

## READING - 3rd

School	Teacher	Email	Course#	Grade Level
Lettie Brown Elementary School	VanDerVoorn, Lauri	Lauri.VanDerVoorn@morton709.org	LA1300	3

Show Icon

August 2015

Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>
<p><i>Reading Literature</i></p> <p>-Key Idea &amp; Details</p> <p>-Character Traits/Motivations</p> <p>-Craft &amp; Structure</p> <p>-Integration of Knowledge and Ideas</p> <p><i>Reading Informational</i></p> <p>-Key Idea &amp; Details</p> <p><i>Reading Foundational Skills</i></p> <p>-Fluency</p>	<p>3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. </p> <p>3.2 Recount stories and determine central message(lesson) and explain how it is conveyed through key details in text. </p> <p>3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. </p> <p>3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as stanza, describe how each successive part builds on earlier sections. </p> <p>3.6 Distinguish their own point of view from that of the narrator or those of the characters. </p> <p>3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting) </p> <p>3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. </p> <p>RI 3.1 Ask and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. </p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. </p> <p>R.F.3.4 Read with sufficient accuracy and fluency to support comprehension. </p>	<p>Lesson 1 Assessment</p> <p>Lesson 2 Assessment</p>	<p>Storytown Grade 3- Lesson 1 "Ruby the Copy Cat", Lesson 2 "The Day Eddie Met the Author"</p> <p>Additional Story by Peggy Rathmann (such as <i>Gloria and Officer Buckle</i>)</p> <p>Scholastic News</p> <p>Character Traits Venn Diagram</p> <p>Character/Setting Graphic Organizer</p> <p>Somebody/Wanted/But/So-Fictional Graphic Organizer</p> <p>Comparing Stories Venn Diagram</p> <p>Additional Story: The Patchwork Quilt</p>

September 2015

Content <input type="checkbox"/>	Skills <input type="checkbox"/>	Assessment <input type="checkbox"/>	Resources <input type="checkbox"/>
<p><i>Reading Literature</i></p> <p>-Key Idea &amp; Details</p> <p>-Craft &amp; Structure</p> <p>-Integration of Knowledge and Ideas</p> <p><i>Reading Informational</i></p> <p>-Key Idea &amp; Details</p> <p>-Craft and Structure</p>	<p>3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. </p> <p>3.2 Recount stories and determine central message(lesson) and explain how it is conveyed through key details in text. </p> <p>3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. </p> <p>3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. </p> <p>3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as stanza, describe how each</p>	<p>Storytown Lesson 3 Assessment</p> <p>Storytown Lesson 4 Assessment</p> <p>Storytown Lesson 5 Assessment</p> <p>Storytown Lesson 6 Assessment</p>	<p>Storytown Grade 3- Lesson 3 "Schools Around the World", Lesson 4 "Ellen Ochoa: Astronaut", Lesson 5 "The School News" Lesson 6 "The Babe and I"</p> <p>Scholastic News</p> <p>Nonfiction Text Features Smartboard</p> <p>Informational Text Graphic Organizer</p> <p>Comprehension Trifolds (Lessons 3, 4, 6)</p>

<p>-Integration of Knowledge and Ideas</p> <p>Reading Foundational Skills</p> <p>-Phonics</p> <p>-Fluency</p>	<p>successive part builds on earlier sections. </p> <p>3.6 Distinguish their own point of view from that of the narrator or those of the characters. </p> <p>3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting) </p> <p>RI 3.1 Ask and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. </p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. </p> <p>R.I. 3.3 Describe the relationship between a series of historical events (Ellen's life) using language that pertains to time, sequence, and cause/effect </p> <p>RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area. </p> <p>RI 3.5 Use text features to locate information relevant to a given topic efficiently. </p> <p>RI 3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text. </p> <p>RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text. (Cause/effect, Sequence) </p> <p>R.F.3.3d Read grade-appropriate irregularly spelled words </p> <p>R.F.3.4 Read with sufficient accuracy and fluency to support comprehension. </p>	
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October 2015

Content	Skills	Assessment	Resources
<p>Reading Literature</p> <p>-Key Idea &amp; Details</p> <p>-Craft &amp; Structure</p> <p>Reading Informational</p> <p>-Key Idea &amp; Details</p> <p>-Craft and Structure</p> <p>-Integration of Knowledge and Ideas</p>	<p>3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. </p> <p>3.2 Recount stories (Folktales &amp; Legend) and determine central message(lesson) and explain how it is conveyed through key details in text. </p> <p>3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. </p> <p>3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. </p> <p>3.6 Distinguish their own point of view from that of the narrator or those of the characters. </p> <p>RI 3.1 Ask and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. </p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. </p> <p>R.I. 3.3 Describe the relationship between a series of scientific ideas or concepts, using language that pertains to cause/effect. </p> <p>RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area. </p> <p>RI 3.5 Use text features to locate information</p>	<p>Storytown Lessons 7, 8, 9 Assessments</p>	<p>Storytown Grade 3- Lesson 7 "Aero and Officer Mike: Police Partners" Lesson 8 "How Animals Talks" Lesson 9 "Stone Soup"</p> <p>Scholastic News</p> <p>Informational/Fiction Text Features, Story Map Graphic Organizers</p> <p>Various Fiction/Nonfiction Halloween Texts (Superteacher)</p>

<p>Reading Foundational Skills</p> <p>-Phonics</p> <p>-Fluency</p>	<p>relevant to a given topic efficiently. </p> <p>RI 3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text. </p> <p>RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text. (Cause/effect, Sequence) </p> <p>R.F.3.3d Read grade-appropriate irregularly spelled words </p> <p>R.F.3.4 Read with sufficient accuracy and fluency to support comprehension. </p>		
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November 2015

Content	Skills	Assessment	Resources
<p>Reading Literature</p> <p>-Key Idea &amp; Details</p> <p>-Craft &amp; Structure</p> <p>-Integration of Knowledge and Ideas</p> <p>Reading Informational</p> <p>-Key Idea &amp; Details</p> <p>-Craft and Structure</p> <p>-Integration of Knowledge and Ideas</p> <p>Reading Foundational Skills</p> <p>-Phonics</p> <p>-Fluency</p>	<p>3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. </p> <p>3.2 Recount stories and determine central message, lesson, or moral and explain how it is conveyed through key details in text. </p> <p>3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. </p> <p>3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. </p> <p>3.6 Distinguish their own point of view from that of the narrator or those of the characters. </p> <p>3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting) </p> <p>RI 3.1 Ask and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. </p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. </p> <p>R.1. 3.3 Describe the relationship between a series of scientific ideas or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect. </p> <p>RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area. </p> <p>RI 3.5 Use text features to locate information relevant to a given topic efficiently. </p> <p>RI 3.6 Distinguish their own point of view from that of the author of a text. </p> <p>RI 3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text. </p> <p>RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text. (Cause/effect, Sequence) </p> <p>R.F.3.3d Read grade-appropriate irregularly spelled words </p> <p>R.F.3.4 Read with sufficient accuracy and fluency to support comprehension. </p>	<p>Storytown Lesson 11 Assessment</p>	<p>Storytown Grade 3</p> <p>Lesson 11- "Loved Best"</p> <p>Thanksgiving on Thursday with paired Nonfiction Text</p> <p>Plot Graphic Organizer</p> <p>Roll A Plot Activity</p>





December 2015

Content	Skills	Assessment	Resources
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<p>Reading Literature -Key Idea &amp; Details</p> <p>-Craft &amp; Structure</p> <p>Reading Informational -Key Idea &amp; Details</p> <p>-Craft and Structure</p> <p>-Integration of Knowledge and Ideas</p> <p>Reading Foundational Skills</p> <p>-Phonics</p> <p>-Fluency</p>	<p>3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RI 3.1 Ask and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI 3.3 Describe the relationship between a series of scientific ideas or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.</p> <p>RI 3.5 Use text features to locate information relevant to a given topic efficiently.</p> <p>RI 3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text. (Cause/effect, Sequence)</p> <p>R.F. 3.3c Decode multisyllable words.</p> <p>R.F.3.3d Read grade-appropriate irregularly spelled words</p> <p>R.F.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Lesson 14 Assessment</p> <p>Lesson 15 Assessment</p>	<p>Storytown Grade 3- Lesson 14 "One Small Place in a Tree" Lesson 15 "Ask the Experts"</p> <p>Scholastic News</p> <p>Main Idea Graphic Organizer</p> <p>Main Idea &amp; Details Sort</p> <p>Main Idea Scoot</p> <p>Theme 3 Comprehension Trifolds</p>
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January 2016





Content	Skills	Assessment	Resources
<p>Reading Literature -Key Idea &amp; Details -Craft &amp; Structure</p> <p>-Integration of Knowledge and Ideas Reading Informational <i>**Any standards would need to be covered through Scholastic News or other informational text resources.</i></p> <p>Reading Foundational Skills</p> <p>-Phonics</p>	<p>3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.2 Recount stories (fairy tale, myth, folktale) and determine central message(lesson) and explain how it is conveyed through key details in text.</p> <p>3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as stanza, describe how each successive part builds on earlier sections.</p> <p>3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting)</p>	<p>Lesson 16 Assessment</p> <p>Lesson 17 Assessment</p> <p>Lesson 18 Assessment</p> <p>Lesson 19 Assessment</p>	<p>Storytown Grade 3- Lesson 16- Lon Po Po Lesson 17- Two Bear Cubs Lesson 18- Me and Uncle Romie Lesson 19- Half-Chicken</p> <p><a href="#">Little Red Riding Hood text</a></p> <p>Little Red Riding Hood/Lon Po Po Compare &amp; Contrast Activity</p> <p>Theme 4 Comprehension Trifolds</p>

-Fluency	<p>R.F.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes </p> <p>R.F.3.3c Decode multisyllable words </p> <p>R.F.3.3d Read grade-appropriate irregularly spelled words </p> <p>R.F.3.4 Read with sufficient accuracy and fluency to support comprehension. </p>	
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February 2016

Content 	Skills 	Assessment 	Resources 
<p><i>Reading Literature</i> -Key Idea &amp; Details -Craft &amp; Structure</p> <p><i>Reading Informational</i> -Key Idea &amp; Details</p> <p>-Craft and Structure</p> <p>-Integration of Knowledge and Ideas</p> <p><i>Reading Foundational Skills</i></p> <p>-Phonics</p> <p>-Fluency</p>	<p>3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. </p> <p>3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. </p> <p>3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. </p> <p>3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as stanza, describe how each successive part builds on earlier sections. </p> <p>RI 3.1 Ask and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. </p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. </p> <p>R.I. 3.3 Describe the relationship between a series of scientific ideas or concepts using language that pertains to time, sequence, and cause/effect </p> <p>RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area. </p> <p>RI 3.5 Use text features to locate information relevant to a given topic efficiently. </p> <p>RI 3.6 Distinguish their own point of view from that of the author of a text. </p> <p>RI 3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text. </p> <p>RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text. (Cause/effect, Sequence) </p> <p>R.F.3.3d Read grade-appropriate irregularly spelled words </p> <p>R.F.3.4 Read with sufficient accuracy and fluency to support comprehension. </p>	<p>Lesson 20 Assessment</p> <p>Lesson 21 Assessment</p> <p>Lesson 22 Assessment</p>	<p>Storytown Grade 3: Lesson 20- <i>Backstage with Chris and Casey</i> Lesson 21- <i>Antarctic Ice</i> Lesson 22- <i>Bat Loves the Night</i></p> <p>Theme 5 Comprehension Trifolds</p> <p><a href="#">Stellaluna</a> by Janelle Cannon</p> <p>Animal Inferences Activity</p>

March 2016

Content 	Skills 	Assessment 	Resources 
<p><i>Reading Literature</i> -Key Idea &amp; Details</p>	<p>3.1 Ask and answer questions to demonstrate</p>	<p>Lesson 23 Assessment</p> <p>Lesson 24 Assessment or Ramona Quimby novel Assessment</p>	<p>Storytown Grade 3: Lesson 23- <i>Chestnut Cove</i></p>

<p>-Craft &amp; Structure</p> <p>-Integration of Knowledge &amp; Ideas</p>    <p><i>Reading Informational</i></p> <p>-Key Idea &amp; Details</p>    <p>-Craft and Structure</p>    <p>-Integration of Knowledge and Ideas</p>    <p><i>Reading Foundational Skills</i></p> <p>-Phonics</p>    <p>-Fluency</p>	<p>understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.2 Recount stories and determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as stanza, describe how each successive part builds on earlier sections.</p> <p>3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting).</p> <p>3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (ex: books from a series)</p>    <p>RI 3.1 Ask and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.</p> <p>RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text. (Cause/effect, Sequence)</p>    <p>R.F.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>R.F.3.3d Read grade-appropriate irregularly spelled words</p>    <p>R.F.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Lesson 25 Assessment</p>	<p>Lesson 24- <i>Ramona Quimby, Age 8</i>  <b>**Two Week Lesson: Compare &amp; Contrast with another Beverly Cleary/Ramona story</b></p> <p>Lesson 25- <i>The Robodogs of Greenville</i></p>   <p>Theme 5 Comprehension Trifolds</p> <p>Chestnut Cove Travel Brochure</p> <p>Ramona Quimby, Age 8 Movie</p> <p>Novel/Book Compare and Contrast Activity</p>
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April 2016

Content	Skills	Assessment	Resources
<p><i>Reading Literature</i></p> <p>-Key Idea &amp; Details</p>    <p>-Craft &amp; Structure</p> <p>-Integration of Knowledge &amp; Ideas</p>    <p><i>Reading Informational</i></p> <p>-Key Idea &amp; Details</p>	<p>3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>3.2 Recount stories and determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>3.5 Refer to parts of stories when writing or speaking about a text, using terms such as chapter, describe how each successive part builds on earlier sections.</p> <p>3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (create mood, emphasize aspects of a character or setting).</p> <p>3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (ex: books from a series)</p>	<p>Lesson 26 Assessment</p> <p>Lesson 27 Assessment</p> <p>Lesson 28 Assessment</p>	<p>Storytown Grade 3</p> <p>Lesson 26- <i>Charlotte's Web</i>  <b>**Read <i>Stuart Little</i> by EB White to compare characters</b></p> <p>Lesson 27- <i>Spiders and Their Webs</i>  <b>**Choose articles on spiders to compare within same topic.</b></p> <p>Lesson 28- <i>The Science Fair</i></p>   <p>Theme 6 Comprehension Trifolds</p> <p>Charlotte's Web Movie</p> <p>Movie/Novel Comparison Activity</p>

<p>-Craft and Structure</p>	<p>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 complexity band independently and proficiently.</p> <p>RI 3.1 Ask and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or subject area.</p>		
<p>-Integration of Knowledge and Ideas</p>	<p>RI 3.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p> <p>RI 3.6 Distinguish their own point of view from that of the author of a text.</p> <p>RI 3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p> <p>RI 3.8 Describe the logical connection between particular sentences and paragraphs in a text. (Cause/effect, Sequence)</p> <p>RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>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 complexity band independently and proficiently.</p>		
<p>Reading Foundational Skills</p> <p>-Phonics</p> <p>-Fluency</p>	<p>R.F.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>R.F.3.3b Decode words with common Latin suffixes.</p> <p>R.F.3.3d Read grade-appropriate irregularly spelled words.</p> <p>R.F.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>		

May 2016

Content	Skills	Assessment	Resources
<p>Reading Literature</p> <p>-Key Idea &amp; Details</p> <p>-Integration of Knowledge &amp; Ideas</p> <p>Reading Informational</p> <p>-Key Idea &amp; Details</p> <p>-Craft and Structure</p>	<p>3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>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 complexity band independently and proficiently.</p> <p>RI 3.1 Ask and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>Lesson 29 Assessment</p> <p>Lesson 30 Assessment</p>	<p>Storytown Grade 3</p> <p>Lesson 29: <i>The Planets</i></p> <p>Lesson 30: <i>Voyage Across the Solar System</i></p> <p>Theme 6 Comprehension Trifolds</p> <p>Sun Main Idea &amp; Details Graphic Organizer</p>

