

Grade Curriculum Map
Instructional Plan for Reading 3
Hope Loersch
St. Paul's Lutheran School
Revised: June 2021

**Grade 3 Curriculum
Instructional Plans for Reading 3
Submitted by Hope R. Loersch
July 2019**

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	Content Type	Objectives	Standards	Assessment	Materials
AUGUST & SEPTEMBER	<ul style="list-style-type: none"> 24 <p>22 days? (first day of school and 1 buffer day)</p> <p>Follow weekly test schedule, not lesson plan daily schedule in binder.</p>	<p>SWBAT</p> <ul style="list-style-type: none"> Demonstrate accuracy in pronouncing words and reading sentences. Use correct enunciation. Use phrases to read smoothly. Read and decode (sound out) words by applying phonics sounds and rules Strive for increasing: accuracy, enunciation, fluency, phrasing, alertness to punctuation Identify the story's title, author, main idea, main character, moral, author's intent, setting, plot Discerning author's purpose Differentiating words with similar meanings Define and identify: Title, author, main character including character comparison, Employ graphic organizers, to organize knowledge of character, plot, and literary elements Practice skill: compare/contrast 	<p>R.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)</p> <p>R.2.3 Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)</p> <p>L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Determine the meaning of a new word when a prefix or suffix is added. b. Use a common root word as a clue to the meaning of an unknown word. c. Use individual words to predict meaning of compound words (e.g., birdhouse). d. Use resources to clarify meanings of words</p> <p>L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs. b. Production, expansion, and rearrangement of complete simple and compound sentences.</p>	<p>Classwork and Seatwork pages 1-44. Classwork done as whole group or in pairs. Seatwork individually.</p> <p>"Words to Watch For" including advanced words</p> <p>Do once a week reading in the gym. Students record themselves and listen back. Write down 2 things they did well and 2 things to improve.</p>	<p><u>Reading</u> Use Handbook for Reading</p> <p>Lessons 1-5: Handbook for Reading 6-20: Fun with Friends 21-38 Quests for Adventure</p> <p>Reading Comp on Fridays</p> <p>Author Study: Robert Louis Stevenson, Patricia MacLachlan</p>
OCTOBER	<ul style="list-style-type: none"> 20 <p>19 days (1 half day)</p>	<ul style="list-style-type: none"> Demonstrate accuracy in pronouncing words and reading sentences. Show an understanding of what is read. Demonstrate smoothness by reading sentences and phrases within sentences smoothly. Use appropriate expression when reading punctuation marks. 	<p>Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)</p> <p>R.2.4 Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)</p> <p>L.2.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines).</p>	<p>Classwork and Seatwork</p> <ul style="list-style-type: none"> Answer factual and interpretive for most stories and poems Answer inferential comprehension and 	<p><u>Reading</u> 21-38: Quests for Adventure 39-56: Across the Meadow</p> <p>Author Study: Lewis Carroll, Laura Ingalls Wilder, E.B. White</p>

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		<ul style="list-style-type: none"> • Use appropriate speed that allows accuracy, smoothness, and expression. • Read and decode (sound out) words by applying phonics sounds and rules • Strive for increasing: accuracy, enunciation, fluency, phrasing, alertness to punctuation • Describe the main character's appearance, feelings, actions based on textual inference • Providing evidence from text to support analysis • Recognizing dialogue within the text • Employ deeper understanding and inference skill through: summarizing, character analysis, & creative drawing • Note characters' skill in problem/solution • Note cause/effect 	<p>b. Identify real-life connections between words and their use (e.g., describe foods that are juicy). c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).</p> <p>L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of holidays, products, geographic places. b. Commas in greetings and closings. c. Apostrophes in contractions and frequently occurring possessives. d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).</p>	<p>discussion questions for most stories and poems</p> <ul style="list-style-type: none"> • Summarize selected readings • Apply understanding of literary types, terms, and concepts 	
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N O V E M B E R	<ul style="list-style-type: none"> 19 <p>18 in case of a buffer day</p>	<ul style="list-style-type: none"> Build confidence in reading. Developing good vocal inflection. Develop a speed that allows accuracy, smoothness, and expression. Show alertness to punctuation. Pronounce words and read sentences correctly. Speak loudly enough to be heard clearly. Follow along as one student reads orally. Describe setting (where and when the plot takes place) by identifying descriptive words Explain how characters relate to events of the story Distinguishing own point of view from that of the author of the text Analyzing, making inferences, and drawing conclusions about persuasive text Be able to distinguish and answer factual, inferential, and interpretive comprehension/discussion questions Chart with graphic organizers to observe sequencing and recognizing plot changes 	<ul style="list-style-type: none"> R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL) R.2.6 Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL) L.2.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy.) RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets). d. Read grade-appropriate irregularly spelled words. e. Apply common encoding rules: f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word). g. Know when to double the final consonant when adding a suffix. 	<p>Classwork and Seatwork</p> <ul style="list-style-type: none"> Answer factual and interpretive for most stories and poems Answer inferential comprehension and discussion questions for most stories and poems Summarize selected readings Apply understanding of literary types, terms, and concepts 	<p><u>Reading</u> 39-56: Across the Meadow 57-70: Wonders of Imagination</p> <p>Author Study: A. A. Milne, Margery Williams, C.W. Anderson</p>
D E C E M B E R	<ul style="list-style-type: none"> 15 <p>13ish</p>	<ul style="list-style-type: none"> Use phrases to read smoothly. Demonstrate appropriate expression when reading punctuation marks. Use correct enunciation. Show alertness to punctuation. Ability to follow along and comprehend as others read orally Understand cause/effect, problem/solution as they relate to the characters in the story Discern the meaning of a story Comparing selections with similar themes Recognizing similes Comparing points of view 	<ul style="list-style-type: none"> R.2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL) R.2.8 Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI) RF.3.4 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 	<p>Classwork and Seatwork</p> <ul style="list-style-type: none"> Answer factual and interpretive for most stories and poems Answer inferential comprehension and discussion questions for most stories and poems Summarize selected readings Apply understanding of literary types, terms, and concepts 	<p><u>Reading</u> 57-70: Wonders of Imagination 71-85: Through the Skies</p> <p>Author Study: Ralph Waldo Emerson, Michael Bond, Isaac Watts</p>

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		<ul style="list-style-type: none">• Use author and historical background information prompts, as well as literary types prompts for explanation of terms	<ul style="list-style-type: none">o c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
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J A N U A R Y	• 21	<ul style="list-style-type: none"> • Demonstrate poise. • Develop good vocal inflection. • Show a good understanding of the selection being read through expression and ability to answer questions. • Show a deeper understanding of literary concepts • Gather information through silent reading. • Ability to read silently with comprehension • Compare the same story by two different authors • Predict the story's outcome • Determining text structure • Keep journals and discuss/share their favorite aspects of silent reading selections 	<ul style="list-style-type: none"> • R.2.9 Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI&RL) • W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. • RF.3.4 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> o a. Read grade-level text with purpose and understanding. o b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. o c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Classwork and Seatwork <ul style="list-style-type: none"> • Answer factual and interpretive for most stories and poems • Answer inferential comprehension and discussion questions for most stories and poems • Summarize selected readings • Apply understanding of literary types, terms, and concepts 	<u>Reading</u> Skills sheets start with lesson 84. 71-85: Through the Skies 86-102: Growing up in Early America Author Study: Christina Rossetti, Anna Sewell
F E B R U A R Y	• 18	<ul style="list-style-type: none"> • Solve a problem. • Show an understanding of what is read. • Build confidence in reading. • Determine author's intent. • Predict an outcome. • Vocabulary development through words and definitions • Compare predictions to actual outcome • Distinguishing fantasy from reality • Recognizing climax within a plot • Comparing biography/autobiography • Read nonfiction and biography/auto-biography for interesting informational facts to be shared with the class and in journaling. • Choral reading • Creative drawing, creative writing, • Photo/illustration observation, comparison, and analysis 	<ul style="list-style-type: none"> • R.3.1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) • R.3.2 Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL) • R.3.3 Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) <ul style="list-style-type: none"> o Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI) o R.3.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL) 	Classwork and Seatwork <ul style="list-style-type: none"> • Answer factual and interpretive for most stories and poems • Answer inferential comprehension and discussion questions for most stories and poems • Summarize selected readings • Apply understanding of literary types, terms, and concepts 	<u>Reading</u> 86-102: Growing up in Early America 103-120: Growing up around the world Author Study: Richard and Florence Atwater

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M A R C H	<ul style="list-style-type: none"> 17 	<ul style="list-style-type: none"> Sequence an order of events. Develop a speed that allows accuracy, smoothness, and expression. Describe the main character. Solve a problem. Compare and contrast information. Demonstrate smoothness by reading sentences and phrases within sentences smoothly. Identifying statements of fact/opinion Comparing and identifying literary types—fiction, nonfiction, biography, autobiography Understanding acts/scenes within a play Review literary terms—title, author, main character, summary; focusing on summarization/creative writing skills in preparation for book review; journaling from the main character's point of view; includes character sketch Illustrate scenes from a play to enhance advanced words and definitions for vocabulary enrichment 	<ul style="list-style-type: none"> W.2.3 Create writing that utilizes: a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text. b. Transitions: use transitions to link and build connections between ideas, text, and events. c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images. R.3.5 Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI) R.3.7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL) 	<p>Classwork and Seatwork</p> <ul style="list-style-type: none"> Answer factual and interpretive for most stories and poems Answer inferential comprehension and discussion questions for most stories and poems Summarize selected readings Apply understanding of literary types, terms, and concepts 	<p><u>Reading</u> 103-120: Growing up around the world 121-138: Growing up where Jesus lived</p> <p>Author Study: Beverly Cleary, Rudyard Kipling</p>

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A P R I L	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> Improved fluency, phrasing, alertness to punctuation, expression, comprehension, appropriate speed, volume, poise Increased ability to follow along and comprehend as others read orally Increased ability to read silently with comprehension Independent vocabulary development through words and definitions Development of understanding of literary types, terms, and concept Development of understanding of literary types, terms, and concepts Discerning/writing figurative language Understanding symbolism Review and increase factual, inferential, and interpretive comprehension/discussion skills through small group literature discussions 	<ul style="list-style-type: none"> SL.2.3 Ask and answer questions about what a speaker says in order to gather additional information, or clarify something. SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. R.3.6 Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL) R.3.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI) 	<p>Classwork and Seatwork</p> <ul style="list-style-type: none"> Answer factual and interpretive for most stories and poems Answer inferential comprehension and discussion questions for most stories and poems Summarize selected readings Apply understanding of literary types, terms, and concepts 	<p><u>Reading</u> 121-138: Growing up where Jesus lived 139-155: All Kinds of Animals</p> <p>Author Study: Hugh Lofting, Robert McCloskey</p>
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M A Y	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> Recall details. Identify settings. Show an understanding of what is read. Organize instructions in proper sequence. Summarizing main idea/events of a story Comparing different stories by same author Journaling from main character's point of view 	<ul style="list-style-type: none"> SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. d. Consider individual differences R.3.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI&RL) 	<p>Classwork and Seatwork</p> <ul style="list-style-type: none"> Answer factual and interpretive for most stories and poems Answer inferential comprehension and discussion questions for most stories and poems Summarize selected readings Apply understanding of literary types, terms, and concepts 	<p><u>Reading</u> 139-155: All Kinds of Animals 156-170: My New Name</p> <p>Author Study: Gertrude Chandler Warner, Donald J. Sobol</p>