SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Reading	**Course Length:** Full Year
Grade: 3rd	**Date Last Approved:** June 2015; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose:
In third grade, students will read a variety of texts for many purposes. Students will focus on reading fluently and comprehending both fiction and nonfiction text. Students will be given the opportunity to practice reading strategies that will help in overall comprehension of text. Comprehension strategies will include review of schema and making connections, as well as digging deeper into visualization, questioning, text features, inferring, determining important ideas, analyzing text structures and an introduction to summarizing. Students will be reminded that good readers are able to monitor comprehension. Good readers are also able to respond to text in meaningful ways.

Swallow School Reading and Language Art Curriculum across all grade levels includes: Reader's Workshop, Spelling/Word Study, Disciplinary Literacy, Vocabulary, Keyboarding, Handwriting, and Writing

Enduring Understanding(s):
1. Reading expands understanding of the world, people and oneself.
2. Effective readers use strategies to construct and extend meaning.
3. Various types of texts and media are used to communicate ideas.
4. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives.
5. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas.
6. Control of mechanics and proper grammar promote effective spoken and written communication.
7. Listening and speaking skills are critical for learning and communicating.

Essential Question(s):
1. How does reading benefit my life?
2. How does text carry meaning and what strategies are used to access it effectively.
3. What is the relationship between reading and writing?
4. How and why is information organized in different ways?
4. How does the audience and purpose influence the format of writing?
5. What is the purpose of applying correct grammar and mechanics to writing?
6. How are ideas uniquely communicated to others?

Learning Targets:
1. Students can evaluate fiction text including a variety of genres and formats. (Reasoning) (R)
2. Students can evaluate nonfiction text including a variety of genres and formats. (Reasoning) (R)
5. Students can organize and communicate ideas to others. (Product) (R/W/S/L)

R=Reading
W=Writing
S=Speaking
L=Listening

Stage 2: Learning Plan

I. Visualizing Strategy for Reading	**Standards:** **CCSS**: RL. 3.2, RL.3.3, RL.3.5, RL. 3.7, RL.3.10, RI. 3.2, RI. 3.3, RI. 3.7,

A. Definition: recall or form mental images or pictures
B. How to visualize
   a. teacher modeling
   b. classroom discussions
   c. partner talk
C. What tools can help
   a. graphic organizers
   b. written Response
   c. word map
   d. sketches / Drawings
   e. "Movie in your Head"
   f. story maps
D. Student application and reflection
	RI.3.10
	CCRA: R.2, R.6, R.10, SL.2
	
	Learning Targets Addressed: Target 1, Target 2

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	• Introduce visualizing -whole group modeling, and partner talk
Formative	Knowledge Reasoning Product	• Graphic organizers • Illustrations • Written response
Summative	Knowledge Reasoning Product	• Select and use a tool to demonstrate how it helps visualize the story content

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II. Questioning Strategy for Reading

A. Definition: think deeply and display intellectual curiosity before, during, and after reading.
B. How to question:
   a. teacher modeling
   b. written responses
   c. oral responses
   d. classroom discussions
C. What tools can help question:
   a. stop and jots
   b. graphic organizers
D. Student application and reflection

Standards:
CCSS:RL.3.1, RL.3.10, SL.3.1, SL. 3.3, RI. 3.1, RI.3.10
CCRA: R.3, R.7, R.10, SL.2, SL.3, W.7, W.9

Learning Targets Addressed: Target 1, Target 2

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	• revisit levels of questioning • whole group modeling • partner talk • classroom discussion
Formative	knowledge reasoning product	• graphic organizers • written responses • comprehension questions • informal conference • stop and jots • classroom discussions/literature circles
Summative	knowledge reasoning	• written responses • formal conference

III. Using Text Features
 	
A. Definition: look at unique components that distinguish texts
B. How to use text features:
   a. teacher modeling
   b. classroom discussions
   c. oral responses
C. What tools can help use text features:
   a. various texts
   b. graphic organizers
   c. multimedia
D. Student application and reflection
	Standards:
	CCSS: RI.3.5, RI.3.7, RI.3.10
	CCRA: R.1, R.10, W.9
	
	Learning Targets Addressed: Target 1, Target 2

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	● develop understanding of text features ● whole group modeling ● partner talk ● classroom discussions
Formative	knowledge reasoning product	● graphic organizers ● written responses ● comprehension questions ● informal conference
Summative	knowledge reasoning	● written responses ● comprehension questions

IV. Inferencing Strategy for Reading
 	
A. Definition: make a logical assumption based on evidence presented in a text
B. How to make inferences:
   a. teacher modeling
   b. written responses
   c. oral responses
   d. classroom discussions
C. What tools can help us make inferences:
   a. various texts
   b. graphic organizers
   c. multimedia
D. Student application and reflection
	Standards:
	CCSS: RI.3.1, RI.3.6, RI.3.8, RI. 3.10, RL.3.1, RL.3.6, RL.3.9, RL.3.10
	CCRA: R.1, R.6, R.8, R.9, R.10, SL.3, W.9
	
	Learning Targets Addressed: Target 1, Target 2

Key Unit Resources

- Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	● develop understanding of how to make inferences ● whole group modeling ● partner talk ● classroom discussions
Formative	knowledge reasoning product	● graphic organizers ● written responses ● comprehension questions ● informal conference ● stop and jots ● classroom discussions/literature

		circles
Summative	knowledge reasoning	● written responses ● formal conference

V. Determining Important Ideas in Reading

A. Definition: identify key points within a text.
B. How to determine important ideas:
   a. teacher modeling
   b. written responses
   c. oral responses
C. What tools can help us determine important ideas:
   a. various texts
   b. graphic organizers
   c. multimedia
D. Student application and reflection

Standards:
CCSS: SL.3.1, SL.3.2, RI.3.6, RI.3.10,RL.3.1, RL.3.2, RL.3.10
CCRA: R.1, R.2, R.6, R.8, R.9, R.10, SL.5, W.8, W.9

Learning Targets Addressed: Target 1, Target 2

Key Unit Resources
● Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	● develop understanding of determining important ideas ● whole group modeling ● partner talk ● classroom discussions
Formative	knowledge reasoning product	● graphic organizers ● written responses ● comprehension questions ● informal conference ● stop and jots ● classroom discussions/literature circles
Summative	reasoning	● written responses ● summary

VI. Understanding Text Structures in Reading

A. Definition: use organization of information and style within a written text
B. How to analyze text structure:
   a. teacher modeling
   b. written responses
   c. oral responses
C. What tools can help us analyze text structure:
   a. various texts
   b. graphic organizers
   c. multimedia
D. Student application and reflection

Standards:
CCSS:RI.3.9, RI.3.10, RL.3.3, RL.3.5, RL.3.10
CCRA: R.1, R.4, R.5, R.6, R.10

Learning Targets Addressed: Target 1, Target 2

Key Unit Resources
● Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	● introduce text structures ● whole group modeling

			● partner talk ● classroom discussions
Formative	knowledge reasoning product		● graphic organizers ● written responses ● comprehension questions ● informal conference
Summative	knowledge reasoning		● written responses ● formal conference

VII. Fluency

  A. Definition: communicate easily and accurately
  B. How to be a fluent reader:
      a. teacher modeling
  C. What tools can help us be a fluent reader:
      a. various texts
      b. running records
      c. conferencing
      d. rereading
  D. Student application and reflection

Standards:
CCSS: SL.3.2, SL.3.4, SL.3.5, SL.3.6, RF.3.4
CCRA: R.4, SL.4, SL.6, W.3, W.4, W.5

Learning Targets Addressed: Target 5

Key Unit Resources
● Making Meaning implemented via the workshop model

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	● develop understanding of fluency ● whole group modeling ● partner talk ● classroom discussions
Formative	knowledge reasoning product	● informal conference ● classroom discussions/literature circles
Summative	knowledge reasoning	● formal conference ● presentations

VIII. Word Study

  A. Definition: knowledge of words that shape understanding of text and language
  B. How to understand words and vocabulary:
      a. teacher modeling
      b. classroom discussions
  C. What tools can help us understand language and vocabulary:
      a. various texts
      b. word work
      c. graphic organizers
  D. Student application and reflection

Standards:
CCSS: RI.3.4, RF3.3, RL.3.4, L.3.1, L.3.4, L.3.6
CCRA: R.4, SL.4, SL.6, W.3, W.4, W.5

Learning Targets Addressed: Target 4, Target 5

Key Unit Resources
● Words Their Way

Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	● develop understanding of word study

			• and vocabulary • whole group modeling • partner talk • classroom discussions
	Formative	knowledge reasoning product	• graphic organizers • written responses • comprehension questions • stop and jots • classroom discussions/literature circles
	Summative	knowledge reasoning	• written responses • graphic organizers