ENGLISH LANGUAGE ARTS - READING CURRICULUM GUIDE: GRADE 3

Week 1 DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| [CCSS.ELA-Literacy.RF.3.4a](http://www.corestandards.org/ELA-Literacy/RF/3/4/a/) Read grade-level text with purpose and understanding.  [CCSS.ELA-Literacy.RL.3.10](http://www.corestandards.org/ELA-Literacy/RL/3/10/) 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.  [CCSS.ELA-Literacy.RI.3.10](http://www.corestandards.org/ELA-Literacy/RI/3/10/) 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. | * Genre- identify genre & differences in fiction & nonfiction,   ACADMEIC VOCABULARY:  historical fiction, fantasy, science fiction, realistic fiction, poetry, fable…informational text, biography, autobiography, newspaper, web pages | **Short reading text:**  If You Made A Million- Unit 1- leveled readers any texts in classroom that can be used to discuss for genres  Scholastic News  ReadWorks selections  <http://www.readworks.org/>  Minipage selections  <http://www.lib.unc.edu/dc/minipage/>  **Guided Reading Novels:**  Any chapter books that can be used to demonstrate and model genres  **Read Aloud**  The Man Who Walked Between the Towers  How Many days to America?  The Polar Express  **Materials:**  Common Core Coach- lesson 2- reading short stories |  |

Week 2

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| * [CCSS.ELA-Literacy.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. * [CCSS.ELA-Literacy.RL.3.2](http://www.corestandards.org/ELA-Literacy/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. * [CCSS.ELA-Literacy.RL.3.3](http://www.corestandards.org/ELA-Literacy/RL/3/3/) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events * [CCSS.ELA-Literacy.RL.3.5](http://www.corestandards.org/ELA-Literacy/RL/3/5/) 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. | * fictional elements   ACADMEIC VOCABULARY:  character, setting, problem, solution, climax, theme | **Short reading text:**  Fly Eagle, Fly – plot- Unit 4 leveled readers  My Rows and Piles of Coins- Unit1- character and setting leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  Chocolate Fever  My Father's Dragon  Sarah, Plain and Tall  **Read Aloud**  Owl Moon  Inch by Inch  The Wednesday Surprise  Swimmy  **Materials:**  Ready NC instruction- Lesson 1 |  |

Week 3

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| [CCSS.ELA-Literacy.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/) Determine the main idea of a text; recount the key details and explain how they support the main idea.  [CCSS.ELA-Literacy.RI.3.3](http://www.corestandards.org/ELA-Literacy/RI/3/3/) 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.  [CCSS.ELA-Literacy.RI.3.4](http://www.corestandards.org/ELA-Literacy/RI/3/4/) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.  [CCSS.ELA-Literacy.RI.3.5](http://www.corestandards.org/ELA-Literacy/RI/3/5/) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  [CCSS.ELA-Literacy.RI.3.7](http://www.corestandards.org/ELA-Literacy/RI/3/7/) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  [CCSS.ELA-Literacy.RI.3.8](http://www.corestandards.org/ELA-Literacy/RI/3/8/) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | non fictional elements- text structure and text features  ACADMEIC VOCABULARY:  features- table of contents, index, glossary, pictures, captions, charts/tables/graphs, maps, bold & italic words, hyperlink  structures- compare/contrast, sequential order/time order, description/main idea, problem & solution, cause & effect | **Short reading text:**  Expository NF- science He listens to whales - Unit 3  Search Engines- Natural Disasters- Unit 3  Science- Picture Enclyclopedia- great and small- Unit 4  Online Dictionaries- women athletes- Unit 4  Expository NF- Clothes bring cultures together Unit 5  Textbook- Unit 5  Expository NF- Foods of Mexico- unit 5  Online reference sources- coutnry to city Unit 5  leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  DK Readers or any other Nonfiction Texts  **Read Aloud**  Social Studies or Science Textbooks  **Poetry**  **Materials:** |  |

Week 4

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| [CCSS.ELA-Literacy.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/) Determine the main idea of a text; recount the key details and explain how they support the main idea.  [CCSS.ELA-Literacy.RL.3.2](http://www.corestandards.org/ELA-Literacy/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. | main idea and details  ACADMEIC VOCABULARY: central idea, key idea, key details | **Short reading text:**  **Penguin Chick** –unit 2 NF leveled readers  Prudy's Problem- Unit 2 NF leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  Fiction Text- Amos & Boris  Frindle  DK Readers- or other Nonfiction Text  **Read Aloud**  Snowflake Bentley  Joseph Had a Little Overcoat  A Chair for my Mother  What do you do with a Tail like this?  Martin’s Big Words  **Materials:**  Ready NC Instruction- lesson 2 |  |

Week 5

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .  [CCSS.ELA-Literacy.RL.3.5](http://www.corestandards.org/ELA-Literacy/RL/3/5/) 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. | sequence  ACADMEIC VOCABULARY: First, Then, Next, After, Finally, etc | **Short reading text:**  What about Me? Unit 1 leveled readers  Alex who use to be Rich- Unit 1 leveled readers  Good-Bye- Unit 5 leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  Chocolate Fever  My Father's Dragon  Molly’s Pilgrim  Frindle  **Read Aloud**  Alexander and the Wind Up Mouse  The Story of the Jumping Mouse  The Velveteen Rabbit  The Great Kapok Tree  Chicken Little  **Poetry**  **Materials:**  Ready NC Instruction- lesson 3 |  |

Week 6

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .  [CCSS.ELA-Literacy.RL.3.5](http://www.corestandards.org/ELA-Literacy/RL/3/5/) 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. | cause and effect  ACADMEIC VOCABULARY: Because, Since, So, As a Result, event, cause, effect, etc. | **Short reading text:**  The Gardener- Unit 3 leveled readers  Wings- Unit 4 leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  Stone Fox  How To Train Your Dragon  Because of Winn Dixie  Molly’s Pilgrim  Frindle  **Read Aloud**  The Stray Dog  Crow Boy  Miss Nelson is Missing  A River Ran Wild  **Poetry**  **Materials:**  Ready NC Instruction- lesson 4 |  |

Week 7

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .   * [CCSS.ELA-Literacy.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. * [CCSS.ELA-Literacy.RL.3.2](http://www.corestandards.org/ELA-Literacy/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. | Inferences generalizations conclusions- using story clues and brain clues to make an inference  ACADMEIC VOCABULARY: | **Short reading text:**  A Symphony of Whales (Unit 3) leveled readers  Williams House- unit 2 leveled readers  Jalapeno Bagels- Unit 5 leveled readers  Night Letters- Unit 3 leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  **Read Aloud**  The Three Little Pigs  Seve Blind Mice  Anie and the Old One  Crow Boy  Chicken Sunday  The True Story of the Three Little Pigs  **Poetry**  **Materials:** |  |

Week 8

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .  [CCSS.ELA-Literacy.RL.3.4](http://www.corestandards.org/ELA-Literacy/RL/3/4/) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  [CCSS.ELA-Literacy.RF.3.4b](http://www.corestandards.org/ELA-Literacy/RF/3/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | author's craft  ACADMEIC VOCABULARY: purpose of- … (ellipsis) & --- (dash) to take a break in speaking or character didn't finish thoughts  italics- voice changes, character thoughts, title for proper noun  figurative language- simile, metaphors, idioms, personification, onomatopoeia  dialouge- how to read it.  Foreshadowing- giving clues as to what might happen | **Short reading text:**  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  My Father's Dragon  Danny Champion of the World  Poetry  **Read Aloud**  Chicken Little  Blueberries for sal  The Ghost Eye Tree  The Biggest Bear  Lon Po Po  The Keeping Quilt  Quick as a Cricket  **Poetry**  **Materials:** |  |

Week 9

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .  [CSS.ELA-Literacy.RF.3.4a](http://www.corestandards.org/ELA-Literacy/RF/3/4/a/) Read grade-level text with purpose and understanding. | author's purpose  ACADMEIC VOCABULARY:  Persuade, inform, entertain- PIE | **Short reading text:**  Pushing up the Sky- Unit 3 leveled readers  Me and Uncle Romie- Unit 5 leveled readers  Tops and Bottoms- Unit 2 leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  Any set of leveled readers  **Read Aloud**  Ashanti to zulu  Chicken Sunday  Dogteam  Miss Rumphis  **Poetry**  **Materials:** |  |

Second quarter-   
Week 1-

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| . [CCSS.ELA-Literacy.RI.3.4](http://www.corestandards.org/ELA-Literacy/RI/3/4/) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.  [CCSS.ELA-Literacy.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  [CCSS.ELA-Literacy.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/) Determine the main idea of a text; recount the key details and explain how they support the main idea.  [CCSS.ELA-Literacy.RI.3.3](http://www.corestandards.org/ELA-Literacy/RI/3/3/) 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.  [CCSS.ELA-Literacy.RI.3.7](http://www.corestandards.org/ELA-Literacy/RI/3/7/) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  [CCSS.ELA-Literacy.RI.3.8](http://www.corestandards.org/ELA-Literacy/RI/3/8/) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence | Fact and opinion  ACADMEIC VOCABULARY:  Nonfiction text structures, facts- real, true, provable, opinions- feelings and attitiudes,  Purpose of author’s using questions in writing- to spark interest Genre- biographies- | **Short reading text:**  Gertrude- Unit 4 leveled readers  SS page- article- Mike’s Teaching Unit1  News Article- Saving Money- Unit 1  Encyclopedia- Money Long Ago- Unit 1  Wesbite- Learn about Money- Unit 1  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  The Story of Rachel Carson  The Story of Ruby Bridges  **Read Aloud**  **Poetry**  **Materials:**  Ready NC Instruction- lesson 10  Ready NC Instruction- lesson 8 |  |

Week 2-

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .  [CCSS.ELA-Literacy.RL.3.6](http://www.corestandards.org/ELA-Literacy/RL/3/6/) Distinguish their own point of view from that of the narrator or those of the characters. | Point of view  ACADMEIC VOCABULARY: | **Short reading text:**   * any short leveled reader where you can identify narrator or first person point of view-   Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  The Whipping Boy- 2 boys and their views of each other  How To Train Your Dragon- who is telling the story-narrator form hero/main character  Cinderella- As if You Didn’t Already Know the Story  **Read Aloud**  The True Story f the Three Little Pigs  The Girl Who Loved Horses  Where the Wild Things Are  Tuesday  **Poetry**  **Materials:**  Ready NC Instruction- lesson 16 |  |

Week 3-

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .   * + [CCSS.ELA-Literacy.RF.3.3a](http://www.corestandards.org/ELA-Literacy/RF/3/3/a/) Identify and know the meaning of the most common prefixes and derivational suffixes.   + [CCSS.ELA-Literacy.RF.3.3b](http://www.corestandards.org/ELA-Literacy/RF/3/3/b/) Decode words with common Latin suffixes.   + [CCSS.ELA-Literacy.RF.3.3c](http://www.corestandards.org/ELA-Literacy/RF/3/3/c/) Decode multisyllable words | Context clues  ACADMEIC VOCABULARY: | **Short reading text:**  Any  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  Any  **Read Aloud**  Mufaro’s Beautiful Daughter  Sylvester and the Magic Pebble  Stellaluna  **Poetry**  **Materials:**  Ready NC Instruction- lesson 12  Ready NC Instruction- lesson 9 |  |

Week 4

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .  [CCSS.ELA-Literacy.RL.3.7](http://www.corestandards.org/ELA-Literacy/RL/3/7/) 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)  [CCSS.ELA-Literacy.RI.3.7](http://www.corestandards.org/ELA-Literacy/RI/3/7/) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  [CCSS.ELA-Literacy.RL.3.4](http://www.corestandards.org/ELA-Literacy/RL/3/4/) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | Illustrations- purpose to text and what it tells about text  Figurative language-  ACADMEIC VOCABULARY:  Simile, metaphor, alliteration | **Short reading text:**  leveled readers  Scholastic News  ReadWorks selections & lesson  Minipage selections  **Guided Reading Novels:**  Danny Champion of the World  How to Train Your Dragon  **Read Aloud**  **Poetry**  **Materials:**  Ready NC Instruction- lesson 21  Ready NC instruction- lesson 17 |  |

Week 5

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| . [CCSS.ELA-Literacy.RL.3.4](http://www.corestandards.org/ELA-Literacy/RL/3/4/) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | Figurative language  ACADMEIC VOCABULARY:  personification, exaggeration, idioms | **Short reading text:**  Scholastic News  ReadWorks selections & lesson  Minipage selections  **Guided Reading Novels:**  Danny Champion of the World  How to Train Your Dragon  **Read Aloud**  **Poetry**  **Materials:** |  |

Weeks 6 & 7 –two week unit-

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .  [CCSS.ELA-Literacy.RL.3.9](http://www.corestandards.org/ELA-Literacy/RL/3/9/) 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) | Compare and contrast within a series or by same author  ACADMEIC VOCABULARY:  Compare and contrast key words- alike, similar, similarities, different, differences, unlike | **Short reading text:**  Suki’s Kimono- Unit 5 leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  Any books from a series- Magic Tree House, Cam Jansen, Flat Stanley,  Author Study- Patricia Pollaco, Chris van Allsburg, Roahl, Dald, etc.  **Read Aloud**  **Poetry**  **Materials:**  Ready NC Instruction- lesson 22 |  |

Week 8

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| [CCSS.ELA-Literacy.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  [CCSS.ELA-Literacy.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/) Determine the main idea of a text; recount the key details and explain how they support the main idea.  [CCSS.ELA-Literacy.RI.3.3](http://www.corestandards.org/ELA-Literacy/RI/3/3/) 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.  [CCSS.ELA-Literacy.RI.3.7](http://www.corestandards.org/ELA-Literacy/RI/3/7/) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  [CCSS.ELA-Literacy.RI.3.8](http://www.corestandards.org/ELA-Literacy/RI/3/8/) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | Nonfiction structure and features review-  ACADMEIC VOCABULARY: | **Short reading text:**  How Many Family- Unit 5  Science Essay- Plants Fittting In- Unit 2  Email- What is a Weed- Unit 2  SS Inteview- Challenge of Collecting- Unit 2  SS Expository Narrative- Log cabins- Unit 2  leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  Time for Kids – Ben Franklin  Who was Harry Houdini  Harry Houdini- World’s Greatest Mystery Man and Escape King  **Read Aloud**  **Poetry**  **Materials:**  Common Core Coach- lesson 4  Common Core Coach- lesson 8 |  |

Week 9

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| [CCSS.ELA-Literacy.RI.3.3](http://www.corestandards.org/ELA-Literacy/RI/3/3/) 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.  [CCSS.ELA-Literacy.RI.3.7](http://www.corestandards.org/ELA-Literacy/RI/3/7/) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  [CCSS.ELA-Literacy.RI.3.8](http://www.corestandards.org/ELA-Literacy/RI/3/8/) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  [CCSS.ELA-Literacy.RI.3.5](http://www.corestandards.org/ELA-Literacy/RI/3/5/) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | Nonfiction structure and features-  ACADMEIC VOCABULARY: | **Short reading text:**  Talking Walls- Unit 6- leveled readers  Textbook reading- Nation of Immigrants- Unit 6  Interview Back to Wild- Unit 6  Sources- Hiking Safety- Unit 6  Expository essay- Leading People to Freedom- Unit 6  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  DK readers-  **Read Aloud**  **Poetry**  **Materials:**  Common Core Coach- lesson 4  Common Core Coach- lesson 8 |  |

Third Quarter  
Week 1

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .  [CCSS.ELA-Literacy.RL.3.3](http://www.corestandards.org/ELA-Literacy/RL/3/3/) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events | Character traits  ACADMEIC VOCABULARY:  protagonist vs. anagonist  Feelings & emotions vs. actions and traits | **Short reading text:**  Rows and Piles- Unit 1 leveled readers  Days Work- Unit 2 leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  Whipping Boy  Stone Fox  How To Train your Dragon  Because of Winn- Dixie  Sarah Plain and Tall  Wayside School gets a Little Stranger  **Read Aloud**  **Poetry**  **Materials:**  Ready NC Instruction- lesson 6 |  |

Week 2

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| .  [CCSS.ELA-Literacy.RL.3.2](http://www.corestandards.org/ELA-Literacy/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. | Lesson/Theme/Central Message  ACADMEIC VOCABULARY: | **Short reading text:**  Rows and Piles- Unit 1 leveled readers  Days Work- Unit 2 leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  Whipping Boy  Stone Fox  How To Train your Dragon  Because of Winn- Dixie  Sarah Plain and Tall  **Read Aloud**  **Poetry**  **Materials:**  Ready NC Instruction- lesson 7 |  |

Weeks 3&4 --- 2 week unit

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .  [CCSS.ELA-Literacy.RI.3.9](http://www.corestandards.org/ELA-Literacy/RI/3/9/) Compare and contrast the most important points and key details presented in two texts on the same topic. | Compare and contrast on a topic using multiple sources  ACADMEIC VOCABULARY: | **Short reading text:**  Volcanoes- Unit 3 leveled readers  Hottest, Coldest- Unit 4 leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  Who was Harry Houdin? With Harry Houdini the World’s Greatest Mystery Man  DK Reader- What is a Plant to Plants Bite Back  Great White Sharks- DK Reader Shark Attack  Volcano basal to DK reader-Eruption  **Read Aloud**  **Martin’s Big Words and My Brother Martin**  **Poetry**  **Materials:**  Ready NC Instruction- lesson 19  Ready NC Instruction- lesson 20 |  |

Week 5

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .  [CCSS.ELA-Literacy.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Predictions  ACADMEIC VOCABULARY: | **Short reading text:**  leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  **Read Aloud**  **Poetry**  **Materials:**  Ready NC Instruction- lesson 13 |  |

Week 6

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .   * [CCSS.ELA-Literacy.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. * [CCSS.ELA-Literacy.RL.3.2](http://www.corestandards.org/ELA-Literacy/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. | Summarizing  ACADMEIC VOCABULARY: | **Short reading text:**  leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  **Read Aloud**  **Poetry**  **Materials:**  Ready NC Instruction- lesson 5 |  |

Week 7

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .  [CCSS.ELA-Literacy.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  [CCSS.ELA-Literacy.RI.3.3](http://www.corestandards.org/ELA-Literacy/RI/3/3/) 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. | How-To’s/Directions  ACADMEIC VOCABULARY: steps in process  Experiments  Instructions  recipes | **Short reading text:**  leveled readers  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  How To See an Apple Pie and Travel the World  **Read Aloud**  **Poetry**  **Materials:**  Common Core Coach- lesson 10 |  |

Week 8&9 \*two week unit

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| * [CCSS.ELA-Literacy.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. * [CCSS.ELA-Literacy.RL.3.2](http://www.corestandards.org/ELA-Literacy/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. * [CCSS.ELA-Literacy.RL.3.3](http://www.corestandards.org/ELA-Literacy/RL/3/3/) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events   [CCSS.ELA-Literacy.RL.3.10](http://www.corestandards.org/ELA-Literacy/RL/3/10/) 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.  . | Fables/tall tales/ myths  ACADMEIC VOCABULARY:  Fables, myths, lessons/morals  Characteristics of fables- personification of animals, short selections, very few humans, lesson learned that can be applied to real life | **Short reading text:**  Two Bad ants-Unit 6  Ben Franklin Proverbs- Unit 1  Purple Coyote- Unit 4  Beauty and the Beast- Unit4  The Hare and the Tortoise – Unit 2  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  Mightier than the Sword- World Folktales for strong Boys  Aesop’s Fables  Fairy Tales & fables  African Myths & Folktales  **Read Aloud**  **Poetry**  **Materials:**  <http://www.americanfolklore.net/>  Common Core Coach- lesson 1 |  |

Fourth Quarter  
Week 1

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| [CCSS.ELA-Literacy.RL.3.1](http://www.corestandards.org/ELA-Literacy/RL/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  [CCSS.ELA-Literacy.RL.3.4](http://www.corestandards.org/ELA-Literacy/RL/3/4/) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  [CCSS.ELA-Literacy.RL.3.5](http://www.corestandards.org/ELA-Literacy/RL/3/5/) 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.  [CCSS.ELA-Literacy.RL.3.10](http://www.corestandards.org/ELA-Literacy/RL/3/10/) 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. | Poetry  ACADMEIC VOCABULARY: figurative language- simile, metaphor, personification, idiom, alliteration, ellipse, repetition, rhyme, rhyme pattern, poet, speaker | **Short reading text:**  Poetry Selections-  Unit 1- p. 14-145, Unit 2- p. 272-275, Unit 3- p. 400-403, Unit 4- p. 138-141, Unit 5- p. 276-279, Unit 6- p. 352-353, 410-411  Scholastic News  ReadWorks selections  Minipage selections  **Guided Reading Novels:**  Selected poems by Langston Hughes, Robert Stevenson, Shel Silverstein,  **Read Aloud**  **Poetry**  **Materials:**  Common Core Coach- lesson 7  Ready NC Instruction- lesson 15 |  |

Week 2

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .  Review all standards for upcoming EOG testing | ACADMEIC VOCABULARY: | **Short reading text:**  **Guided Reading Novels:**  **Read Aloud**  **Poetry**  **Materials:** |  |

Week 3

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| . | ACADMEIC VOCABULARY: | **Short reading text:**  **Guided Reading Novels:**  **Read Aloud**  **Poetry**  **Materials:** |  |

Week 4

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| . | ACADMEIC VOCABULARY: | **Short reading text:**  **Guided Reading Novels:**  **Read Aloud**  **Poetry**  **Materials:** |  |

Week 5

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| . | ACADMEIC VOCABULARY: | **Short reading text:**  **Guided Reading Novels:**  **Read Aloud**  **Poetry**  **Materials:** |  |

Week 6

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| . | ACADMEIC VOCABULARY: | **Short reading text:**  **Guided Reading Novels:**  **Read Aloud**  **Poetry**  **Materials:** |  |

Week 7

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| . | ACADMEIC VOCABULARY: | **Short reading text:**  **Guided Reading Novels:**  **Read Aloud**  **Poetry**  **Materials:** |  |

Week 8

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| . | ACADMEIC VOCABULARY: | **Short reading text:**  **Guided Reading Novels:**  **Read Aloud**  **Poetry**  **Materials:** |  |

Week 9

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES**  **ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| . | ACADMEIC VOCABULARY: | **Short reading text:**  **Guided Reading Novels:**  **Read Aloud**  **Poetry**  **Materials:** |  |