



Parent Roadmap

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Parent Roadmap Introduction

Dear Parent:

The Parent Roadmaps are designed to give you a step-by-step look at which California Reading/Language Arts standards your child is learning each week of instruction. The roadmaps correspond to the Student Book selections your child is reading in school. They can give you an idea of which skills to focus on when reading or working with your child at home. At the end of each unit, your child will take a Unit Assessment on these skills. For more information on ways to help your child throughout the year, see the Parent section of the California Treasures web site at www.macmillanmh.com/California.

Grade 3 Parent Roadmap

This Parent Roadmap is a weekly guide for parents and guardians to what children are learning in their Student Books and the related vocabulary, comprehension, text features, grammar, and writing standards being covered.

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 1, Week 1, pp. 6–33 (<i>First Day Jitters</i>)	Students learn the vocabulary words <i>nervous, fumbled, chuckled, nonsense,</i> and <i>trudged</i> , and use prefixes to determine the meaning of words.	R 3.1.8 Use knowledge of prefixes to determine the meaning of words.	R 3.1.1, R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.6, R 3.2.3, R 3.2.4, R 3.3.5 W 3.1.2
	Students read a selection of realistic fiction, <i>First Day Jitters</i> , and describe the characters, the setting, and the development of the plot. Students describe characters based on their words and actions in the story.	R 3.3.1, Distinguish common forms of literature. R 3.3.3 Determine what characters are like by what they say or do and how the author or illustrator portrays them.	LC 3.1.1, LC 3.1.8 LAS 3.1.3, LAS 3.1.9
	Students read an informational essay, <i>How to Be a Good Citizen</i> ,” and use text features—headings and a bar graph—to understand the author’s message. Students learn the content vocabulary words <i>citizen, community, laws,</i> and <i>nation</i> .	R 3.2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. R 3.3.4 Determine the underlying theme or author’s message in fiction or nonfiction.	
	Students write and revise descriptions by using details to create a strong image of a given moment in time and following a writer’s checklist.	W 3.1.1 Create a single paragraph: b. Include simple supporting facts and details. W 3.1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 1, Week 2, pp. 34–65 (<i>Amazing Grace</i>)	Students learn the vocabulary words <i>adventure, exploring, auditions, sparkling, fantastic,</i> and <i>success</i> , and learn how to build word families.	R 3.1.1 Know and use complex word families when reading to decode unfamiliar words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.2.4, R 3.3.1, R 3.3.3, R 3.3.5 W 3.1.2 LC 3.1.1, LC 3.1.8
	Students read a selection of realistic fiction, <i>Amazing Grace</i> , and analyze the events in the story to make inferences about causes and effects.	R 3.2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. R 3.2.3 Demonstrate comprehension by identifying answers in the text.	LAS 3.1.3, LAS 3.1.4, 3.1.9, LAS 3.2.2
	Students read a legend, “The Storytelling Stone,” and describe how personification is used to advance the plot.	R 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	
	Students write and revise paragraphs that describe a single moment, describing the action using strong details to show that moment down in time and following a writer’s checklist.	W 3.1.1 Create a single paragraph: b. Include simple supporting facts and details. W 3.1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 1, Week 3, pp. 66–77 (<i>Earth Smart</i>)	Students learn vocabulary words <i>donate, unaware, members, and contribute.</i>	R 3.1.6 Use sentence and word context to find the meaning of unknown words.	R 3.1.1, R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.7, R 3.1.8, R 3.2.4, R 3.3.1
	Students read the <i>Time for Kids</i> magazine article <i>Earth Smart</i> and summarize the article by distinguishing the main idea and supporting details.	R 3.2.5 Distinguish the main idea and supporting details in expository text.	W 3.1.2, W 3.1.3 LC 3.1.4, LC 3.1.8, LC 3.1.9 LAS 3.2.1, LAS 3.2.2
	Students plan, write, and edit a story about a personal or fictional experience, following a list of suggested steps.	W 3.1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 1, Week 4, pp. 78–111 (<i>Wolf!</i>)	Students learn vocabulary words <i>passion, admire, concentrate, splendid, bothering, and ached</i> , and use a dictionary to find the meanings of multiple-meaning words.	R 3.1.7 Use a dictionary to find the meaning and other features of unknown words.	R 3.1.1, R 3.1.2, R 3.1.3, R 3.1.5, R 3.1.8, R 3.2.3, R 3.2.4, R 3.2.5, R 3.2.6, R 3.3.2, R 3.3.3, R 3.3.4, R 3.3.5 W 3.1.2
	Students read a fantasy, <i>Wolf!</i> , and ask themselves question as they read in order to compare and contrast characters in the story.	R 3.3.1, Distinguish common forms of literature. R 3.2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	LC 3.1.4, LC 3.1.8 LAS 3.1.3, LAS 3.1.9
	Students read a nonfiction article, “The Truth About Wolves,” and use text features (headings, pronunciations, italics, and type faces) to understand information. Students learn the content vocabulary words <i>reputation, offspring, den, and communicate</i> .	R 3.2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	
	Students write and revise descriptions of characters or objects, by using specific details to slow down a given moment in time and using a writer’s checklist.	W 3.1.1 Create a single paragraph: b. Include simple supporting facts and details. W 3.1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 1, Week 5, pp. 112–145 (<i>My Very Own Room</i>)	Students learn vocabulary words <i>separate, determination, storage, exact, ruined, and luckiest</i> , and use suffixes to determine the meaning of unfamiliar words.	R 3.1.8 Use knowledge of prefixes and suffixes to determine the meaning of words.	R 3.1.1, R 3.1.2, R 3.1.3, R 3.1.4, R 3.2.3, R 3.2.5, R 3.3.5 LC 3.1.1 LAS 3.1.4, LAS 3.1.8, AS 3.1.9, LAS 3.2.2
	Students read a selection of realistic fiction, <i>My Very Own Room</i> , and monitor their comprehension by making and confirming predictions.	R 3.3.1 Distinguish common forms of fiction. R 3.2.4 Recall major points in the text and make and modify predictions about forthcoming information.	
	Students read a biography of Frank Lloyd Wright, which includes an encyclopedia article, and use guide words, headings, and captions to strengthen comprehension. Students learn the content vocabulary words <i>influenced, form, function, geometric, and preserved</i> .	R 3.2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	
	Students write and revise descriptions of objects, by using specific details and following a writer's checklist.	W 3.1.1 Create a single paragraph: b. Include simple supporting facts and details. W 3.1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	

UNIT 2

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 2, Week 1, pp. 156–189 (<i>Boom Town</i>)	Students learn the vocabulary words <i>sidewalks, grumbled, traders, blossomed, walled, and lonesome</i> , and find the meaning of compound words from their parts, as well as use other clues to find the meaning of unfamiliar words.	R 3.1.6 Use sentence and word context to find the meaning of unknown words.	R 3.1.1, R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.7, R 3.1.8, R 3.2.3, R 3.3.3, R 3.3.6 W 3.1.2, W 3.1.4 LC 3.1.7, LC 3.1.8 LAS 3.1.3, LAS 3.1.9
	Students read a selection of historical fiction, <i>Boom Town</i> , and sequence the main events in the story.	R 3.2.4 Recall major points in the text and make and modify predictions about forthcoming information. R 3.3.1, Distinguish common forms of literature.	
	Students read an informational article, “How to Earn Money!,” and use text features—headings and a calendar—to understand the main ideas. Students learn the content vocabulary words <i>business, services, batches, and demand</i> .	R 3.2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. R 3.2.5 Distinguish the main idea and supporting details in expository text.	
	Students write and revise descriptions by using details to show readers a strong image of what they are writing about.	W 3.1.1 Create a single paragraph: b. Include simple supporting facts and details. W 3.2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 2, Week 2, pp. 190–209 (<i>Home-Grown Butterflies</i>)	Students learn the vocabulary words <i>disappear, protect, harming, supply, capture, and enclosure</i> , and use a dictionary to find the meanings of multiple-meaning words.	R 3.1.7 Use a dictionary to find the meaning and other features of unknown words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.8, R 3.2.3, R 3.2.4 W 3.1.2, W 3.1.8 LC 3.1.1, LC 3.1.2, LC 3.1.8
	Students read a selection of nonfiction, <i>Home-Grown Butterflies</i> , and monitor comprehension by drawing conclusions from relevant details in the text as well as their won knowledge.	R 3.3.1, Distinguish common forms of literature. R 3.2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	LAS 3.1.3, LAS 3.1.9
	Students read a free verse poem, “Monarch Butterfly,” and a rhyming poem, “The Caterpillar,” and identify the use of personification and assonance.	R 3.3.1, Distinguish common forms of literature. R 3.3.5 Recognize the similarities of sounds in words and rhythmic patterns in selections. LAS 3.1.4 Identify the musical elements of literary language.	
	Students write and revise paragraphs that describe a real moment in time, adding interesting details and phrases to show the moment clearly.	W 3.1.1 Create a single paragraph: b. Include simple supporting facts and details. W 3.2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 2, Week 3, pp. 210–221 (<i>Coasting to California</i>)	Students learn vocabulary words <i>culture, communities, immigrants, established, and traditional.</i>	R 3.1.6 Use sentence and word context to find the meaning of unknown words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.7, R 3.1.8, R 3.2.1, R 3.2.3, R 3.2.4, R 3.3.1
	Students read the <i>Time for Kids</i> magazine article <i>Coasting to California</i> and summarize the article by distinguishing the main idea and supporting details.	R 3.2.5 Distinguish the main idea and supporting details in expository text.	W 3.1.2, W 3.1.4 LC 3.1.4, LC 3.1.9 LAS 3.1.9, LAS 3.2.2, LAS 3.2.3
	Students plan, write, and edit an expository composition focusing on the use descriptive details and complete sentences.	W 3.2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 2, Week 4, pp. 222–243 (<i>Here's My Dollar</i>)	Students learn vocabulary words <i>tour</i> , <i>volunteers</i> , <i>thrilled</i> , <i>slogan</i> , and <i>deserved</i> , and use examples in a sentence to find the meaning of an unfamiliar word.	R 3.1.6 Use sentence and word context to find the meaning of unknown words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.5, R 3.1.8, R 3.2.3, R 3.2.4, R 3.2.5 W 3.1.2, W 3.1.3, W 3.1.4
	Students read a nonfiction article, <i>Here's My Dollar</i> , and use clues in the text to determine the author's purpose in writing the article and state the author's point of view.	R 3.3.1. Distinguish common forms of literature. R 3.3.4 Determine the underlying theme or author's message in fiction and nonfiction text.	LC 3.1.4, LC 3.1.8 LAS 3.1.3, LAS 3.1.10
	Students read two poems, "Neighbors" and "Recycling," and recognize the use of a rhyme scheme and repetition of a refrain.	R 3.3.1, Distinguish common forms of literature. R 3.3.5 Recognize the similarities of sounds in words and rhythmic patterns in selections.	
	Students focus on the use of verbs in their writing.	LC 3.1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.	
	Students write and revise descriptions of real experiences, using strong verbs to clarify the moment they are writing about.	W 3.1.1 Create a single paragraph: b. Include simple supporting facts and details. W 3.2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 2, Week 5, pp. 244–275 (<i>A Castle on Viola Street</i>)	Students learn vocabulary words <i>appliances, owners, construction, project, equipment, and leaky</i> , and use clues within a paragraph to find the meaning of unfamiliar words.	R 3.1.6 Use sentence and word context to find the meaning of unknown words.	R 3.1.2, R 3.1.3, R 3.1.8, R 3.2.4, R 3.2.6, R 3.3.3, R 3.3.5, R 3.3.6 W 3.1.2, W 3.1.4 LC 3.1.5, LC 3.1.8
	Students read a selection of fiction, <i>A Castle on Viola Street</i> , and analyze the structure of the story by looking for clues to state the theme of the story.	R 3.3.1. Distinguish common forms of literature. R 3.3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.	LAS 3.1.3, LAS 3.2.2
	Students read a nonfiction article, “Homes for Families,” and use text features such as headings, boldface type, and captions to strengthen comprehension. Students learn the content vocabulary words <i>rent, needy, organization, and volunteers</i> .	R 3.2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	
	Students focus on the use of verbs in their writing.	LC 3.1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.	
	Students write and revise descriptions of real or fictional experiences, using strong verbs to show the reader exactly what they are writing about.	W 3.1.1 Create a single paragraph: b. Include simple supporting facts and details. W 3.2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	

UNIT 3

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 3, Week 1, pp. 286–309 <i>(Author: A True Story)</i>	Students learn the vocabulary words <i>talented, single, proper, excitement, acceptance,</i> and <i>useful</i> , and use word clues within a sentence or paragraph to find the meaning of unknown words.	R 3.1.6 Use sentence and word context to find the meaning of unknown words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.8, R 3.2.3, R 3.2.4, R 3.3.6 W 3.1.2 LC 3.1.2, LC 3.1.4, LC 3.1.6, LC 3.1.7, LC 3.1.8
	Students read an autobiography, <i>Author: A True Story</i> , and read for clues to summarize the main ideas and state the author’s purpose.	R 3.2.5 Distinguish the main idea and supporting details in expository text. R 3.3.1, Distinguish common forms of literature. R 3.3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.	LAS 3.1.1, LAS 3.1.3, LAS 3.2.2
	Students read a poem, “Listen,” and explain how onomatopoeia and rhythm show strong feelings or describe something.	R 3.3.1. Distinguish common forms of literature. R 3.3.5 Recognize the similarities of sounds in words and rhythmic patterns in selections. LAS 3.1.4 Identify the musical elements of literary language.	
	Using a writer’s checklist, students write and revise paragraphs using complete sentences, starting with capital letters and ending with the appropriate punctuation.	W 3.1.1 Create a single paragraph. W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. LC 3.1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 3, Week 2, pp. 310–345 (<i>Dear Juno</i>)	Students learn the vocabulary words <i>crackle</i> , <i>announced</i> , <i>soared</i> , <i>starry</i> , and <i>noticed</i> , and use clues within a sentence to find the meaning of unknown words.	R 3.1.6 Use sentence and word context to find the meaning of unknown words.	R 3.1.1, R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.5, R 3.1.7, R 3.1.8, R 3.2.2, R 3.2.3, R 3.2.4 W 3.1.2 LC 3.1.2, LC 3.1.3, LC 3.1.4, LC 3.1.8
	Students read a selection of realistic fiction, <i>Dear Juno</i> , and read for clues to describe a character’s traits in order to understand how the character’s words and actions move the plot along.	R 3.3.1, Distinguish common forms of literature. R 3.3.3 Determine what characters are like by what they say or do and how the author or illustrator portrays them.	LAS 3.1.3, LAS 3.1.5, LAS 3.1.9, LAS 3.2.2
	Students read a nonfiction article, “How We Keep in Touch,” and use headings and a time line to understand the sequence of main ideas. Students learn the content vocabulary words <i>technology</i> , <i>communicate</i> , <i>improved</i> , and <i>images</i> .	R 3.2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. R 3.2.5 Distinguish the main idea and supporting details in expository text.	
	Using a writer’s checklist, students write and revise paragraphs using complete sentences, starting with capital letters and ending with the appropriate punctuation.	W 3.1.1 Create a single paragraph. W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. LC 3.1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 3, Week 3, pp. 346–357 (<i>Messaging Mania</i>)	Students learn vocabulary words <i>record</i> , <i>estimate</i> , and <i>focus</i> , and learn the meanings of words that can be used as a verb or a noun, using a dictionary as needed.	R 3.1.6 Use sentence and word context to find the meaning of unknown words. R 3.1.7 Use a dictionary to learn the meanings and other features of unknown words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.8, R 3.2.4, R 3.3.1 W 3.1.1a-b, W 3.1.2, W 3.1.3 LC 3.1.3, LC 3.1.6, LC 3.1.9
	Students read the <i>Time for Kids</i> magazine article <i>Messaging Mania</i> and analyzes the text by stating the problem and how the problem can be solved.	R 3.2.6 Extract appropriate and significant information from the text, including problems and solutions.	LAS 3.1.9
	Using a list of guidelines, students plan, write, and edit a letter to a friend to explain some information. Focusing on audience awareness and the parts of a letter.	W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.3 Write personal and formal letters, thank-you notes, and invitations.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 3, Week 4, pp. 358–391 (<i>What Do Illustrators Do?</i>)	Students learn vocabulary words <i>instance, illustrate, style, textures, sketches, and suggestions</i> , and use clues in surrounding sentences to find the meaning of an unknown word.	R 3.1.6 Use sentence and word context to find the meaning of unknown words.	R 3.1.1, R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.7, R 3.1.8, R 3.2.2, R 3.2.3, R 3.2.4, R 3.2.5 W 3.1.2 LC 3.1.2, LC 3.1.3, LC 3.1.8
	Students read a selection from narrative nonfiction, <i>What Do Illustrators Do?</i> , and analyze the text by identifying the sequence of steps described by the author.	R 3.3.1. Distinguish common forms of literature. R 3.2.6 Extract appropriate and significant information from the text, including problems and solutions.	LAS 3.1.3, LAS 3.1.9
	Students read a nonfiction article, “Jobs in Animation,” and use text features, such as headings, a diagram, and an interview, to understand the main ideas. Students learn the content vocabulary words <i>animators, technology, script, storyboard, and 3-D</i> .	R 3.2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. R 3.2.6 Extract appropriate and significant information from the text, including problems and solutions.	
	Using a writer’s checklist, students write and revise descriptions of real experiences, using sensory details to describe how something looks, feels, smells, tastes, or sounds.	W 3.1.1 Create a single paragraph: b. Include simple supporting facts and details. W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 3, Week 5, pp. 392–423 (<i>The Jones Family Express</i>)	Students learn vocabulary words <i>annual, potential, expensive, politely, wrapping, and innocent</i> , and distinguish the meanings and spellings of homophones.	R 3.1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	R 3.1.1, R 3.1.2, R 3.1.3, R 3.1.5, R 3.1.7, R 3.2.3, R 3.2.4, R 3.2.6, R 3.3.3, R 3.3.6 W 3.1.2 LC 3.1.2, LC 3.1.6, LC 3.1.8
	Students read a selection of realistic fiction, <i>The Jones Family Express</i> , and use story clues and what they may already know to make inferences about the plot and characters.	R 3.2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from the text. R 3.3.1. Distinguish common forms of literature.	LAS 3.1.3, LAS 3.1.9, LAS 3.2.2, LAS 3.2.3
	Students read a nonfiction article, “From Here to There,” and use headings to identify main points and follow a set of directions. Students learn the content vocabulary words <i>civilizations</i> and <i>ancestors</i> .	R 3.2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. R 3.2.7 Follow simple multiple-step written instructions.	
	Using a writer’s checklist, students write and revise descriptions of a real experience, using sensory details to help the reader imagine the moment.	W 3.1.1 Create a single paragraph: b. Include simple supporting facts and details. W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	

UNIT 4

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 4, Week 1, pp. 6–37 (<i>Seven Spools of Thread</i>)	Students learn the vocabulary words <i>beamed, argued, possessions, fabric, purchased, and quarreling</i> , and use a dictionary to find the meanings of words with more than one meaning.	R 3.1.7 Use a dictionary to learn the meanings and other features of unknown words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.8, R 3.2.4, R 3.3.1, R 3.3.3, R 3.3.4, R 3.3.6 W 3.1.2 LC 3.1.2, LC 3.1.3, LC 3.1.8
	Students read a fable, <i>Seven Spools of Thread</i> , and analyze clues in the story to draw conclusions about characters, setting, and story events.	R 3.2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from the text. R 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	LAS 3.1.3, LAS 3.1.9
	Students read a nonfiction article, “What Causes Day and Night?,” and use text features such as headings and diagrams to understand main ideas and read rules for staying safe.	R 3.2.5 Distinguish the main idea and supporting details in expository text. R 3.2.7 Follow simple multiple-step written instructions.	
	Students write and revise narrative paragraphs, using dialogue to show what was happening, following a writer’s checklist. Students punctuate the dialogue correctly.	W 3.1.1 Create a single paragraph. W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 4, Week 2, pp. 38–67 (<i>Nacho and Lolita</i>)	Students learn the vocabulary words <i>guarantee, pleaded, exhausted, preparations, brilliance, and affection</i> , and use related words to find the meaning of an unknown word, using a thesaurus as needed.	R 3.1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	R 3.1.2, R 3.1.3, R 3.1.8, R 3.2.2, R 3.2.3, R 3.2.4, R 3.3.3 W 3.1.2 LC 3.1.2, LC 3.1.3, LC 3.1.8 LAS 3.1.3, LAS 3.1.11, LAS 3.2.1, LAS 3.2.2
	Students read a folktale, <i>Nacho and Lolita</i> , and evaluate clues in the characters, setting, and plot to identify the theme of the story.	R 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. R 3.3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.	
	Students read three poems of a kind called haiku to learn their common characteristics and to identify how consonance and metaphors are used.	R 3.3.1. Distinguish common forms of literature. R 3.3.5 Recognize similarities of sounds in words and rhythmic patterns in a selection. LAS 3.1.4 Identify the musical elements of literary language.	
	Students write and revise narrative paragraphs, using dialogue to show what was happening, following a writer’s checklist. Students punctuate the dialogue correctly.	W 3.1.1 Create a single paragraph. W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 4, Week 3, pp. 68–79 (<i>A Solution to Pollution</i>)	Students learn vocabulary words <i>awareness, pollution, emphasize, and utilize.</i>	R 3.1.6 Use sentence and word context to find the meaning of unknown words. R 3.1.7 Use a dictionary to learn the meanings and other features of unknown words.	R 3.1.1, R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.5, R 3.1.8, R 3.2.4, R 3.2.5, R 3.3.1 W 3.1.2, W 3.1.3 LC 3.1.8, LC 3.1.9
	Students read the <i>Time for Kids</i> magazine article <i>A Solution to Pollution</i> and summarize the text by stating the problem and possible ways the problem can be solved.	R 3.2.6 Extract appropriate and significant information from the text, including problems and solutions. R 3.3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.	LAS 3.1.4, LAS 3.1.6, LAS 3.1.9, LAS 3.2.3
	Students plan, write, and edit a narrative composition about a personal or fictional experience. Students follow a checklist as they write and revise their work.	W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 4, Week 4, pp. 80–109 (<i>Ramona and Her Father</i>)	Students learn vocabulary words <i>anxious, cross, alarmed, unfortunately, managed, and pretend</i> , and use knowledge of prefixes to find the meaning of an unknown word.	R 3.1.8 Use knowledge of prefixes and suffixes to determine the meaning of words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.2.2, R 3.2.4, R 3.3.3, R 3.3.4 W 3.1.2 LC 3.1.2, LC 3.1.8
	Students read a humorous story, <i>Ramona and Her Father</i> , and analyze the story by identifying a problem and how the main character attempts to solve it.	R 3.2.6 Extract appropriate and significant information from the text, including problems and solutions. R 3.3.1. Distinguish common forms of literature.	LAS 3.1.1, LAS 3.1.3, LAS 3.1.10, LAS 3.2.1
	Students read a free verse poem, “In a Neighborhood in Los Angeles,” identify the speaker in the poem, and find examples of alliteration in the poem.	R 3.3.6 Identify the speaker or narrator in a selection. R 3.3.5 Recognize similarities of sounds in words and rhythmic patterns in a selection. LAS 3.1.4 Identify the musical elements of literary language.	
	Students write and revise narratives of real or fictional experiences, using dialogue with care to place quotation marks correctly. Students follow a writer’s checklist.	W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 4, Week 5, pp. 110–131 (<i>Out of This World! The Ellen Ochoa Story</i>)	Students learn vocabulary words <i>communicate, responsible, specialist, research, essential, and decisions</i> , and identify related words (words with similar roots).	R 3.1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	R 3.1.2, R 3.1.3, R 3.1.5, R 3.2.3, R 3.2.4, R 3.2.5, R 3.2.6, R 3.3.5 W 3.1.1, W 3.1.2 LC 3.1.2, LC 3.1.8
	Students read a biography, <i>Out of This World! The Ellen Ochoa Story</i> , and monitor their comprehension by recoding the sequence of events of the main character’s life.	R 3.3.1. Distinguish common forms of literature. R 3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	LAS 3.1.3, LAS 3.1.4, LAS 3.1.9, LAS 3.2.3
	Students read a narrative poem, “Sky Bear,” and explain how imagery is used to make this retelling of a legend more vivid.	R 3.3.1. Distinguish common forms of literature. R 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	
	Students write and revise narratives of real or fictional experiences, using dialogue with care to place quotation marks correctly. Students follow a writer’s checklist.	W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric W 3.2.1 Write narratives.	

UNIT 5

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 5, Week 1, pp. 142–171 (<i>Penguin Chick</i>)	Students learn the vocabulary words <i>fierce</i> , <i>echoes</i> , <i>shuffles</i> , <i>huddle</i> , <i>down</i> , and <i>junior</i> , and use a dictionary to find the meanings of unfamiliar words, including homographs.	R 3.1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. R 3.1.7 Use a dictionary to learn the meanings and other features of unknown words.	R 3.1.2, R 3.1.3, R 3.1.8, R 3.2.4 W 3.1.2 LC 3.1.2, LC 3.1.7, LC 3.1.8 LAS 3.1.3, LAS 3.1.9
	Students read a selection of narrative nonfiction, <i>Penguin Chick</i> , and summarize what they read by finding the main idea and supporting details.	R 3.2.5 Distinguish the main idea and supporting details in expository text. R 3.3.1. Distinguish common forms of literature.	
	Students read a poem, “Antarctic Anthem,” and explain how examples of rhythmic patterns and imagery express feelings and ideas.	R 3.3.5 Recognize similarities of sounds in words and rhythmic patterns in a selection. LAS 3.1.4 Identify the musical elements of literary language.	
	Students write and revise narrative paragraphs, with care to tell the events in chronological order and to create a logical beginning, middle, and end—following a writer’s checklist.	W 3.1.1 Create a single paragraph. W 3.1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 5, Week 2, pp. 172–199 (<i>Animal Homes</i>)	Students learn the vocabulary words <i>architects, structures, contain, retreats, shallow, and shelter</i> , and use identify the meanings of homophones, using surrounding words and phrases as needed.	R 3.1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. R 3.1.6 Use sentence and word context to find the meaning of unknown words.	R 3.1.2, R 3.1.3, R 3.2.2, R 3.2.4, R 3.2.5, R 3.3.1 W 3.1.2 LC 3.1.2, LC 3.1.3, LC 3.1.4, LC 3.1.8 LAS 3.1.3, LAS 3.1.9, LAS 3.1.11
	Students read a selection of informational nonfiction, <i>Animal Homes</i> , and describe the main ideas using details about different animal homes.	R 3.2.5 Distinguish the main idea and supporting details in expository text. R 3.3.1. Distinguish common forms of literature.	
	Students read a nonfiction article, “Do Animals Have Personalities?,” using headings to find important concepts, and follow a list of directions. Students learn the content vocabulary words <i>personality, behavior, and individual</i> .	R 3.2.7 Follow simple multiple-step directions.	
	Students write and revise narrative paragraphs, with care to tell the events in chronological order and to create a logical beginning, middle, and end—following a writer’s checklist.	W 3.1.1 Create a single paragraph. W 3.1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 5, Week 3, pp. 200–211 (<i>Call of the Wild</i>)	Students learn vocabulary words <i>crucial, adjust, survive, source, and unpredictable.</i>	R 3.1.6 Use sentence and word context to find the meaning of unknown words. R 3.1.7 Use a dictionary to learn the meanings and other features of unknown words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.6, R 3.2.1, R 3.2.3, R 3.2.4, R 3.2.7 W 3.1.2 LC 3.1.2, LC 3.1.4, LC 3.1.9
	Students read the <i>Time for Kids</i> magazine article <i>Call of the Wild</i> and identify causes and effects as well as show that they understand the author's message.	R 3.3.4 Determine the underlying theme or author's message in fiction and nonfiction text.	LAS 3.1.4, LAS 3.1.9, LAS 3.2.1
	Students plan, write, and edit a narrative composition about a personal experience. Students follow a checklist as they write and revise their work.	W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 5, Week 4, pp. 212–233 (<i>Wilbur’s Boast</i> from <i>Charlotte’s Web</i>)	Students learn vocabulary words <i>conversation, interrupted, boasting, scrambled, seized, and rebuild</i> , and use knowledge of prefixes to find the meaning of an unknown word.	R 3.1.8 Use knowledge of prefixes and suffixes to determine the meaning of words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.2.3, R 3.2.4, R 3.3.1, R 3.3.2, R 3.3.6 W 3.1.2, W 3.2.2 LC 3.1.8
	Students read <i>Wilbur’s Boast</i> , an excerpt from the fantasy <i>Charlotte’s Web</i> , and monitor their comprehension of the plot by making judgments about the actions of various characters.	R 3.2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. R 3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	LAS 3.1.3, LAS 3.1.9, LAS 3.2.2, LAS 3.2.3
	Students read a fable, “The Lion and the Mouse,” describe how personification is used, and identify the moral.	R 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. R 3.3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.	
	Students write and revise descriptions of important moments, following a writer’s checklist to add details to help the reader experience the moment.	W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 5, Week 5, pp. 234–267 (<i>Unique Animals of the Southwest</i>)	Students learn vocabulary words <i>related, female, identical, sight, venom,</i> and <i>odor</i> , and find the meaning of unfamiliar words by looking them up in a dictionary.	R 3.1.7 Use a dictionary to learn the meanings and other features of unknown words.	R 3.1.1, R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.6, R 3.2.1, R 3.2.4 W 3.1.1, W 3.1.2, W 3.2.3 LC 3.1.2, LC 3.1.8
	Students read a nonfiction article, <i>Unique Animals of the Southwest</i> , and summarize their reading by using a diagram to compare and contrast animals.	R 3.2.5 Distinguish the main idea and supporting details in expository text. R 3.3.1. Distinguish common forms of literature.	LAS 3.1.3, LAS 3.1.9, LAS 3.2.2
	Students read a myth, “The Story of the First Woodpecker,” and find examples of foreshadowing to anticipate what might happen in the story.	R 3.3.1. Distinguish common forms of literature. R 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	
	Students write and revise descriptions of events, people, places, or objects—following a writer’s checklist to help them add details to enrich the description for the reader.	W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

UNIT 6

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 6, Week 1, pp. 278–309 (<i>Stone Soup</i>)	Students learn the vocabulary words <i>guests, banquet, agreeable, curiosity, gaze, and untrusting</i> , and use synonyms as clues to the meanings of words.	R 3.1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	R 3.1.2, R 3.1.3, R 3.1.6, R 3.1.8, R 3.2.3, R 3.2.4, R 3.3.1, R 3.3.3, R 3.3.4 W 3.1.2
	Students read a folktale, <i>Stone Soup</i> , and use story clues and what they may already know to make inferences about the story.	R 3.2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. R 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	LC 3.1.2, LC 3.1.5, LC 3.1.7 LAS 3.1.3, LAS 3.1.9, LAS 3.2.2
	Students read a nonfiction article, “What’s for Lunch?,” using headings to understand important ideas, and getting information from a chart. Students learn the content vocabulary words <i>unique, tortillas, hearty, kimchi, and chapatis</i> .	R 3.2.5 Distinguish the main idea and supporting details in expository text.	
	Students write and revise fictional narrative paragraphs, with care to make the characters’ actions and dialogue believable—following a writer’s checklist.	W 3.1.1 Create a single paragraph. W 3.1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 6, Week 2, pp. 310–335 (<i>The Strongest One</i>)	Students learn the vocabulary words <i>decorated, symbol, darkened, gnaws, securing, and weakest</i> , and use synonyms as clues to the meanings of words.	R 3.1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.6, R 3.1.8, R 3.2.2, R 3.2.5, R 3.3.1, R 3.3.4 W 3.1.2 LC 3.1.2, LC 3.1.8
	Students read <i>The Strongest One</i> , a play based on a Zuni legend, and summarize what they read by identifying the main characters, the setting, and the events in resolving the plot in chronological order.	R 3.2.4 Recall major points in the text and make and modify predictions about forthcoming information. R 3.2.6 Extract appropriate and significant information from the text, including problems and solutions. R 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	LAS 3.1.3, LAS 3.1.9, LAS 3.2.2
	Students read a nonfiction article, “The Big Dipper,” and gain information by using headings and diagrams and reading an Iroquois legend. Students learn the content vocabulary words <i>constellations, dipper, North Star, and compass</i> .	R 3.2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. R 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	
	Students write and revise fictional narrative paragraphs, with care to make the characters’ actions, thoughts, and dialogue believable—following a writer’s checklist.	W 3.1.1 Create a single paragraph. W 3.1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 6, Week 3, pp. 336–347 (<i>Tales of the Trickster</i>)	Students learn vocabulary words <i>insightful, technique, investigate, cunning, and majority.</i>	R 3.1.6 Use sentence and word context to find the meaning of unknown words. R 3.1.7 Use a dictionary to learn the meanings and other features of unknown words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.8, R 3.2.4, R 3.2.5 W 3.1.1, W 3.1.2. W 3.2.3 LC 3.1.2, LC 3.1.9
	Students read the <i>Time for Kids</i> magazine article <i>Tales of the Trickster</i> and compare and contrast storytelling about a character that appears in various cultures.	R 3.3.1. Distinguish common forms of literature. R 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	LAS 3.1.10, LAS 3.2.2
	Students plan, write, and edit an expository composition to persuade others to care about an issue. Students follow a checklist as they write and revise their work.	W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 6, Week 4, pp. 348–383 (<i>Cook-a-Doodle-Doo!</i>)	Students learn vocabulary words <i>tradition, magnificent, masterpiece, ingredient, recipes, and tasty</i> , and learn how the meaning of an idiom is different from the meaning of each word in it, using a dictionary as needed.	R 3.1.6 Use sentence and word context to find the meaning of unknown words. R 3.1.7 Use a dictionary to learn the meanings and other features of unknown words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.8, R 3.2.2, R 3.2.4, R 3.2.5, R 3.3.2, R 3.3.4 W 3.1.2, W 3.2.2 LC 3.1.8 LAS 3.1.3, LAS 3.1.4, LAS 3.1.9, LAS 3.1.11, LAS 3.2.2
	Students read a fantasy, <i>Cook-a-Doodle-Doo!</i> , and compare and contrast the characters' actions, traits, and feelings.	R 3.3.1. Distinguish common forms of literature. R 3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	
	Students read a nonfiction article, "Welcome to the Bakery!," trace the steps outlined in a diagram, and learn how bakers solve daily challenges. Students learn the content vocabulary words <i>schedule, sequence, ingredients, and profits</i> .	R 3.2.6 Extract appropriate and significant information from the text, including problems and solutions. R 3.2.7 Follow simple multiple-step directions.	
	Students write and revise descriptions of characters, following a writer's checklist to be sure to show how characters change and grow.	W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

Unit/Week Selection	What your child is learning	Standard Connection	Codes of other Standards being met*
Unit 6, Week 5, pp. 384–411 (<i>One Riddle, One Answer</i>)	Students learn vocabulary words <i>depart, suitable, increases, observed, advised,</i> and <i>discouraged</i> , and find the meaning of unfamiliar words by looking them up in a dictionary.	R 3.1.7 Use a dictionary to learn the meanings and other features of unknown words.	R 3.1.2, R 3.1.3, R 3.1.4, R 3.1.5, R 3.1.8, R 3.2.4, R 3.2.6, R 3.3.4, R 3.3.6 W 3.1.1, W 3.1.2, W 3.1.3, W 3.2.2 LC 3.1.6, LC 3.1.8
	Students read a fairy tale, <i>One Riddle, One Answer</i> , and look for clues about the setting to help understand why characters behave as they do.	R 3.3.1. Distinguish common forms of literature. R 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. R 3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	LAS 3.1.3, LAS 3.1.9, LAS 3.2.2, LAS 3.2.3
	Students read a fairy tale, “Beauty and the Beast,” and identify examples of how sensory language makes the story more vivid.	R 3.3.1. Distinguish common forms of literature. R 3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	
	Students write and revise descriptions of characters, following a writer’s checklist to be sure to show how characters change and grow.	W 3.1.4, Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. W 3.2.1 Write narratives.	

* Please refer to the back of the Student Book for a complete wording of the California standards.