

Reading Curriculum Map: Third Grade 2nd Semester

Essential Questions	Enduring Understandings
<p>GRAMMAR: How does a writer communicate effectively?</p> <p>PHONICS and SPELLING: Why is it important to recognize prefixes, affixes, root words and Latin suffixes? What patterns exist among word spellings? What references should I use in spelling with accuracy?</p> <p>VOCABULARY: How can I distinguish between literal and non-literal terms? How are words related?</p> <p>COMPREHENDING FICTION: How is literature organized? How do I read critically and examine my personal point of view? What is figurative language? How can I determine the author's purpose?</p> <p>COMPREHENDING NONFICTION: How can I identify relationships among events, ideas or concepts? How can I comprehend steps in a process or procedures? How can I comprehend time, sequence, cause and effect within nonfiction text? How do readers interpret text?</p> <p>FLUENCY: What does a fluent reader sound like? What strategies does a fluent reader use? How do literary devices, poetry, prose and drama affect fluency?</p>	<p>GRAMMAR: Readers recognize language needed and word patterns in text. There are differences among written standard English and speech.</p> <p>PHONICS and SPELLING: Syllabication and Latin roots affect spelling and meaning of words. Patterns exist among word spellings. Readers and writers use references to spell with accuracy.</p> <p>VOCABULARY: Literal terms can be distinguished from non-literal terms. Words can be connected. Some words have multiple meanings.</p> <p>COMPREHENDING FICTION: Literature is organized. Readers read critically. Readers interpret figurative language. Readers infer or interpret author's purpose.</p> <p>COMPREHENDING NONFICTION: Nonfiction identifies relationships between events, ideas or concepts. Nonfiction text relays steps in a process or procedures. Nonfiction text conveys time, sequence, cause and effect. Readers distinguish between essential and nonessential information, fact and opinion, exaggeration and bias.</p> <p>FLUENCY: Fluent readers read with appropriate rate. Fluent readers read with accuracy. Fluent readers read on-level text with purpose and understanding. Fluent readers read prose, dramatic readings, poetry with appropriate</p>

Reading Curriculum Map: Third Grade
2nd Semester

expression.
Readers self-correct.

Reading Curriculum Map: Third Grade 2nd Semester

Instructional Skills	Instructional Strategies	Assessments	Resources
<p>GRAMMAR: Form and use regular and irregular plural nouns</p> <p>Form and use regular and irregular verbs</p> <p>Form and use simple verb tenses</p> <p>Form and use comparative and superlative adjectives</p> <p>Form and use comparative and superlative adverbs</p> <p>Identify homographs</p> <p>Identify homophones</p> <p>Use coordinating and subordinating conjunctions</p> <p>Produce compound sentences</p> <p>Produce complex sentences</p>	<p>Peer edit</p> <p>Read</p> <p>Read and highlight</p> <p>Write</p>	<p>Writing</p> <p>Observations</p> <p>Peer editing checklists</p>	<p>Open Court</p> <p>Web pages</p> <p>Reading materials</p>
<p>PHONICS and SPELLING: Identify and manipulate affixes, prefixes and suffixes</p> <p>Identify root words</p> <p>Break multisyllabic words into syllables</p>	<p>Journals</p> <p>Reading aloud</p> <p>Text edits</p> <p>Weekly lists</p>	<p>Weekly tests</p> <p>Reading aloud</p> <p>Writing assignments</p>	<p>Open Court</p> <p>Web pages</p>

Reading Curriculum Map: Third Grade 2nd Semester

<p>VOCABULARY: Distinguish between literal and non-literal meanings of words and phrases in context</p> <p>Determine the meanings of words when an affix is added (e.g. agreeable, disagreeable)</p> <p>Use root words for interpretation of new words</p> <p>Identify connections between words and uses (e.g. describe a sporting event that is rough)</p> <p>Use synonyms in reading and writing</p> <p>Form analogies</p>	<p>Dictionary, glossary hunts Definition searches Writing</p>	<p>Journals Dictionary pages Read and respond</p>	<p>Open court Literature choices</p>
<p>COMPREHENDING FICTION: Refer to parts of stories, dramas, and poems when writing or speaking about a text (e.g. chapter, scene, stanza)</p> <p>Determine point of view</p> <p>Distinguish between personal point of view and author's</p> <p>Make inferences</p> <p>Draw conclusions</p> <p>Summarize the texts</p>	<p>Modeled, shared, interactive and guided reading activities Independent reading Think-pair-share Turn and talk Partner reading Graphic organizers Discussions Notes for speaking, collaborating Questions</p>	<p>Read and respond Journal Book reports</p>	<p>Open Court Books</p>

Reading Curriculum Map: Third Grade 2nd Semester

<p>Identify figurative language</p> <p>Identify literary devices</p> <p>Make connections (text-to-text, text-to-self, text-to-world)</p> <p>Make predictions</p>			
<p>COMPREHENDING NONFICTION:</p> <p>Report on a topic</p> <p>Determine personal point of view</p> <p>Distinguish personal point of view from author's</p> <p>Describe logical order or sequence of a text</p> <p>Interpret graphics, charts, maps, diagrams</p> <p>Make connections between text and visuals</p> <p>Distinguish between essential and nonessential information, opinion and fact, exaggeration and bias</p> <p>Use headings and text features</p> <p>Form generalizations</p>	<p>Graphic organizers</p> <p>Note taking</p> <p>Highlight</p> <p>Various forms of nonfiction text</p> <p>Reports</p> <p>Speeches</p> <p>Collaborative discussion</p>	<p>Research reports</p> <p>Journal</p> <p>Writing assignments</p> <p>Read and respond</p>	<p>Open Court</p> <p>Literature choices</p>
<p>FLUENCY:</p> <p>Read with appropriate rate</p> <p>Create audio, visual recordings</p>	<p>Partner reading</p>	<p>Checklists</p>	<p>Literature choices</p>

Reading Curriculum Map: Third Grade 2nd Semester

Read on-level text with purpose and understanding
 Read with appropriate accuracy
 Read with expression
 Apply self-correction strategies

Literature circles
 Repeated readings
 Choral readings
 Echo reading
 Dramatic readings
 Poetry
 Prose

STANDARDS:

Reading Standards for Literature

Craft and Structure 4,5,6

Range of Reading and Level of Complexity 10

Reading Standards for Informational Text

Key Ideas and Details 3

Craft and Structure 6

Integration of Knowledge and Ideas 8

Range and Level of Text Complexity 10

Foundational Skills

Phonics and Word Recognition

Fluency 4.a, 4.b, 4.c

Speaking and Listening

Comprehension and Collaboration 1.a, 1.b, 1.c, 1.d, 2,3

Presentation of Knowledge and Ideas 4,5,6

Language Standards

Conventions of Standard English 1.b, 1.d, 1.e, 1.g, 1.h, 1.i, 2.c

Vocabulary Acquisition and Use 4.b, 4.c, 5.b, 5.c, 6