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 readersany texts in classroom that can be used to discuss for genresScholastic NewsReadWorks 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 TowersHow 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 readersMy Rows and Piles of Coins- Unit1- character and setting leveled readersScholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** Chocolate FeverMy Father's DragonSarah, Plain and Tall**Read Aloud**Owl MoonInch by InchThe Wednesday SurpriseSwimmy**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 featuresACADMEIC VOCABULARY: features- table of contents, index, glossary, pictures, captions, charts/tables/graphs, maps, bold & italic words, hyperlinkstructures- compare/contrast, sequential order/time order, description/main idea, problem & solution, cause & effect | **Short reading text:** Expository NF- science He listens to whales - Unit 3Search Engines- Natural Disasters- Unit 3Science- Picture Enclyclopedia- great and small- Unit 4Online Dictionaries- women athletes- Unit 4Expository NF- Clothes bring cultures together Unit 5 Textbook- Unit 5 Expository NF- Foods of Mexico- unit 5 Online reference sources- coutnry to city Unit 5leveled readersScholastic NewsReadWorks 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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| **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.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 detailsACADMEIC VOCABULARY: central idea, key idea, key details | **Short reading text:** **Penguin Chick** –unit 2 NF leveled readersPrudy's Problem- Unit 2 NF leveled readersScholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** Fiction Text- Amos & BorisFrindle DK Readers- or other Nonfiction Text**Read Aloud**Snowflake BentleyJoseph Had a Little OvercoatA Chair for my MotherWhat 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. | sequenceACADMEIC VOCABULARY: First, Then, Next, After, Finally, etc | **Short reading text:**  What about Me? Unit 1 leveled readersAlex who use to be Rich- Unit 1 leveled readersGood-Bye- Unit 5 leveled readersScholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** Chocolate FeverMy Father's DragonMolly’s Pilgrim Frindle**Read Aloud**Alexander and the Wind Up MouseThe Story of the Jumping MouseThe Velveteen RabbitThe Great Kapok TreeChicken 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 effectACADMEIC VOCABULARY: Because, Since, So, As a Result, event, cause, effect, etc.  | **Short reading text:** The Gardener- Unit 3 leveled readersWings- Unit 4 leveled readersScholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** Stone FoxHow To Train Your DragonBecause of Winn DixieMolly’s PilgrimFrindle**Read Aloud**The Stray DogCrow BoyMiss Nelson is MissingA River Ran Wild**Poetry****Materials:** Ready NC Instruction- lesson 4 |  |

Week 7

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| .* [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 readersWilliams House- unit 2 leveled readersJalapeno Bagels- Unit 5 leveled readersNight Letters- Unit 3 leveled readersScholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** **Read Aloud**The Three Little PigsSeve Blind MiceAnie and the Old OneCrow BoyChicken SundayThe True Story of the Three Little Pigs**Poetry****Materials:**  |  |

Week 8

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| .[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 craftACADMEIC VOCABULARY: purpose of- … (ellipsis) & --- (dash) to take a break in speaking or character didn't finish thoughtsitalics- voice changes, character thoughts, title for proper nounfigurative language- simile, metaphors, idioms, personification, onomatopoeiadialouge- how to read it.Foreshadowing- giving clues as to what might happen | **Short reading text:** Scholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** My Father's DragonDanny Champion of the World Poetry**Read Aloud**Chicken Little Blueberries for salThe Ghost Eye TreeThe Biggest BearLon Po PoThe Keeping QuiltQuick as a Cricket**Poetry****Materials:**  |  |

Week 9

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| .[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 purposeACADMEIC VOCABULARY: Persuade, inform, entertain- PIE | **Short reading text:** Pushing up the Sky- Unit 3 leveled readersMe and Uncle Romie- Unit 5 leveled readersTops and Bottoms- Unit 2 leveled readersScholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** Any set of leveled readers**Read Aloud**Ashanti to zulu Chicken SundayDogteamMiss 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 interestGenre- biographies-  | **Short reading text:** Gertrude- Unit 4 leveled readersSS page- article- Mike’s Teaching Unit1News Article- Saving Money- Unit 1Encyclopedia- Money Long Ago- Unit 1Wesbite- Learn about Money- Unit 1Scholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** The Story of Rachel CarsonThe Story of Ruby Bridges**Read Aloud****Poetry****Materials:** Ready NC Instruction- lesson 10Ready NC Instruction- lesson 8 |  |

Week 2-

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| .[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 NewsReadWorks selections Minipage selections **Guided Reading Novels:** The Whipping Boy- 2 boys and their views of each otherHow To Train Your Dragon- who is telling the story-narrator form hero/main characterCinderella- As if You Didn’t Already Know the Story**Read Aloud**The True Story f the Three Little PigsThe Girl Who Loved HorsesWhere the Wild Things AreTuesday**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 cluesACADMEIC VOCABULARY:  | **Short reading text:** Any Scholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** Any **Read Aloud**Mufaro’s Beautiful DaughterSylvester and the Magic PebbleStellaluna **Poetry****Materials:** Ready NC Instruction- lesson 12Ready 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 textFigurative language-ACADMEIC VOCABULARY: Simile, metaphor, alliteration | **Short reading text:** leveled readersScholastic NewsReadWorks selections & lessonMinipage selections **Guided Reading Novels:** Danny Champion of the WorldHow to Train Your Dragon**Read Aloud****Poetry****Materials:** Ready NC Instruction- lesson 21Ready 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 NewsReadWorks selections & lessonMinipage selections **Guided Reading Novels:** Danny Champion of the WorldHow 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 readersScholastic NewsReadWorks 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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| [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 5Science Essay- Plants Fittting In- Unit 2Email- What is a Weed- Unit 2SS Inteview- Challenge of Collecting- Unit 2SS Expository Narrative- Log cabins- Unit 2leveled readers Scholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** Time for Kids – Ben FranklinWho was Harry HoudiniHarry Houdini- World’s Greatest Mystery Man and Escape King**Read Aloud****Poetry****Materials:** Common Core Coach- lesson 4Common 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 readersTextbook reading- Nation of Immigrants- Unit 6Interview Back to Wild- Unit 6Sources- Hiking Safety- Unit 6Expository essay- Leading People to Freedom- Unit 6Scholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** DK readers- **Read Aloud****Poetry****Materials:** Common Core Coach- lesson 4Common 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 traitsACADMEIC VOCABULARY: protagonist vs. anagonistFeelings & emotions vs. actions and traits  | **Short reading text:** Rows and Piles- Unit 1 leveled readersDays Work- Unit 2 leveled readersScholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** Whipping Boy Stone FoxHow To Train your DragonBecause of Winn- DixieSarah Plain and TallWayside School gets a Little Stranger **Read Aloud****Poetry****Materials:** Ready NC Instruction- lesson 6 |  |

Week 2

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| **FOCUS STANDARD** | **ESSENTIAL CURRICULUM CONTENT** | **MATERIALS / RESOURCES****ACTIVITIES / ASSESSEMENTS** | **NOTES** |
| .[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 MessageACADMEIC VOCABULARY:  | **Short reading text:** Rows and Piles- Unit 1 leveled readersDays Work- Unit 2 leveled readersScholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** Whipping Boy Stone FoxHow To Train your DragonBecause of Winn- DixieSarah Plain and Tall**Read Aloud****Poetry****Materials:** Ready NC Instruction- lesson 7 |  |

Weeks 3&4 --- 2 week unit

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| .[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 sourcesACADMEIC VOCABULARY:  | **Short reading text:** Volcanoes- Unit 3 leveled readersHottest, Coldest- Unit 4 leveled readersScholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** Who was Harry Houdin? With Harry Houdini the World’s Greatest Mystery ManDK Reader- What is a Plant to Plants Bite BackGreat White Sharks- DK Reader Shark AttackVolcano basal to DK reader-Eruption**Read Aloud****Martin’s Big Words and My Brother Martin****Poetry****Materials:** Ready NC Instruction- lesson 19Ready NC Instruction- lesson 20 |  |

Week 5

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| .[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 readersScholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** **Read Aloud****Poetry****Materials:** Ready NC Instruction- lesson 13 |  |

Week 6

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| .* [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 readersScholastic NewsReadWorks 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 processExperimentsInstructionsrecipes | **Short reading text:** leveled readersScholastic NewsReadWorks 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/ mythsACADMEIC VOCABULARY: Fables, myths, lessons/moralsCharacteristics 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 6Ben Franklin Proverbs- Unit 1Purple Coyote- Unit 4Beauty and the Beast- Unit4The Hare and the Tortoise – Unit 2Scholastic NewsReadWorks selections Minipage selections **Guided Reading Novels:** Mightier than the Sword- World Folktales for strong BoysAesop’s FablesFairy Tales & fablesAfrican 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, 410-411Scholastic NewsReadWorks 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:**  |  |