



# Planning Guides

Grade  
**3**



## Indiana Academic Standards for English/Language Arts

### BUILD KNOWLEDGE & LANGUAGE

**3.RV.1** Build and use accurately conversational, general academic, and content-specific words and phrases.

**3.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

### VOCABULARY

**3.RV.2.2** Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., *puzzle*, *fire*).

**3.RV.2.5** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

**3.RV.3.2** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.

### READING WORKSHOP

**3.RN.1** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3.

**3.RN.2.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RN.2.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.

**3.RN.3.2** Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.

**3.RN.3.3** Distinguish one's own perspective from that of the author of the text.

**3.RN.4.2** Compare and contrast the most important points and key details presented in two texts on the same topic.

### FOUNDATIONAL SKILLS

**3.RF.3.2** Apply foundational reading skills to build reading fluency and comprehension.

### COMMUNICATION

**3.SL.1** Listen actively and adjust the use of spoken language (e.g., *conventions*, *style*, *vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

### WRITING WORKSHOP

**3.W.1** Writing routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

**3.W.2.1** Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

**3.W.3.1** Write persuasive compositions in a variety of forms.

## LESSON 1

### BUILD KNOWLEDGE & LANGUAGE

**Module Launch**, pp. T28–T29

- **Introduce the Topic:** Make a Difference
- Big Idea Words: *outreach*, *fellowship*, *communal*, *resident*



### READING WORKSHOP

**Let's Build a Park!**

**GENRE** Opinion Essay

**Shared Reading: MINILESSON**, pp. T30–T31

- Connect and Teach: Author's Purpose
- Apply to Text: *Let's Build a Park!*
- Engage and Respond: Speaking and Listening



### SMALL-GROUP INSTRUCTION



#### Options for Differentiation

- Guided Reading Groups, p. T32
- English Learner Support: Solve Problems, p. T32
- Reinforce Author's Purpose, p. T33

#### Options for Independent and Collaborative Work

pp. T34–T35

### FOUNDATIONAL SKILLS

**Decoding**, pp. T36–T37

- Compound Words and Abbreviations

**Spelling**, p. T38

- Compound Words and Abbreviations

**Fluency**, p. T39

- Phrasing

### WRITING WORKSHOP

**Opinion Essay**, pp. W100–W102

- Introducing the Focal Text



**Grammar**, p. W285

- *Come, Do, Go, Run, See*

## LESSON 2

### VOCABULARY

**Academic Vocabulary**, pp. T40–T41

- Introduce Critical Vocabulary: *scarce*, *pollution*, *factories*, *vats*, *crowded*, *greenhouses*, *vertical*

### READING WORKSHOP

**Farmer Will Allen and the Growing Table**

**GENRE** Biography

**Shared Reading: MINILESSON**, pp. T42–T43

- Connect and Teach: Make and Confirm Predictions
- Apply to Text: *Farmer Will Allen and the Growing Table*
- Engage and Respond: Speaking and Listening



### SMALL-GROUP INSTRUCTION



#### Options for Differentiation

- Guided Reading Groups, p. T44
- English Learner Support: Solve Problems, p. T44
- Reinforce Make and Confirm Predictions, p. T45

#### Options for Independent and Collaborative Work

pp. T46–T47

### COMMUNICATION

**Listening Comprehension**, pp. T48–T51

- Teacher Read-Aloud: *The Eco-Troubadour*
- Focus on Fluency: Phrasing
- Engage and Respond: Compare Selections

### WRITING WORKSHOP

**Opinion Essay**, p. W103

- Vocabulary



**Grammar**, p. W286

- *Eat, Give, Grow, Take, Write*

**LESSON 3**

**VOCABULARY**

**Academic Vocabulary**, p. T52

- Review Critical Vocabulary: *scarce, pollution, factories, vats, crowded, greenhouses, vertical*

**Vocabulary Strategy**, p. T53

- Analogies

**READING WORKSHOP**

**Farmer Will Allen and the Growing Table**



**GENRE** Biography

**Shared Reading: MINILESSON**, pp. T54–T55

- Connect and Teach: Author’s Purpose
- Apply to Text: *Farmer Will Allen and the Growing Table*
- Engage and Respond: Close Read Screencast
- Engage and Respond: Write a How-To Report

**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T56
- English Learner Support: Solve Problems, p. T56
- Reinforce Author’s Purpose, p. T57

**Options for Independent and Collaborative Work**, pp. T58–T59

**FOUNDATIONAL SKILLS**

**Decoding**, pp. T60–T61

- Compound Words and Abbreviations

**WRITING WORKSHOP**

**Opinion Essay**, p. W104

- Prewriting I: Preparing to Write



**Grammar**, p. W287

- Using Irregular Verbs

**LESSON 4**

**VOCABULARY**

**Generative Vocabulary**, pp. T62–T63

- Suffix *-ion*
- Spiral Review: Suffix *-ly*

**READING WORKSHOP**

**Farmer Will Allen and the Growing Table**



**GENRE** Biography

**Shared Reading: MINILESSON**, pp. T64–T65

- Connect and Teach: Text Structure
- Apply to Text: *Farmer Will Allen and the Growing Table*
- Engage and Respond: Writing

**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T66
- English Learner Support: Solve Problems, p. T66
- Reinforce Text Structure, p. T67

**Options for Independent and Collaborative Work**, pp. T68–T69

**COMMUNICATION**

• **Project Checkpoint: Brainstorm and Research**, pp. T15, T25

**WRITING WORKSHOP**

**Opinion Essay**, p. W105

- Prewriting II: Choosing Support



**Grammar**, p. W215

- Subject-Verb Agreement

**LESSON 5**

**VOCABULARY**

**Academic Vocabulary**, pp. T70–T71

- Vocabulary Spiral Review

**READING WORKSHOP**

**Farmer Will Allen and the Growing Table**



**GENRE** Biography

**Shared Reading: MINILESSON**, pp. T72–T73

- Connect and Teach: Point of View
- Apply to Text: *Farmer Will Allen and the Growing Table*
- Engage and Respond: Speaking

**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T74
- English Learner Support: Solve Problems, p. T74
- Reinforce Point of View, p. T75

**Options for Independent and Collaborative Work**, pp. T76–T77

**COMMUNICATION**

**Research and Media Literacy**, p. T78

- Plan and Gather Information

**Make Connections**, p. T79

- Synthesize Topic Knowledge

**WRITING WORKSHOP**

**Opinion Essay**, p. W106

- Drafting I: Beginning the Draft



**Grammar**, p. W289

- Connect to Writing: Using Irregular Verbs



**Indiana Academic Standards  
for English/Language Arts**

**VOCABULARY**

**3.RV.1** Build and use accurately conversational, general academic, and content-specific words and phrases.

**3.RV.2.1** Apply context clues (e.g., *word, phrase, and sentence clues*) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

**3.RV.2.4** Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.

**READING WORKSHOP**

**3.RL.1** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

**3.RL.2.3** Describe characters in a story (e.g., *their traits, motivations, or feelings*) and explain how their actions contribute to the plot.

**3.RL.3.1** Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.

**3.RL.4.1** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

**FOUNDATIONAL SKILLS**

**3.RF.4.2** Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.

**3.RF.4.5** Know and use more difficult word families when reading unfamiliar words (e.g., ight).

**3.RF.5** Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

**COMMUNICATION**

**3.SL.2.4** Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.

**3.SL.4.1** Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.

**3.SL.4.2** Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.

**3.W.5** Conduct short research on a topic.

**WRITING WORKSHOP**

**3.W.2.1** Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

**3.W.3.2** Write informative compositions on a variety of topics.

**3.W.4** Apply the writing process.

**LESSON 6**

**VOCABULARY**

**Academic Vocabulary**, pp. T88–T89

- Introduce Critical Vocabulary: *recycled, confesses, forage*

**READING WORKSHOP**

**One Plastic Bag**

**GENRE** Biography

**Shared Reading: MINILESSON**,

pp. ~T90–T91

- Connect and Teach: Make Inferences
- Apply to Text: *One Plastic Bag*
- Engage and Respond: Speaking and Listening



**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T92
- English Learner Support: Persuade, p. T92
- Reinforce Make Inferences, p. T93

**Options for Independent and Collaborative Work**, pp. T94–T95

**FOUNDATIONAL SKILLS**

**Decoding**, pp. T96–T97

- Irregular Plurals

**Spelling**, p. T98

- Irregular Plurals

**Fluency**, p. T99

- Intonation

**WRITING WORKSHOP**

**Opinion Essay Writing**, p. W107

- Drafting II: Writing the Body

**Grammar**, p. W300

- Adverbs that Tell How



**LESSON 7**

**VOCABULARY**

**Academic Vocabulary**, p. T100

- Review Critical Vocabulary: *recycled, confesses, forage*

**Vocabulary Strategy**, p. T101

- Analogies

**READING WORKSHOP**

**One Plastic Bag**

**GENRE** Biography

**Shared Reading: MINILESSON**,

pp. ~T102–T103

- Connect and Teach: Text Structure
- Apply to Text: *One Plastic Bag*
- Engage and Respond: Write a Newspaper Article



**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T104
- English Learner Support: Persuade, p. ~T104
- Reinforce Text Structure, p. T105

**Options for Independent and Collaborative Work**, pp. T106–T107

**COMMUNICATION**

**Project Checkpoint: Write and Create**,

pp. T17, T85

**WRITING WORKSHOP**

**Opinion Essay Writing**, p. W108

- Drafting III: Completing the Draft

**Grammar**, p. W301

- Adverbs that Tell Where and When



**LESSON 8**

**VOCABULARY**

**Academic Vocabulary**, pp. T108–T109

- Introduce Critical Vocabulary: *cable, renewable, resources, environmental, converted, willing*

**READING WORKSHOP**

**Energy Island**

**GENRE** Narrative Nonfiction



**Shared Reading: MINILESSON**, pp. T110–T111

- Connect and Teach: Make Inferences
- Apply to Text: *Energy Island*
- Engage and Respond: Speaking and Listening

**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T112
- English Learner Support: Persuade, p. T112
- Reinforce Make Inferences, p. T113

**Options for Independent and Collaborative Work**, pp. T114–T115

**FOUNDATIONAL SKILLS**

**Decoding**, pp. T116–T117

- Irregular Plurals

**WRITING WORKSHOP**

**Opinion Essay Writing**, p. W109

- Revising I: Integrating Persuasive Language



**Grammar**, p. W302

- Adverbs that Tell How, Where, and When

**LESSON 9**

**VOCABULARY**

**Academic Vocabulary**, p. T118

- Review Critical Vocabulary: *cable, renewable, resources, environmental, converted, willing*

**Vocabulary Strategy**, p. T119

- Analogies

**READING WORKSHOP**

**Energy Island**

**GENRE** Narrative Nonfiction



**Shared Reading: MINILESSON**, pp. T120–T121

- Connect and Teach: Point of View
- Apply to Text: *Energy Island*
- Engage and Respond: Write an Encyclopedia Entry

**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T122
- English Learner Support: Persuade, p. T122
- Reinforce Point of View, p. T123

**Options for Independent and Collaborative Work**, pp. T124–T125

**COMMUNICATION**

**Project Checkpoint: Write and Create**, pp. T17, T85

**WRITING WORKSHOP**

**Opinion Essay Writing**, p. W110

- Revising II: Conferencing



**Grammar**, p. W288

- Review Irregular Verbs

**LESSON 10**

**VOCABULARY**

**Generative Vocabulary**, pp. T126–T127

- Suffixes *-ness* and *-able*
- Spiral Review: Suffix *-ion*

**READING WORKSHOP**

**Energy Island**

**GENRE** Narrative Nonfiction



**Shared Reading: MINILESSON**, pp. T128–T129

- Connect and Teach: Text and Graphic Features
- Apply to Text: *Energy Island*
- Engage and Respond: Reading

**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T130
- English Learner Support: Persuade, p. T130
- Reinforce Text and Graphic Features, p. T131

**Options for Independent and Collaborative Work**, pp. T132–T133

**COMMUNICATION**

**Research and Media Literacy**, p. T134

- Evaluate and Organize Information

**Make Connections**, p. T135

- Synthesize Topic Knowledge

**WRITING WORKSHOP**

**Opinion Essay Writing**, p. W111

- Revising III: Strong Support



**Grammar**, p. W304

- Connect to Writing: Using Adverbs



**Indiana Academic Standards  
for English/Language Arts**

**VOCABULARY**

**3.RV.2.1** Apply context clues (e.g., *word, phrase, and sentence clues*) and text features (e.g., *maps, illustrations, charts*) to determine the meanings of unknown words.

**3.RV.2.5** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.

**READING WORKSHOP**

**3.RL.2.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**3.RV.3.1** Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., *similes*).

**FOUNDATIONAL SKILLS**

**3.RF.3.2** Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.

**COMMUNICATION**

**3.SL.2.2** Explore ideas under discussion by drawing on readings and other information.

**SYNTHESIZE AND CONNECT**

**3.SL.2.5** Explain personal ideas and understanding in reference to the discussion.

**WRITING WORKSHOP**

**3.W.2.1** Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.

**3.W.3.2** Write informative compositions on a variety of topics.

**3.W.4** Apply the writing process.

**3.W.6.1** Demonstrate command of English grammar and usage.

**3.W.6.2** Demonstrate command of capitalization, punctuation, and spelling.

**LESSON 11**

**VOCABULARY**

**Academic Vocabulary**, pp. T144–T145

- Introduce Critical Vocabulary: *slender, gallant, chimed, preparations, flickered, concluded*

**READING WORKSHOP**

**The Storyteller’s Candle**

**GENRE** Historical Fiction

**Shared Reading: MINILESSON**,

pp. ~T146–T147

- Connect and Teach: Synthesize
- Apply to Text: *The Storyteller’s Candle*
- Engage and Respond: Speaking and Listening



**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T148
- English Learner Support: Sequence, p. ~T148
- Reinforce Synthesize, p. T149

**Options for Independent and Collaborative Work**, pp. T150–T151

**FOUNDATIONAL SKILLS**

**Decoding**, pp. T152–T153

- Words with /ōō/ and /ōō/

**Spelling**, p. T154

- Words with /ōō/ and /ōō/

**Fluency**, p. T155

- Accuracy and Self-Correction

**WRITING WORKSHOP**

**Opinion Essay Writing**, p. W112

- Revising IV: Connecting Ideas

**Grammar**, p. W305

- Adverbs that Compare



**LESSON 12**

**VOCABULARY**

**Academic Vocabulary**, p. T156

- Review Critical Vocabulary: *slender, gallant, chimed, preparations, flickered, concluded*

**Vocabulary Strategy**, p. T157

- Reference Sources: Thesaurus

**READING WORKSHOP**

**The Storyteller’s Candle**

**GENRE** Historical Fiction

**Shared Reading: MINILESSON**,

pp. ~T158–T159

- Connect and Teach: Literary Elements
- Apply to Text: *The Storyteller’s Candle*
- Engage and Respond: Write a Pamphlet



**SMALL-GROUP INSTRUCTION**



**Options for Differentiation**

- Guided Reading Groups, p. T160
- English Learner Support: Sequence, p. ~T160
- Reinforce Literary Elements, p. T161

**Options for Independent and Collaborative Work**, pp. T162–T163

**COMMUNICATION**

- **Project Checkpoint:** Practice and Present, pp. T17, T141

**WRITING WORKSHOP**

**Opinion Essay Writing**, p. W113

- Editing I: Punctuation

**Grammar**, p. W306

- Adverbs that Compare Two Actions



**LESSON 13**

**VOCABULARY**

- Generative Vocabulary**, pp. T164–T165
- Compound Words
  - Spiral Review: Suffixes *-ness* and *-able*

**READING WORKSHOP**

**The Storyteller’s Candle**

**GENRE** Historical Fiction

**Shared Reading: MINILESSON**, pp. T166–T167

- Connect and Teach: Text and Graphic Features
- Apply to Text: *The Storyteller’s Candle*
- Engage and Respond: Speaking and Listening

**SMALL-GROUP INSTRUCTION**

**Options for Differentiation**

- Guided Reading Groups, p. T168
- English Learner Support: Sequence, p. T168
- Reinforce Text and Graphic Features, p. T169

**Options for Independent and Collaborative Work**, pp. T170–T171

**FOUNDATIONAL SKILLS**

- Decoding**, pp. T172–T173
- Words with /ōō/ and /ōō/

**WRITING WORKSHOP**

- Opinion Essay Writing**, p. W114
- Editing II: Peer Proofreading

**Grammar**, p. W307

- Adverbs that Compare More Than Two Actions

**LESSON 14**

**VOCABULARY**

- Academic Vocabulary**, pp. T174–T175
- Vocabulary Spiral Review

**READING WORKSHOP**

**The Storyteller’s Candle**

**GENRE** Historical Fiction

**Shared Reading: MINILESSON**, pp. T176–T177

- Connect and Teach: Figurative Language
- Apply to Text: *The Storyteller’s Candle*
- Engage and Respond: Speaking and Listening

**SMALL-GROUP INSTRUCTION**

**Options for Differentiation**

- Guided Reading Groups, p. T178
- English Learner Support: Sequence, p. T178
- Reinforce Figurative Language, p. T179

**Options for Independent and Collaborative Work**, pp. T180–T181

**COMMUNICATION**

- Research and Media Literacy**, p. T182
- Paraphrase/Cite Sources
- Make Connections**, p. T183
- Synthesize Topic Knowledge

**WRITING WORKSHOP**

- Opinion Essay Writing**, p. W115
- Publishing

**Grammar**, p. W298

- Review Adjectives that Compare

**LESSON 15**

**SYNTHESIZE AND CONNECT**

- Module Wrap-Up**, pp. T184–T185
- Synthesize Knowledge
  - Make Connections

**READING WORKSHOP**

**Performance Task**, pp. T186–T187

- Discuss Writing to a Prompt

**SMALL-GROUP INSTRUCTION**

**Options for Differentiation**

- Guided Reading Groups, p. T188
- English Learner Support: Sequence, p. T188

**Options for Independent and Collaborative Work**, p. T189

**COMMUNICATION**

- Project Presentation**, pp. T17, T190
- Hold a “Person of the Year” Nomination Ceremony

**WRITING WORKSHOP**

- Opinion Essay Writing**, p. W116
- Sharing

**Grammar**, p. W309

- Connect to Writing: Using Adverbs that Compare



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# Planning Guides

Grade 3



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