

Reading – Grade 3 – 2014-2015

September

School Wide Assessments: Scantron, ELPA Screener (New Students only), Phonics Screener for at-risk students.

	Topic/ Theme	Dates	Common Core	Objectives/Goals	Activities	Vocabulary	Resources	Common Assessments
R E A D I N G	The Reading Life -Fiction and Narrative Nonfiction	Week of 9/3	RL.3.1 (week 1, 2) RL.3.2 RL.3.3 RL.3.4 RI.3.1 RI.3.2 RF.3.4a RF.3.4c SL.3.1 SL.3.1A SL.3.1B SL.3.1D RF.3.4 RF.3.4a	Read with sufficient accuracy and fluency to support comprehension.	Think pair shares	Whiz Squirm Rap Snap Likely Unlikely Unfinished	Making Meaning	Reader's Notebooks/ Response Journals
	<i>Miss Nelson Is Missing</i>			Read on-level text with purpose and understanding.	Text-to-self connections	Frantic Terrifying Sway Gasp Satisfied	Vocabulary cards	Centers work
	<i>Officer Buckle And Gloria</i>			Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Learn the procedure For a read-aloud	Bound Speedy Bare Seldom Wondrous Flutter Clutch Dodge Heartbreaking Fury Bewildered Floppy	Reader's Notebooks	Guided Reading
	<i>The Man Who Walked Between the Towers</i>	Week of 9/9	L.3.3 L.3.4 RI.3.7 RL.3.10	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Hear and discuss a story		Curriculum crafter	MM Vocabulary
	Visualizing -Narrative Nonfiction And Fiction	Week of 9/16			Learn the procedure for "Turn to your partner."/Think Pair Share			Teacher made comprehension and vocabulary Assessments: visualizing, short answer
	<i>Have you Seen Bugs?</i>			Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Develop the group skills of listening to one another			Think pair shares
	<i>Cherries and Cherry Pits</i>				Take			RL.3.2, SL.3.1c, SL.3.2, L.3.4, RL.3.1, L.3.5b

	<p><i>The Spooky Tail</i> <i>Of Prewitt Peacock</i></p>	<p>Week of 9/23</p>	<p>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Explain their own ideas and understanding in light of the discussion.</p>	<p>responsibility for Themselves</p> <p>Begin Individualized Daily Reading</p> <p>Use strategies to read and decode unknown</p>	<p>Academic Vocab Responsible Think/pair/share procedures visualize mental images</p>		
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Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Use knowledge of language and its conventions when reading, writing, speaking, or listening

Determine/clarify the meaning of unknown and multiple meaning words and phrases

Use info gained from illustrations and words in a text to demonstrate understanding

By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts

October

School Wide Assessments:

	Topic/ Theme	Dates Taught	Common Core	Objectives/ Goals	Activities	Vocabulary	Resources	Common Assessments
R E A D I N G	<i>Aunt Flossie's Hats and Crabcakes Later</i>	Week of 10/1			Guided Reading Groups	Recall Clatter Disaster Celebration Retrieve	Making Meaning	Reader's Notebooks/ Response Journals
	<i>The Lost and Found</i>	10/7	RI.1 RI.2 L.5B	Sequence story events	Centers	Unfortunate Fortunate Immense Fierce/fiercest	Vocabulary Cards	Centers work
	<i>Miss Rumphius</i>	10/14	RL.3 RL.6 RI.6 RF.4 RF.4A	Determine author's purpose Ask and answer questions to demonstrate understanding	Make inferences to Understand characters Informally explore Text structure in narrative texts.	Magnificent Ungrateful directions, rumped, situations, unusual, visible, worried	Reader's Notebooks Houghton Mifflin book and work book	Guided Reading MM Vocabulary
	Making Inferences							Teacher made comprehension and vocabulary Assessments
	<i>The Paper Bag Princess</i>	10/21	SL.1 L.4.B W.2.A L.4 L.5.B	Describe characters in a story, traits, motivations, feeling, and how their actions contribute to sequence of events Determine meaning of unknown words/phrases	Use strategies to read and decode unknown words Individualized Daily Reading	bloomed, lupines, bushels, headlands, and hollows Academic Infer/inference Sequence Order Point of view	Videos online Curriculum Crafter	Think pair shares RL.3.2, SL.3.1c, SL.3.2, L.3.4, RL.3.1, L.3.5b

November

School Wide Assessments: Running Records, Sight Word, Writing Sample, Report Cards

	Topic/ Theme	Dates Taught	Common Core	Objectives/ Goals	Activities	Vocabulary	Resources	Common Assessments
R E A D I N G	Inferring (Con't)							
	<i>Julius the Baby of the World</i>	Week of 10/27	RL.3.1 RL.3.2 RL.3.3 RL.3.4	Self- monitor comprehension	Making Meaning	Doubtful Nifty Ghastly Dazzle	Making Meaning	Reader's Notebooks/ Response Journals
	<i>Boundless Grace</i>	11/4	RI.3.1 RI.3.2 RI.3.4	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Guided Reading Groups	Quiver Command Particularly Speechless	Vocabulary Cards	Centers work
	<i>City Green</i>	11/11			Centers	Reunite	Reader's Notebooks	Guided Reading
	<i>Alexander, Who's Not</i> (Do you hear me? I mean it!)	11/18		Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Think pair share	Cross Savory Realize Demolish	Houghton Mifflin book and work book	MM Vocabulary
	Houghton Mifflin Story before Thanksgiving	11/25	L.3.4 RF.3.4 RF.3.4a RF.3.4c RL.3.1 RL.3.2 RL.3.3 RL.3.9 RL.3.10 SL.3.1 SL.3.1a SL.3.1b SL.3.1d W.3.10	Read with sufficient accuracy and fluency to support comprehension.	Anchor Charts for character traits IDR Conferences Reading Comprehension Strategies Chart Character Webs Double entry	Heap Rubble Proper Donate Reuse Obstinate Immature Mature Fantasize Barricade reconsider	Videos online Curriculum Crafter	Teacher made comprehension and vocabulary Assessments Think pair shares RL.3.1 RL.3.2 RL.3.3 RL.3.4 RI.3.1 RI.3.2 RI.3.4 L.3.4

				<p>understanding.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same</p>	<p>journals</p> <p>Character Change G.O's</p>			<p>RF.3.4</p> <p>RF.3.4a</p> <p>RF.3.4c</p> <p>RL.3.1</p> <p>RL.3.2</p> <p>RL.3.3</p> <p>RL.3.9</p> <p>RL.3.10</p> <p>SL.3.1</p> <p>SL.3.1a</p> <p>SL.3.1b</p> <p>SL.3.1d</p> <p>W.3.10</p>
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			<p>or similar characters (e.g., in books from a series).</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions</p>				
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				<p>(e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Explain their own ideas and understanding in light of the discussion. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>				
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December

School Wide Assessments: Scantron, Phonics Screener for at risk kids MEAP

	Topic/ Theme	Dates	Common Core	Objectives/ Goals	Best Practices	Vocabulary	Resources	Common Assessments
R E A D I N G	Questioning/ Wondering Brave Harriet Wilma Unlimited	1/6/14 through 1/17/14	L.3.4 RF.3.3 RF.3.4 RF.3.4a RF.3.4b RF.3.4c RI.3.1 RI.3.2 RI.3.3 RI.3.10 RL.3.1 RL.3.10 SL.3.1 SL.3.1a SL.3.1b SL.3.1c SL.3.1d W.3.7 W.3.10	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Explain their own ideas and understanding in light of the discussion. Read on-level text with purpose and	Making Meaning Centers Guided Reading Groups	Belongings Faint Cling Roam Joyful Sorrowful Shuffle Swarm Urgent Motion Wind Prowl Slog Commence Flabbergasted Permissible Tingle adventuresome	Making Meaning Vocabulary Cards	Reader's Notebooks/ Response Journals Centers work Guided Reading MM Vocabulary Teacher made comprehension and vocabulary Assessments Think pair shares Story Maps Character Maps Guided Reading Observation RL.3.1 RL.3.2 RL.3.3

understanding

Read with sufficient accuracy and fluency to support understanding

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Know and apply grade-level phonics and word analysis skills in decoding words.

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Ask and answer questions to demonstrate understanding of a

RL.3.4
RI.3.1
RI.3.2
RI.3.4

				<p>text, referring explicitly to the text as the basis for the answers.</p> <p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>By the end of the year, read and comprehend</p>				
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				<p>literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Ask questions to check understanding of information presented, stay on topic, and link their</p>				
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comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

January

School Wide Assessments: SCANTRON

	Topic/ Theme	Dates Taught	Common Core	Objectives/ Goals	Activites	Vocabulary	Resources	Common Assessments
R E A D I N G	Text Features of Expository Text				Centers	Expository Nonfiction Text feature	Making Meaning IDR	Graphic organizers
	Morning Meals around the World	1/5/15 – 1/10/15	RI.3.1 RI.3.4 RI.3.5 RI.3.10 RF.3.4	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Reading Games	Bold Italic	Conference Notes	Teacher made assessments (formative and summative)
	Reptiles	1/12/15 – 1/16/15	RF.3.4.a RF.3.4.c SL.3.1		Guided Reading Groups	Word box Illustration Photo	Copies of articles for students to read	
	(News Articles and Functional Text)	1/19/15 – 1/23/15	SL.3.1.a SL.3.1.b SL.3.1.d	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	IDR	Caption Glossary Index Table of contents	Interactive Reader's Notebook Promethean Board	Vocabulary assessments
					Sticky notes in books	customary energize appetizing plain differ refreshing flick slither bask mighty image moist	Graphic organizers Reading excerpts Anchor Charts	Think pair share observations

Weekly comp quizzes.
Common Core Expository text Quiz
Teacher Made Expository Test 1/23/15

February

School Wide Assessments: ANET TESTING	
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	Topic/ Theme	Dates Taught	CCSS	Objectives/ Goals	Activities	Vocabulary	Resources	Common Assessments
R E A D I N G	Flashy Fantastic Rain Forest Frogs	1/26	3.L.4 3.RF.3 3.RF.4 3.RF.4a	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Graphic Organizers	Question Wonder	Making Meaning	Teacher Made Tests, comprehension, and vocab
	What is a Bat?	2/8	3.RF.4b 3.RI.1		Anchor Charts	Flashy Fantastic Diverse	Journals	
	M-Step Prep	2/16	3.RI.2 3.RI.3	Centers	Deadly threatened	Graphic Organizers	Spelling Tests	
	Using Nonfiction Articles to question and wonder	2/23	3.RI.5 3.RI.10 3.RI.7	Reading Games	Identify Predator Prey Skillful Dim available	Reading Games	Venn Diagram	
				Guided Reading Groups with Grade appropriate novels			Story Maps	
				Modeling Mstep		Dep of Ed M- step resources	Character Maps	
						Letter Cubes	Guided Reading Observation	
						Flash cards	IDR Conferences	
						Various ELA manipulatives	Observation Checklist	
				Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Houghton Mifflin Reading Program		Whole Group discussion	Think Pair Shares
			Ask and answer questions to	Centers			Practice book pages	

				<p>demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>Reading Games</p> <p>Guided Reading Groups with Grade appropriate novels</p> <p>DOL</p>			<p>Weekly comprehension quizzes</p> <p>Houghton Mifflin Quizzes</p> <p>Weekly Friday Assessments 6th, 13th, 27th, Question and Wonder Summative 27th</p>
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March

School Wide Assessments: Running Records, Sight Word, Writing Sample, Report Cards, MEAP

	Topic/ Theme	Dates Taught	CCSS	Objectives/ Goals	Best Practices	Vocabulary	Resources	Common Assessments
R E A D I N G	Topic/Main Idea and Noting Important Details		3.RL.2 3.RL.1 3.RL.3	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Graphic Organizers	Main Idea Details Supporting Details	Making Meaning Program	Teacher made Test Spelling Tests
	“Fables”	2nd	3.RL.9		Anchor Charts	Ease		Venn Diagram
	“Lifetimes”	9th	3.RI.1 3.RI.2		Centers	Clench Display	Kevin Henkes Books	Story Maps Character Maps
	“Keepers”	16th	3.RI.10	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	Reading Games	Caretaker Aroma Slump Fable Moral Diligent Frank Self-confident Headstrong Overwhelmed, contentment	Journals	Guided Reading Observation
	Kevin Henkes Compare and Contrast	23 rd thru April 3 rd	3.RL.9		Guided Reading Groups with Grade appropriate novels		Learnzillion	Center Checklist
	Compare and Contrast Nonfiction		3.RI.9 3.RI.8		Close Reading activities		Readworks.org Graphic Organizers Reading Games Various ELA manipulatives	Whole Group discussion Think pair shares IDR conferences Observation checklists Reader’s notebooks
				Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Compare and contrast the most important points and key details presented in two texts on the same topic				Summative Compare/Contrast April 3 Summative Main Idea March 20 th

April

School Wide Assessments: ELPA, MEAP ***SPECIAL FOCUS: MEAP REVIEW THIS MONTH

	Topic/ Theme	Dates Taught	CCSS	Objectives/ Goals	Best Practices	Vocabulary	Resources	Common Assessments
R E A D I N G	POETRY (April is Poetry Month)	4/13 – 4/24	Rf.3.4.b RL.3.5 RL.3.10	Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Houghton Mifflin Reading Program Anchor Charts Centers Reading Games Guided Reading Groups with Grade appropriate novels DOL Poetry Booklets	Poetry Stanza Line Rhyme Rhythm	Houghton Mifflin Program Online Resources Trade books Interactive notebook Reading Games Various ELA manipulatives http://kgcs.k12.va.us/instruction/books_compr_skills.pdf	Teacher Made Assessments Spelling Tests Venn Diagram Story Maps Character Maps Guided Reading Observation Poetry Booklets
	Summarizing	27 th – 5/8	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		Summary Retell		Poetry Summative 4/24 Summarizing Summative 5/8

May/June

School Wide Assessments: DIBELS, Running Records, Sight Word, Writing Sample, Report Cards

	Topic/ Theme	Dates Taught	CCSS	Objectives/ Goals	Best Practices	Vocabulary	Resources	Common Assessments
R E A D I N G	Cause and Effect Fiction	5/11 – 5/15	RI.3.8 RI.3.3	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Centers Graphic Organizers Guided Reading Groups with Grade appropriate novels Fluency practice	Cause Reason Effect outcome	Houghton Mifflin Program	Teacher Made Assessments
	Cause and Effect Non-fiction	5/18 – 5/22					Reading Games Letter Cubes Flash cards Various ELA manipulatives http://kgcs.k12.va.us/instruction/books_compr_skills.pdf If you give a mouse a cookie books Raz-Kids Reading AtoZ	Spelling Tests Venn Diagram Story Maps Character Maps Guided Reading Observation Center Checklist Whole Group discussion
	Novel Because Of Winn Dixie or Ramona and Beezus	5/26-6/13	Review CCSS from the year					Summative Cause and Effect 5/22

