

Third Grade Houghton Mifflin Reading at a Glance Aligned with Bellevue USD Standards

Theme	Wk	Comprehension Skills and Strategies	Spelling Structural Analysis	Grammar	Writing	Assessment
Theme 1: * Thinking of Others <i>Mulan</i>	1		Short vowels (a, e, i) <u>Base words</u>	What is a sentence? WOC 1.1 Use declarative, interrogative, imperative, and exclamatory sentences.	Flow Map WS 1.1 Create a single paragraph with a topic sentence and supporting facts and details (2 paragraphs for last writing prompt)	TS 4, 5 TRBM 2nd
	2		Short vowels (o, u) Syllabication	Kinds of sentences WOC 1.1 Use declarative, interrogative, imperative, and exclamatory sentences.	Circle Map	TS 6, 4 TRBM 1st
	3		Vowel-consonant-e pattern Inflected endings –ed and –ing	Subjects and predicates WOC 1.2 Identify subjects and verbs in agreement.		TS 8,9 TRBM 3rd

ELLA Vocabulary:

rumpled
visible
sequence
triumphant
endured
infer
sheer
scouted
predict

Notes on this Theme:

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Theme 2: Family Traditions 1) <i>Keeping Quilt</i> 2) <i>Born to Rope</i> 3) <i>Talking Cloth</i> 4) <i>Dancing Rainbows</i>	1		Long vowel spellings (ai, ay, ee, ea) Compound words	Common nouns		TS page 36
	2		Long o sound Plurals	Proper nouns WOC 1.7 Capitalize geographical names, holidays, historical periods, and special events and other proper nouns		TS page 45-46
	3		Three letter clusters and unexpected consonant patterns Contractions with ‘s, n’t, ‘re, ‘ll Possessive “s” WOC 1.8 Spell one-syllable words with blends, contractions, compounds, orthographic patterns (qu, -y, to -ies) and homophones (hare-hare)	Singular and plural nouns		TS page 38 TS page 37 TS page 30-31 *PLC Data Day to be completed by 10/22 Meet on 10/22
	4		Long i sound Plurals with words ending in ch, sh, x, s	Special plural nouns		TS page 32-33
	5		The vowel sound in <u>bought</u>	Object pronouns		District Writing: Personal Narrative November 3-7

ELLA Vocabulary:

scraps	border
evaluate	celebrity
experts	categorize
symbols	wealth
detail	imitate
ancestors	clarify

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Theme 3 Fantasy vs. Realism <i>Dogzilla</i> <i>Giant of Barletta</i> <i>Raising Dragons</i> <i>Garden of Gazazzi</i>	1	Reading Comprehension: RC 2.3 Demonstrate comprehension by identifying answers in text RC 2.4 Recall major points and modify predictions. Related Standard: Fantasy and Realism <i>LRA 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends and fables from around the world.</i>	Vowel sounds in clown and lawn Plurals after f and fe	Possessive nouns('s)		Theme Three Theme Skills Test <i>revised</i>
	2		Vowel + r sounds Word endings –er and –est WA 1.8 Use prefixes and suffixes (-er,-est for more meaning.)	What is a verb?		Part A Part B Part C
	3		The /j/, /k/, /kw/ Suffixes –y, –ly WA 1.8 Use prefixes and suffixes (-er,-est for more meaning.)	Present time WC 1.3 Identify and use past, present, and future verb tenses.		Part D Part F (rewrite) Part G Part H
	4		Homophones Prefixes un-, dis-, and non- WA 1.8 Use prefixes and suffixes (-er,-est for more meaning.) WOC 1.8 Spell one-syllable words with blends, contractions, compounds, orthographic patterns (qu, -y, to -ies) and homophones (hare-hare) WA 1.4 Use antonyms. Synonyms, homophones, and homographs.	Past time and future time WC 1.3 Identify and use past, present, and future verb tenses.		4 questions of suffixes and prefixes Part J Part L Questions 4 to 10 only Part M

ELLA Vocabulary:
 tremendous
 heroic
 fantasy
 weakling
 mysterious
 scurried
 tended
 appetite
 conclusion
 incredible
 convince
 monitor

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Theme 4: Habitats <i>Night of the Pufflings</i> <i>Seal Surfer</i> <i>Two Days in May</i>	1		The vowel + r sound in hair syllabication	The verb be	Mini lessons – Coherence – Third pg.	
	2		Added endings Word endings –ed and –ing and changing final y to i	Helping verbs	258 (WFTB) Organization – Pg. 254	
	3	Trickster Tales 2/20 – 3/04	Prefixes and suffixes. Prefixes un-, re-, and Suffixes –ful, –ly, –er WA 1.8 Use prefixes and suffixes (-er,-est for more meaning.)	Irregular verbs	(WFTB)	

ELLA Vocabulary:

venture
 uninhabited
 fact
 basked
 horizon
 opinion
 wander
 grazing
 judgment

Notes on this Theme:

Expository - Puffins – How the children helped the puffins.
 -Seal surfer – Compare/contrast map. Comparing the boy/seal.
 -Two days in May – Cause/effect expository -

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Theme 5: Courage and Perseverance and Adversity <i>Across the Wide Dark Sea</i> <i>Trapped by Ice</i> Through: Biography	1	RC 2.3 Demonstrate comprehension by identifying answers in the text. <i>I can find evidence, by rereading if necessary, to answer comprehension questions.</i>	The vowel sounds in tooth and cook Suffixes –less, -ness	Subject pronouns	WRA 2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable. Mini lessons Main idea/supporting details WFTB-pg 246, 248 One paragraph per story using a “why” question. Main idea – 3 supporting details. After 3 stories complete—writing a 5 paragraph paper on telling why (i.e. What is your favorite day of week? – animal, pet, etc.)	1) Sel. Test 2 quest. #2 & 4 2) Sel. Test 4 quest. 1-4
	2	RC 2.4 Recall major points in the text and make and modify predictions about forthcoming information. <i>– I remember important information. I remember important events. I make reasonable predictions and may change them as I go.</i> LR 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. <i>I can tell what characters are like by reading clues in the story. I can also tell how the author/illustrator wants me to view them by the way they behave. I can also look at the way they are described or drawn.</i>	WA 1.8 – I can use prefixes and suffixes to understand words. The VCCV pattern WA 1.2 – I can read words with more than one syllable	WOC 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. Possessive pronouns/object pronouns WOC1.2 – I can find the subject and the verb in a sentence. I know when to change a verb to go with the subject.		

ELLA Vocabulary:
 cramped
 weary
 journey
 vendor
 bustling
 custom
 grueling
 perilous
 impassable

evidence
 comprehension
 characters
 reasonable

Notes on this Theme:
 Thinking Maps –
 Tree Map – Story structure – Across the Wide Dark Sea.
 Multi-flow – Cause & Effect – Yunmi & Halmoni’s trip.
 Flow Map – Sequence of Events – Trapped by the Ice.

Select #1 – CM 79, 81, 83 Reading card A1, 2 & 3. Leveled Readers 139i – 139n. Responding pg. 200 #1-5
 PB 62 (transparency), 64 & 65. PB 63, pg. 132- Responding.
 Select #2 – PB 82 (transparency) 5-10, 84 & 85. ELL Handbook 164 & 165, 170 & 171, 180 & 181 ES ES5-2 (2 pgs.) 5-4 *pg 157 “Revisiting the text.” Teacher read aloud 139u-139x.
 Select #3 – PB118, PB97 & 98 ch. 5-6. ELL Handbook pg. 204 & 205, 200 & 201. Transparency 519

Tree Map (Categorizing)

Multi-Flow Map (Cause and Effect)

Flow Map (Sequence)

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Theme 6: Flexibility <i>Pepita Talks Twice</i> <i>Poppa's New Pants</i> <i>Ramona</i> <i>Quimby</i>	1	LR 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). LR3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Words that end with -er or -le VCCCV pattern R1.2, WB187, 127, 128, 129, 126. LC1.8 I can spell words with "le" ending.	PB131, 132, 133 Adjectives - I can identify adjectives	WRA 2.1 – Summary, writing, main idea	
	2	<i>I can explain what characters are like by how the author tells about them.</i> LS1.1 Retell, paraphrase, and explain what has been said by a speaker.	Words that begin with a or be VCV syllables – PB146, TE3D7E – PB147-149. I can write spelling that start with an "be".	PB151, 152, 153 Comparing with adjectives – I use the suffixes "er" and "es" to compare adjectives.	Supporting details/conclusion (each story)	
	3	<i>I can retell a story. I can paraphrase a story by telling it in my own words. I can explain what someone has read</i> WA1.6 Use sentence and word context to find the meaning of unknown words. <i>I can use context clues to find the meaning of unknown words.</i>	PB162, 163, 164, 161 Contractions Soft c and soft g – I can write spelling words that are contractions.	PB166, 167, 168 Adverbs – I can use adverbs to tell more in my writing.	Mini lesson – descriptive lang.(adjectives) bubble map 277L. Explain how – How would you spend a rainy day. How would you help a new student.	

ELLA Vocabulary:

grumble
dart
duck
fabric
mended
rustling
dreary
pelting
exhausted

Notes on this Theme:

Thinking maps – Flow map of each story, linking to summary writing. Multi-flow – cause/effect. Pepita talks twice.
Expository (how) – WFTB pg. 228 – Mini lesson – descriptive – Mini lesson – supporting – Mini lesson – supporting.
Language – Second grade pg. 181
Details – Second grade pg. 182
Details – Second grade pg. 183
LS1.1 – ea. Selection: think Pair Share, summarize (retell paraphrase) given paragraph in their own words, share out.
And/or: Numbered Heads Together, ea. Group is given a different part of story to verbally summarize.
LR3.3 – (Inference) – Selection One: Pg. 272 question 3. Pg. 270, question 32 & 33.
Selection Two: Pg. 284, question 2. – Pg. 290, question 10. Pg. 300, question 22.
Selection Three: Pg. 324, question 12. Pg. 334, question 1.