringy Sentences  **Study Skills:**  Using an Atlas  Sequence Chart/Flow Map | |

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| **Theme 3: Incredible Stories (November-December)** | | | | | | | | | |
| **Story** | **Phonics** | | **Fluency** | | **Vocabulary** | | **Comprehension** | | **Grammar/Study Skills** |
| ***Dogzilla***  **(Fantasy)** | **Skills/ Spelling Pattern:**  Vowel sounds in *clown* and *lawn*  Plurals with words ending in *f* and *fe* | | **Leveled Readers:**  **BL:** *Robocat*  **OL*:*** *Attack of the Giant Squirrel*  **AL:** *A Town in Trouble*  **LS:**  *Robocat Stops Crime* | | **Vocabulary Skill:**  Using Context  **Key Vocabulary:**  colossal, creature, heroic, horrifying, monstrous, terrifying, tremendous  **Vocabulary Reader:**  *Pet Pictures* | | **Strategy:**  Evaluate  **Skills:**  Fantasy and Realism  Text Organization  Problem Solving | | **Grammar:**  Possessive nouns  apostrophes  **Study Skills:**  Using newspapers |
| ***The Mysterious Giant of Barletta***  **(Folktale)** | **Skills/ Spelling Pattern:**  Vowel + *r*  Words ending in *er* and *est* | | **Leveled Readers:**  **BL:** *The Dragon of Krakow*  **OL*:*** *The Brave Little Tailor*  **AL:** *The Giant Rock of Yosemite*  **LS:** *Krakus and the Dragon* | | **Vocabulary Skill:**  Choosing a dictionary meaning.  **Key Vocabulary:**  giant, pedestal, statue, mysterious, square, weakling  **Vocabulary Reader:**  *Statues Across America* | | **Strategy:**  Question  **Skills:**  Following Directions  Fantasy and Realism  Making Inferences | | **Grammar:**  What is a verb?  **Study Skills:**  Using an Atlas  Flow-map |
| ***Raising Dragons***  ***(Fantasy)*** | **Skill/ Spelling Patterns:**  The *j*, *k*, and *kw* sounds  Suffixes: *y* and *ly* | | **Leveled Readers:**  **BL:** *My Green Thumb*  **OL*:*** *Miriam Dives into a Good Book*  **AL:** *Driscoll and the Singing Fish*  **LS:** *Pick a Pumpkin* | | **Vocabulary Skill:**  The pronunciation key in the dictionary  **Key Vocabulary:**  appetite, hitched, sown, chores, plow, tended, harvested  **Vocabulary Reader:**  *A Farm for Wild Animals* | | **Strategy:**  Predict/Infer  **Skills:**  Drawing Conclusions  Cause and Effect | | **Grammar:**  Present Time  Subject-Verb agreement  **Study Skills:**  Using an Encyclopedia |
| ***The Garden of Abdul Gasazi***  ***(Fantasy)*** | **Skill/ Spelling Patterns:**  homophones  Prefixes: *un, bi, dis, mis,* and *non* | | **Leveled Readers:**  **BL:** L*una*  **OL*:*** *Welcome, Wilma*  **AL:**  *A Strange Bird*  **LS:** *Saul’s Special Pet* | | **Vocabulary Skill:**  Using a thesaurus  **Key Vocabulary:**  awesome, disappeared, impossible, convinced, discovered, incredible  **Vocabulary Reader:**  *Mazes are Amazing* | | **Strategy:**  Monitor/Clarify  **Skills:**  Story structure  Noting details  Drawing Conclusions | | **Grammar:**  Past Time and Future Time  Keeping tenses consistent  **Study Skills:**  Using charts, tables, and graphs |
| **Theme 3: Incredible Stories (November-December)** | | | | | | | | | |
| **Story** | | **Phonics** | **Fluency** | **Vocabulary** | | **Comprehension** | | **Grammar/Study Skills** | |
| ***Fugitives on Four Legs***  **(Nonfiction)** | | **Skill/ Spelling Patterns:**  Theme 3, Stories 1-4 Review | **Leveled Readers:**  **BL:** Review  **OL*:***  **AL:**  **LS:** | **Vocabulary Skill:**  Review  **Key Vocabulary (Fugitives on Four Legs):**  fleeing, escapade, sanctuary, wallow | | **Strategy:**  Question  **Skills:**  Comprehension Skills Review | | **Grammar:**  **(Review)**  Possessive nouns  What is a verb?  Present time  Past and Future Time  Singular and Plural Nouns  **Study Skills:**  Review study skills for stories 1-4 | |
| ***Dinosaur Bob***  **(Fantasy)** | | **Key Vocabulary (Dinosaur Bob):**  safari, rendition, liner, berth, serenade, menace | |

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| **Theme 4: Animal Habitats (January-February)** | | | | | |
| **Story** | **Phonics** | **Fluency** | **Vocabulary** | **Comprehension** | **Grammar/Study Skills** |
| ***Nights Of the Pufflings***  **(Non-fiction)** | **Skills/ Spelling Pattern:**  Vowel Plus r (sound in hair) | **Leveled Readers:**  **BL:** *Deer Butterflies*  **OL*:*** *The Bison are Back*  **AL:** *Urban Wildlife*  **LS:** *A Box of Butterflies* | **Vocabulary Skill:**  The parts of speech in the dictionary  **Key Vocabulary:**  assure, burrows, instinctively, launching, stranded, uninhabited, venture  **Vocabulary Reader:**  *Nests* | **Strategy:**  Evaluate  **Skills:**  Fact and Opinion  Topic  Main Idea  Supporting Details  Making Generalizations | **Grammar:**  The Verb Be  Forms of the Verb Be  **Study Skills:**  Multimedia Resources |
| ***Seal Surfer***  **(Realistic Fiction)** | **Skills/ Spelling Pattern:**  Added endings  Consonant Clusters | **Leveled Readers:**  **BL:** *Henry and the Fox*  **OL*:*** *Whale Music*  **AL:** *Hometown Turtles*  **LS:** *Henry’s New Friend* | **Vocabulary Skill:**  More multiple meaning words  **Key Vocabulary:**  Basked, quay, swell, swooped, surfed, buffeted, horizon  **Vocabulary Reader:**  *Seals of the World* | **Strategy:**  Summarize  **Skills:**  Compare and Contrast | **Grammar:**  Helping Verbs  **Study Skills:**  Skim and Scan  Venn Diagram/  Double Bubble |
| ***Two Days in May***  **(Realistic Fiction)** | **Skills/ Spelling Pattern:**  Prefixes:  *un and re*  Suffixes:  *ful, ly, and er*  Diagraphs:  *ch, sh, th, tch, wh, wr)* | **Leveled Readers:**  **BL:** *The Upside Down Elephant*  **OL*:*** *Eagle Watchers*  **AL:** *Poor Little Kittens*  **LS:** *Elephant Rescue* | **Vocabulary Skill:**  Base words and inflected forms in the dictionary  **Key Vocabulary:**  appreciate, starve, territory, grazing, surrounding, wonder, population  **Vocabulary Reader:**  *Animal Neighbors* | **Strategy:**  Monitor/Clarify  **Skills:**  Making Judgments  Problem Solving Predicting Outcomes | **Grammar:**  Irregular Verbs  **Study Skills:**  Adjusting reading rate |
| **Theme 4: Animal Habitats (January-February)** | | | | | |
| **Story** | **Phonics** | **Fluency** | **Vocabulary** | **Comprehension** | **Grammar/Study Skills** |
| ***Alejandro’s Gift***  **(Realistic Fiction)** | **Skills/ Spelling Pattern:**  Review of  Vowel plus r  Added Endings  Prefixes & Suffixes  Introduce homophones | **Leveled Readers:**  Review | **Vocabulary Skill:**  Review  **Key Vocabulary:**  companion, refresh, cherished, furrows, dwellers, drudgery, shunned | **Strategy:**  Review  **Skills:**  Review | **Grammar:**  Review of verbs:  The Verb Be  Helping Verbs  Irregular Verbs  Introduce present time, past time, future time  **Study Skills:**  Review Skim and Scan  Review adjusting reading rate |

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| **Theme 5: Voyagers (March-April)** | | | | | |
| **Story** | **Phonics** | **Fluency** | **Vocabulary** | **Comprehension** | **Grammar/Study Skills** |
| **Across the Wide Dark Sea**  **(Historical Fiction)** | **Skills/ Spelling Pattern:**  Vowel sounds in tooth-cook  Suffixes *less* and *ness* | **Leveled Readers:**  **BL:** *The Golden Land*  **OL:** *Chasing the Train*  **Al***: Faith’s Journey*  **LS:** *Going to America* | **Vocabulary Skill:**  **Syllables in a Dictionary**  **Key Vocabulary:**  Anchor, cramped, journey, seeping, settlement, survived, weary  **Vocabulary Reader:**  Coming to America | **Strategy:**  Question  **Skills:**  Making inferences | **Grammar:**  Subject Pronouns  **Study Skills:**  Multimedia Report |
| **Yummi and Halmoni’s Trip**  **(Realistic Fiction)** | **Skills/ Spelling Pattern:**  Vowel sound in bought | **Leveled Readers:**  **BL:** *Brothers are Forever*  **OL:** *South Pole Bound*  **Al:** *The Same, but Different*  **LS:** *Max Visits London* | **Vocabulary Skill:**  Analogies  **Key Vocabulary**:  bustling, customs, foreigner, passport, sightseeing, skyscrapers, vendor  **Vocabulary Reader:**  *Welcome to Hong Kong* | **Strategy:**  Predict/Infer  **Skills:**  Predicting Outcomes  Making Generalizations  Cause/Effect | **Grammar:**  **Possessive’s**  Object Pronouns  **Study Skills:**  Using Graphic Organizers  SQRR |
| **Trapped by the Ice**  **(Narrative/Non-Fiction)** | **Skills/ Spelling Pattern:**  VCCV | **Leveled Readers:**  **BL:** *Iceberg Rescue*  **OL:** *Racing Danger*  **Al:** *Voyage Across the Pacific*  **LS:** *Stuck in the Ice* | **Vocabulary Skill:**  Homophones  **Key Vocabulary:**  barren, crevice, deserted, floes, grueling, impassible, perilous, terrain  **Vocabulary Reader:**  An Antarctic Adventure | **Strategy:**  **Monitor/Clarify**  **Skills:**  Text Organization  Topic  Main Idea  Sequence of Events  Supporting Detail | **Grammar:**  Possessive Pronouns  Proofreading Its and It’s  **Study Skills:**  Using a Time- line |
| **Theme 5: Voyagers (March-April)** | | | | | |
| **Story** | **Story** | **Story** | **Story** | **Story** | **Story** |
| ***Cinderella***  **(Fairy Tale)** | **Skills/ Spelling Pattern:**  The *s* sound in face | **Leveled Readers:**  **BL:** Smudge-Face  **OL:** The Little Sparrow  **AL:** Rella’s Wish  **LS:** To Tell the Truth | **Vocabulary Skill:**  Connotations  **Key Vocabulary:**  folktale, fairy, hero, heroine, culture, | **Strategy:**  Monitor/Clarify  **Skills:**  Understanding Fairy Tales | **Grammar:**  Using Pronouns  Daily Language Practice  **Study Skills:**  Using an Almanac |
| ***Yeh-Shen: A Cinderella Story from China***  **(Fairy Tale)** | **Skills/ Spelling Pattern:**  Review the s sound in face | **Leveled Readers:**  **BL:** Smudge-Face  **OL:** The Little Sparrow  **AL:** Rella’s Wish  **LS:** To Tell the Truth | **Vocabulary Skill:**  **Review**  Connotations  **Key Vocabulary:**  Review genre vocabulary | **Strategy:**  Monitor/Clarify  **Skills:**  Visualizing | **Grammar:**  Review Pronouns  **Study Skills:**  Review |

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| **Theme 6: Smart Solutions (April-May)** | | | | | | | | | | |
| **Story** | **Phonics** | | **Fluency** | | | **Vocabulary** | **Comprehension** | | | **Grammar/Study Skills** |
| ***Pepita Talks Twice***  **(Realistic Fiction)** | **Skills/ Spelling Pattern:**  VCCCV patterns  Word endings:  *er* and *le* | | **Leveled Readers:**  **BL:** *Tall Tony*  **OL*:*** *Talented Alex*  **AL:** *Paul the Artist*  **LS:** *The Tallest Boy in the Class* | | | **Vocabulary Skill:**  Synonyms  **Key Vocabulary:**  Language, Spanish, Enchiladas, Salsa, Tortilla, Tamales, Tacos  **Vocabulary Reader:**  *Two Languages* | **Strategy:**  Evaluate  **Skills:**  Problem Solving  Author’s Viewpoint  Making Inferences | | | **Grammar:**  Adjectives  **Study Skills:**  Bilingual Dictionary  **Graphic Organizers:**  Pros/Cons (+/-) |
| ***Poppa’s New Pants***  ***(Realistic Fiction)*** | **Skill/ Spelling Patterns:**  VCV pattern  Words beginning with a- and be- | | **Leveled Readers:**  **BL:** *A Little Bit Hotter Can’t Hurt*  **OL*:*** *The Mural*  **AL:** *Gampy’s Lamp*  **LS:** *Chili for Lindy* | | | **Vocabulary Skill:**  Antonyms  Definitions  **Key Vocabulary:**  draped, fabric, hem, mended, pattern, plaid, rustling  **Vocabulary Reader:**  *Clothes Around the Word* | **Strategy:**  Predict/Infer  **Skills:**  Drawing Conclusions  Cause/Effect  Compare/Contrast | | | **Grammar:**  Comparing with Adjectives  **Study Skills:**  Following Directions  **Graphic Organizers:**  Venn Diagrams |
| ***Ramona Quimby Age 8***  ***(Realistic Fiction)*** | **Skill/ Spelling Patterns:**  Contractions  Soft *C* and Soft *G* | | **Leveled Readers:**  **BL:** *The Dive*  **OL*:*** *First Day for Carlos*  **AL:** *Real Team Soccer*  **LS:** *Christy’s First Dive* | | | **Vocabulary Skill:**  Spelling Table in a Dictionary  Multiple meanings  **Key Vocabulary:**  Ceaseless, companionable, discouraged, dismal, dreary, exhausted, pelting, sullenly  **Vocabulary Reader**:  *A Rainy Day Solution* | **Strategy:**  Summarize  Flow Map  **Skills:**  Making Generalizations  Making Judgments  Drawing Conclusions | | | **Grammar:**  Adverbs  **Study Skills:**  Real Life Reading  (Signs, etc.) |
| **Theme 6: Smart Solutions (April-May)** | | | | | | | | | | |
| **Story** | | **Phonics** | | **Fluency** | **Vocabulary** | | | **Comprehension** | **Grammar/Study Skills** | |
| ***Helen Keller: Sisters In Strength: American Women Who Make a Difference***  **(Non-Fiction)** | | **Skill/ Spelling Patterns:**  Theme 6, Stories 1-3 Review | | **Leveled Readers:**  BL: *Review*  OL*:*  AL:  LS: | **Vocabulary Skill:**  Review  **Key Vocabulary ( *Helen Keller*):**  Miraculously, condemned, frustrated, communicate, restored | | | **Strategy:**  Summarize  \*Flow Map  **Skills:**  Problem Solving  Making Inferences  Making Generalizations | **Grammar:**  **(Review)**  Adjectives  Comparing with Adjectives  Adverbs  **(New)**  Subject Pronouns  Object Pronouns  **Study Skills:**  Bilingual Dictionary  Following Directions Real Life Reading  (Signs, etc.) | |
| ***Prairie School***  **(Fiction)** | | **Key Vocabulary ( *Prairie School*):**  Sod, fetch, fidgeted, prairie, hauling, trunks | | |