

**Wilson Area School District  
Planned Course Guide**

**Title of planned course:** Reading Grade Three

**Subject Area:** Reading

**Grade Level:** 3

**Course Description:** This course is designed to provide students with strategies to develop reading comprehension skills, reading fluency, vocabulary recognition, phonics skills, the conventions of grammar, and accurate spelling.

**Time/Credit for this Course:** One Academic Year

**Curriculum Writing Committee:** Stefanie Riehl and Valerie Statler

## Curriculum Map

**August:** Baseline DIBELS/Placement test

**September:** Character, Setting, Theme, Sequence of Events, Compare and Contrast, Context Clues, Homonyms, Word Structure, Compound Words, Short Vowels, Plurals, Adding *ed, ing, er, est*, Long Vowel Digraphs, Subjects, Predicates, Types of Sentences

**October:** Author's Purpose, Main Idea and Details, Compare and Contrast, Draw Conclusions, Context Clues, Synonyms, Compound Words, Antonyms, Syllable Patterns V/CV, VC/V, Words Ending in *le*, Compound Words, Compound Sentences, Common and Proper Nouns, Singular and Plural Nouns, Irregular Plural Nouns,

**November:** Author's Purpose, Main Idea and Details, Compound Words, Words with *spl, thr, squ, str*, Digraphs with *sh, th, ph, ch, tch*, Singular Possessive Nouns, and Plural Possessive Nouns

**December:** Draw Conclusions, Character, Setting, Plot, Graphic Sources, Contractions, Prefixes *un, re, mis, dis, non*, Consonant Sounds /j/, /s/, and /k/, Action and Linking Verbs, Main and Helping Verbs, Subject-Verb Agreement

**January:** Generalize, Cause and Effect, Generalize, Context Clues, Suffixes *ly, ful, ness, less, able, ible*, Consonants with *wr, kn, mb, gn, st*, Plurals, Present, Past, and Future Tense, Irregular Verbs, Singular and Plural Pronouns

**February:** Graphic Sources, Fact and Opinion, Cause and Effect, Context Clues, Vowels with *r*, Prefixes *pre, mid, over, out*, by, Suffixes *er, or, ess, ist*, Syllable Pattern VCCCV, Subject Object Pronouns, Possessive Pronouns, Contractions, and Prepositions

**March:** Compare and Contrast, Visualize, Main Idea and Details, Inferring, Sequence, Draw Conclusions, Syllable Pattern CVVC, Homophones, Vowel Sound in *ball*, Vowel patterns *ei, eigh*, Adjectives, and Articles, Adjectives that Compare, Adverbs, Adverbs that Compare

**April:** Author's Purpose, Fact and Opinion, Question, Cause and Effect, Inferring, Questioning, Suffixes *y, ish, hood, ment*, Vowels in *tooth, cook*, Conjunctions, and Capital Letters

**May:** Cause and Effect, Graphic Sources, Inferring, Plot and Theme, Schwa, Words with *tion, sion, ture*, Prefixes *im, in*, Abbreviations, Combining Sentences, Commas

**June:** Generalize, Inferring, Homographs, Related Words, Quotations and Parenthesis

**Wilson Area School District  
Planned Course Materials**

**Course Title:** Reading Grade Three

**Textbook:** *Scott Foresman Reading Street Grade Three 2011*

**Supplemental Books:** Practice Decodable Readers, leveled readers, various trade books and chapter books.

**Teacher Resources:** *PSSA Reading Coach Book and Reading Street Technology online*

## Curriculum Scope & Sequence

**Planned Course:** Reading Third Grade

**Unit:** 1

**Time frame:** Six weeks

**State Standards:** 1.1.3.A.; 1.1.3.B; 1.1.3.D.; 1.1.3.E.; 1.2.3.A.; 1.3.3.B.; 1.3.3.C.; 1.6.3.A;

**Anchor(s) or adopted anchor:** R3.A.1.1.1; R3A.1.5.1; R3.A.1.6.1; R3.A.2.1.1; R3.A.2.1.2; R3.A.2.5.1; R3.A.2.6.1; R3.B.1.1.1; R3.B.3.3.1

**Essential content/objectives:** At end of the unit, students will be able to:

- **Phonics:**
  - Blend and read regular short vowel words with syllables VC/CV
  - Associate the short vowel sounds with the spelling VC/CV
  - Decode words in context independent of context
  - Read plurals by adding –s, -es, or –ies to most words
  - Read words that use –s, -es, or –ies endings to become plural
  - Use word analysis to recognize base words and endings –ed, -ing, -er, -est
  - Read and sort words with endings –ed, -ing, -er, -est
  - Blend and read words with vowel digraphs ee, ea, ai, ay: oa and ow
  - Associate the long vowel sound /e/ and ea, the long vowel sound /a/ with ai and ay, and the long vowel sound /o/ with oa and ow
  - Blend and read words with vowel diphthongs oi, oy, ou, and ow
  - Associate the vowel sound /oi/ with the oi and oy, and the vowel sound /ou/ with ou and ow
- **Fluency:**
  - Read grade level text with accuracy, rate, expression
  - Read appropriate phrasing while using punctuation cues
- **Comprehension:**
  - Identify and analyze character, setting, and theme
  - Use background knowledge to aid in comprehension
  - Identify a sequence of events, summarize text, visualize text, and compare and contrast story events to aid comprehension
  - Identify author’s purpose and use the story structure strategy
- **Vocabulary:**
  - Activate prior knowledge of words and identify homonyms of tested words
  - Identify the base word of vocabulary words and then build an understanding about how a base word definition changes when plural endings are added
  - Use analogies to show comparisons between pairs of related words
  - Identify compound words, multiple meaning words, unknown words, prefixes and suffixes

- **Language Arts:**
  - Correctly identify a sentence as a simple sentence or fragment
  - Identify both the subject and predicate of sentences
  - Differentiate between declarative, interrogative, imperative, and exclamatory sentences
  - Correctly identify a simple sentence vs. a compound sentence.

**Core Activities:** Students will complete/participate in the following:

- **Phonics:**
  - Learning centers geared toward weekly skills
  - Highlight target phonics skill in the Decodable Practice Readers
  - Carousel activities
  - Spelling games (ex: Sparkle, Tic-Tac-Spell, Hangman, and Spelling Bingo)
- **Fluency:**
  - Repeated reading of high frequency words
  - Read Decodable Practice Readers in groups and pairs
  - Reread the text three or four times
  - Listen as text is read with appropriate phrasing and expression
  - Leveled readers reading practice
  - The *Get Fluent* practice station
- **Comprehension:**
  - Read a variety of texts while students use a graphic organizer to aid in identifying the characters, setting, and theme
  - Use retell cards in a learning center to put story events in the correct sequence
  - Use a Venn diagram to compare and contrast story events
  - 'Sketch to Stretch' learning center activity to build upon students understanding of visualization
  - Use 'Piece of the Pie' activity for teaching author's purpose
- **Vocabulary:**
  - Create K-W-L charts to activate prior knowledge
  - Use glossary to define vocabulary words
  - Play "I Have/You Have"(matching game)
  - Participate in various center activities
  - Write sentences using the weekly vocabulary words in the right context
  - Practice homonym usage in a practice station
  - Use Puzzlemaker to create crossword and word search puzzles using weekly vocabulary words
- **Language Arts:**
  - Complete Daily Fix-It. In centers and written work identify the subjects and predicates of sentences
  - The students will practice writing their own interrogative, declarative, imperative, and exclamatory sentences
  - Practice writing both simple and compound sentences

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional texts or texts of choice will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story
- Use a Venn diagram to compare and contrast the stories

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction and discussion
- Modeling
- Independent practice

**Materials & Resources:**

- Scott Foresman Reading Street Grade 3 Unit 1 volumes 1 and 2
- Decodable Readers
- Leveled reading books
- Various trade books
- Vocabulary cards
- Letter tiles
- Various teacher made items

**Assessments:**

- DIBELS
- Placement test
- Weekly tests and quizzes
- Weekly fluency checks
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading Third Grade

**Unit:** 2

**Time frame:** Six weeks

**State Standards:** 1.1.3.A; 1.1.3.B.; 1.1.3.C.; 1.1.3.D; 1.1.3.E; 1.2.3.D; 1.2.3.E.;  
1.3.3.B; 1.6.3.A

**Anchor(s) or adopted anchor:** R3.A.1.1; R3.A.1.1.1; R3.A.1.1.2; R3.A.1.4.1;  
R3.A.1.6.1; R3.A.2.1.1; R3.A.2.1.2; R3.A.2.3.1; R3.A.2.4.1; R3.A.2.6.1; R3.B.1.1.1;  
R3.B.3.3.1

**Essential content/objectives:** At end of the unit, students will be able to:

- **Phonics:**
  - Use word analysis to recognize words with the syllable pattern V/CV and VC/V
  - Decode words in context and independent of context
  - Use word analysis to recognize words with final syllable –le
  - Read and sort words with the final syllable –le
  - Use word analysis to recognize compound words
  - Read and build compound words
  - Associate the sounds of three-letter blends with the letters that spell them
  - Blend, read, and spell words that contain consonant blends squ, spl, thr, and str
  - Blend and read words with digraphs sh, th, ph, ch, and ng
  - Associate the sounds /sh/, /th/, /f/, /ch/, /ng/ with the letters that spell them
- **Fluency:**
  - Read grade level text with appropriate phrasing, improved accuracy, expression, and rate.
- **Comprehension:**
  - Identify the main idea and details of a text
  - Use the skills of compare and contrast and visualization
  - Draw conclusions and use the questioning strategy to aid comprehension
  - Identify the author's purpose of a text
  - Predict to set a purpose
  - Identify text structure
- **Vocabulary:**
  - Activate prior knowledge of words
  - Use context clues to determine meanings of selection vocabulary
  - Identify synonyms, antonyms, and homonyms of weekly vocabulary words (when applicable)
- **Language Arts:**
  - Correctly identify common and proper nouns in sentences
  - Locate singular and plural nouns
  - Identify and write irregular plural nouns

- Use and understand singular possessive nouns
- Demonstrate understanding of plural possessive nouns

**Core Activities:** Students will complete/participate in the following:

- **Phonics:**
  - Learning centers that target appropriate weekly skills
  - Highlight target phonics skill in the Decodable Practice Readers
  - Use letter tiles to create words with three-letter blends and digraphs
  - Cut and paste compound words
  - Word ladders
  - Spelling games (ex: Sparkle, Tic-Tac-Spell, and Spelling Bingo)
- **Fluency:**
  - Repeated reading of high frequency words
  - Read Decodable Practice Readers in groups and pairs
  - Reread the text three or four times
  - Listen as text is read with appropriate phrasing and expression
  - Read aloud of leveled reading stories
  - The *Get Fluent* practice station
- **Comprehension:**
  - Use hula hoops and index cards to compare and contrast
  - Use 'Piece of the Pie' to identify the author's purpose
  - Create umbrellas to identify the main idea and then attach rain drops listing the supporting details
  - Take a 'picture walk' to draw conclusions
  - Read a small portion of text and create a chart listing what you taste, feel, smell, hear, and see
- **Vocabulary:**
  - Identify context clues in sentences
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Play "I have/you have"
  - Create picture caption charts
  - Activate prior knowledge by creating K-W-L charts
  - Write sentences using vocabulary words in their correct context
- **Language Arts:**
  - Complete Daily Fix-It. Participate in learning centers incorporating weekly language arts skills
  - Write a paragraph using common and proper nouns, singular and plural nouns, and singular and plural possessive nouns
  - Use highlight tape to identify common nouns, proper nouns, singular and plural nouns, and singular and plural possessive nouns in the text

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional texts or texts of choice will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story



**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction and discussion
- Modeling
- Independent practice

**Materials & Resources:**

- Scott Foresman Reading Street Grade 3 Unit 2 volumes 1 and 2
- Practice Decodable Readers
- Leveled reading books
- Various trade books
- Vocabulary cards
- Letter tiles
- Various teacher made items

**Assessments:**

- DIBELS
- Placement test
- Weekly tests and quizzes
- Weekly fluency checks
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading Grade Three

**Unit:** 3

**Time frame:** Six Weeks

**State Standards:** 1.1.3.B; 1.1.3.C; 1.1.3.D; 1.1.3.E; 1.2.3.D; 1.3.3.B; 1.3.3.C; 1.6.3.A

**Anchor(s) or adopted anchor:** R3.A.1.1.1; R3.A.1.1.2; R3.A.1.2; R3.A.1.3.1; R3.A.2.1.1; R3.A.2.1.2; R3.A.2.2.1; R3.A.2.3.1; R3.B.1.1.1; R3.B.1.2.1; R3.B.3.3.1; R3.B.3.3.3

**Essential content/objectives:** At end of the unit, students will be able to:

- **Phonics:**
  - Use word analysis to decode contractions
  - Read and build words that contain contractions
  - Apply knowledge of prefixes to decode unknown multisyllabic words when reading
  - Decode and read words in context and independent of context
  - Blend and read words that contain spellings of /j/, /s/, and /k/
  - Associate spellings of /j/, /s/, /k/ with the consonants that spell them
  - Apply knowledge of suffixes to decode unknown multisyllabic words when reading
  - Blend and read words with silent consonants
  - Associate silent consonant patterns wr, kn, gn, st, and mb with the sounds they spell
- **Fluency:**
  - Read grade level text with improved expression, accuracy, rate, and appropriate phrasing
- **Comprehension:**
  - Draw conclusions and identify important ideas of text
  - Explain literary elements of character, setting, and plot
  - Make inferences to aid comprehension
  - Use graphic sources to understand the text and improve comprehension
  - Locate generalizations as used in text
  - Identify story structure
  - Identify cause-and-effect relationships
  - Understand how to make predictions and set purposes for reading
- **Vocabulary:**
  - Activate prior knowledge of words
  - Use context clues to determine the meaning of unfamiliar words
  - Use a glossary to find the meanings of unknown words
  - Use context to complete sentences
  - Use context to distinguish between multiple-meaning words, and use a dictionary to find syllabication and pronunciation of unknown words

- **Language Arts:**
  - Define and recognize action and linking verbs
  - Identify and correctly use main and helping verbs
  - Use and understand subject-verb agreement
  - Identify and use past, present, and future tense
  - Use and understand irregular verbs

**Core Activities:** Students will complete/participate in the following:

- **Phonics:**
  - Learning center activities involving word sorts and adding prefixes and suffixes to make new words
  - Highlight target phonics skill in the Decodable Practice Readers
  - Letter tiles to make new words containing contractions, prefixes, suffixes, words with silent consonants, and /j/, /s/, and /k/ sound words
  - Create word families
  - Spelling games such as Sparkle, Tic Tac Toe spell, Hangman, and Trashketball
- **Fluency:**
  - Repeated reading of high frequency words
  - Read Decodable Practice Readers in groups and pairs
  - Reread the text three or four times
  - Read aloud of leveled reader
  - Listen as text is read with appropriate phrasing and expression
- **Comprehension:**
  - Daily review of presented reading skills
  - Picture walks of text
  - Read small parts of stories and practice drawing conclusions
  - Create chart listing the characters, setting, and plot of stories
  - Practice making graphic sources of their own (tables, diagrams, maps, and pictures)
  - Review clue words of cause-and-effect relationships
  - Use cause-and-effect pictures for the students to put in the correct order
  - Practice of skills at learning center stations
- **Vocabulary:**
  - Identify context clues in sentences
  - Discuss prior knowledge of weekly vocabulary words
  - Use a glossary to define vocabulary words
  - Use term and definition matching cards
  - Participate in various learning center activities
  - Find synonyms, antonyms, and create sentences using a vocabulary term
  - Create crossword and word search puzzles using Puzzlemaker

- **Language Arts:**

- Daily Fix-It worksheet
- Learning centers to apply instructed weekly verb usage
- Highlight tape used to identify verbs used in weekly text
- Use all conventions correctly in daily written work

**Extensions:**

- Additional challenging vocabulary and spelling words provided
- Additional texts or texts of choice used
- Creative and critical thinking questions provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion
- Modeling
- Independent practice

**Materials & Resources:**

- Scott Foresman Reading Street Grade 3 Unit 3 volumes 1 and 2
- Practice Decodable Readers
- Leveled reading books
- Various trade books
- Vocabulary cards
- Letter tiles
- Various teacher made items

**Assessments:**

- DIBELS
- Placement test
- Weekly tests and quizzes
- Weekly fluency checks
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading Grade Three

**Unit:** 4

**Time frame:** Six Weeks

**State Standards:** 1.1.3.D, 1.1.3.E, 1.1.3F, 1.1.3G, 1.1.3.H, 1.2.3.A, 1.3.3.F, 1.4.3.F, 1.5.3F, 1.6.3.A, 1.6.3.B., 1.6.3.C, 1.6.3.E,

**Anchor(s) or adopted anchor:** R3.A.1.1.1, R3.A.1.2.1, R3.A.1.2.2, R3.A.1.3.1, R3.A.1.5.1, R3.A.2.1.1, R3.A.2.1.2, R3.A.2.2.1, R3.A.2.2.2, R3.A.2.3.1, R3.A.2.5.1, R3.B.3.1.1, R3. B.3.3.1, R3.B.3.3.2, R3.B.3.3.3

**Essential content/objectives:** At end of the unit, students will be able to:

- **Phonics:**
  - Blend words that contain irregular plurals
  - Use word analysis to recognize irregular plurals
  - Blend and read words with r-controlled vowels
  - Decode and read words with prefixes *pre*, *mid*, *over*, *out*, *bi* and *de*
  - Use word analysis to recognize words with suffixes *er*, *or*, *ess*, and *ist*
  - Use word analysis to recognize words with the syllable pattern VCCCV
- **Fluency:**
  - Read grade level text with improved accuracy and rate, express characterization, and use appropriate phrasing
- **Comprehension:**
  - Generalize, summarize
  - Locate and use information in graphic features
  - Identify important ideas
  - Identify facts and opinions
  - Use the inferring strategy
  - Use the questioning strategy
  - Identify cause and effect
  - Monitor and clarify to aid comprehension
- **Vocabulary:**
  - Activate prior knowledge of words
  - Use context clues to determine the meaning of unfamiliar words
  - Use a dictionary or glossary to find the meanings of unknown words
  - Use context to complete sentences
  - Use context to distinguish between multiple-meaning words
  - Use a dictionary to find syllabication and pronunciation of unknown words
- **Language Arts:**
  - Use and understand singular and plural nouns
  - Identify and use subject and object pronouns correctly
  - Identify possessive pronouns
  - Use and understand contractions
  - Define and correctly use prepositions

**Core Activities:** Students will complete/participate in the following:

- **Phonics:**
  - Model blending
  - Matching game with irregular plurals
  - Center activities involving word sorts and adding prefixes and suffixes to make new words
  - Carousel activities where the children must add words that pertain to a given skill
  - Create VCCCV words using letter tiles
  - Highlight target phonics skill in the Decodable Practice Readers
- **Fluency:**
  - Repeated reading of high frequency words
  - Read Decodable Practice Readers in groups and pairs
  - Reread the text three or four times
  - Listen as text is read with appropriate phrasing and expression
- **Comprehension:**
  - Constant use and review of generalizing in daily activities example: *Everyone* loves pizza.
  - Review clue words in generalizations and create generalizations
  - Summarize weekly stories
  - Identify facts and opinions in the current classroom novel and text
  - Play the game *Two Facts and One Opinion* in a center
  - Review clue words for cause and effect; and matching cause and effect cards at a center
- **Vocabulary:**
  - Identify context clues in sentences
  - Use a dictionary to define vocabulary words
  - Play games such as Vocabo
  - Use term and definition matching cards
  - Participate in various center activities
  - Illustrate words, find synonyms, antonyms, and create sentences using a vocabulary term
  - Practice homonym usage in a practice station
- **Language Arts:**
  - In centers and written work identify correct usage of singular and plural nouns
  - Make singular nouns into plural nouns and plural nouns into singular nouns
  - Replace nouns with correct subject, object, and possessive pronouns
  - Play matching games with contractions
  - Highlighting prepositions and prepositional phrases
  - Use all conventions correctly in daily written work

**Extensions:**

- Additional challenging vocabulary and spelling words provided
- Additional texts or texts of choice used, creative and critical thinking questions provided for the weekly story
- Read additional texts of the same genre as the weekly story
- Summarize the story using main idea and details

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction and discussion
- Modeling
- Independent practice

**Materials & Resources:**

- Scott Foresman Reading Street Grade 3 Unit 4 volume 1 and 2
- Practice Decodable Readers
- Leveled reading books
- Various trade books
- Vocabulary cards
- Letter tiles
- Various teacher made items

**Assessments:**

- DIBELS
- Placement test
- Weekly tests and quizzes
- Weekly fluency checks
- Observation and review of student

## Curriculum Scope & Sequence

**Planned Course:** Reading Grade 3

**Unit:** 5

**Time frame:** Six weeks

**State Standards:** 1.1.3.A, 1.1.3.C, 1.1.3.D, 1.1.3.E, 1.1.3.F, 1.1.3.G, 1.1.3.H, 1.2.3.A, 1.3.3.A, 1.3.3.F, 1.4.3.A, 1.4.3.B, 1.5.3.A, 1.5.3.B, 1.5.3.C, 1.5.3.F, 1.6.3.A, 1.6.3.B, 1.6.3.C, 1.6.3.D, 1.6.3.E

**Anchor(s) or adopted anchor:** R3.A.1.1.1, R3.A.1.1.2, R3.A.1.2.1, R3.A.1.2.2, R3.A.1.3.1, R3.A.1.4.1, R3.A.1.2.1, R3.A.1.6.1, R3.A.2.1.1, R3.A.2.1.1, R3.A.2.1.2, R3.A.2.2.1, R3.A.2.2.2, R3.A.2.3.1, R3.A.2.4.1, R3.A.2.6.1, R3.B.1.1.1, R3.B.1.2.1, R3.B.3.3.1, R3.B.3.3.2, R3.B.3.3.3

**Essential content/objectives:** At end of the unit, students will be able to:

- **Phonics:**
  - Use word analysis to recognize, read and spell words with the CVVC syllable pattern
  - Use word analysis to recognize, read, and spell homophones
  - Blend, read, and spell words with vowel patterns *a, au, aw, al, augh, and ough*
  - Blend, read and spell words with vowel sounds long /a/, /e/, or /i/ spelled *ei* and *eigh*
  - Use word analysis to recognize, read, and spell words with suffixes *y, ish, hood, ment*
- **Fluency:**
  - Read grade level text with improved accuracy and rate, expression and punctuation; and the use of appropriate phrasing
- **Comprehension:**
  - Compare and contrast information
  - Use the visualize strategy
  - Identify main idea and details
  - Use the strategy of inferring
  - Sequence the events in a story
  - Use the monitor and clarify strategy
  - Draw conclusions
  - Summarize information
  - Identify author's purpose
  - Use background knowledge to aid comprehension
  - Write a book report on a biography and present it
- **Vocabulary:**
  - Activate prior knowledge of words
  - Use context clues to find synonyms for unfamiliar words
  - Use a dictionary or glossary to find the meanings of unknown words
  - Use context clues to identify the meaning of homophones



- Use word structure to determine the meanings of compound words
- Use context clues to determine the meanings of unfamiliar words
- Define unfamiliar words using context clues
- Identify onomatopoeia
- Use context clues to determine the meaning of homonyms
- **Language Arts:**
  - Identify and use adjectives and articles
  - Identify and correctly use comparative and superlative adjectives
  - Understand and use adverbs, including time order transition words
  - Use and understand comparative and superlative adverbs
  - Use and understand conjunctions

**Core Activities:** Students will complete/participate in the following:

- **Phonics:**
  - Labeling CV/VC syllable words
  - Homophone matching games
  - Carousel activities with vowel patterns
  - Create words with suffixes
  - Highlight target phonics skill in the Decodable Practice Readers
  - Spelling games ex: Sparkle, Tic-Tac-Spell, and Spelling Bingo
- **Fluency:**
  - Repeated reading of high frequency words
  - Read Decodable Practice Readers in groups and pairs
  - Reread the text three or four times
  - Listen as text is read with appropriate phrasing and expression
  - Use hand held signs to queue expression with punctuation
- **Comprehension:**
  - Use Venn diagrams for comparing and contrasting
  - Use hula hoops and index cards to compare and contrast two different stories of the same genre
  - Visualization activities where students must guess a described setting and illustrate what they visualized
  - Review time order words and put the events of a story in order using sequence strips
  - Brainstorm a topic prior to reading in order to stimulate prior knowledge
  - Determine author's purpose using the PIE (persuade, inform, and explain) graphic source
  - Read a biography, write a report and present it
- **Vocabulary:**
  - Identify context clues in sentences
  - Use a dictionary to define vocabulary words
  - Play games such as Vocabo
  - Use term and definition matching cards
  - Participate in various center activities
  - Illustrate words, find synonyms, antonyms, and create sentences using a vocabulary term
  - Practice homonym usage in a practice station
  - Highlight and accentuate onomatopoeias when reading

- **Language Arts:**
  - Complete Daily Fix-Its
  - In centers and written work identify correct usage of adjectives and articles
  - Make charts using comparative and superlative adverbs and adjectives
  - Create an adjective dragon
  - Use all conventions correctly in daily written work

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional texts or texts of choice will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story
- Use a Venn diagram to compare and contrast the stories
- Summarize the story using main idea and details

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction and discussion
- Modeling
- Independent practice

**Materials & Resources:**

- Scott Foresman Reading Street Grade 3 Unit 5 volume 1 and 2
- Practice Decodable Readers
- Leveled reading books
- Various trade books
- Vocabulary cards
- Letter tiles
- Various teacher made items

**Assessments:**

- DIBELS
- Placement test
- Weekly tests and quizzes
- Weekly fluency checks
- Observation and review of student

## Curriculum Scope & Sequence

**Planned Course:** Reading Third Grade

**Unit:** 6

**Time frame:** Six weeks

**State Standards:** 1.1.3.A, 1.1.3.B, 1.1.3.C, 1.1.3.D, 1.1.3.E, 1.1.3.F, 1.1.3.G, 1.1.3.H, 1.2.3.A, 1.3.3.B, 1.3.3.E, 1.3.3.F,

**Anchor(s) or adopted anchor:** R3.A.1.1.1, R3.A.1.1.2, R3.A.1.2.1, R3.A.1.2.2, R3.A.2.1.1, R3.A.2.1.2, R3.A.2.2.1, R3.A.2.2.2, R3.B1.1.1, R3.B.1.2.1, R3.B.3.1.1, R3.B.3.3.3

**Essential content/objectives:** At end of the unit, students will be able to:

- **Phonics:**
  - Associate the sounds /u/ (moon) and /u/ (foot) with the spellings *oo*, *ew*, *ue*, *ui*, and *u*
  - Blend, read and spell words with /u/ and /u/ with the spellings *oo*, *ew*, *ue*, *ui*, *oo*, and *u*
  - Use word analysis to recognize, read, and spell unaccented syllable words with schwa
  - Use word analysis to recognize, read, and spell words with final syllables *tion*, *ion*, *ture*, *ive*, and *ize*
  - Decode, read, and spell words with prefixes *im* and *in*
  - Use word analysis to recognize and spell related words
- **Fluency:**
  - Read grade level text with improved rate, appropriate phrasing, accuracy, and expression.
- **Comprehension:**
  - Identify facts and opinions and cause and effect relationships
  - Locate and find information in graphic sources
  - Identify plot and theme, and generalize to aid comprehension
- **Vocabulary:**
  - Activate prior knowledge of words
  - Use knowledge of word structure to find the meanings of words with prefixes
  - Use context clues to determine the meanings of antonyms
  - Use a dictionary or glossary to find the meaning, syllabication, and pronunciation of unknown words
  - Analyze word structure to understand the meanings of words with prefixes and suffixes
  - Use context clues to determine the meanings of homographs

- **Language Arts:**
  - Correctly use capital letters
  - Identify and understand abbreviations
  - Practice combining sentences
  - Use and understand commas
  - Use the conventions of quotations and parenthesis correctly

**Core Activities:** Students will complete/participate in the following:

- **Phonics:**
  - *Word Wise* and *Word Work* practice stations
  - Highlight target phonics skill in the Decodable Practice Readers
  - Carousel activities
  - Spelling games ex: Sparkle, Tic-Tac-Spell, and Spelling Bingo
- **Fluency:**
  - Repeated reading of high frequency words
  - Read Decodable Practice Readers in groups and pairs
  - Reread the text three or four times
  - Listen as text is read with appropriate phrasing and expression
  - The *Get Fluent* practice station
- **Comprehension:**
  - Locate facts and opinions in the text with highlight tape
  - Review with the game *2 Facts and One Opinion*
  - Use a chart to label cause and effect relationships in the text
  - Use Venn Diagrams to compare and contrast
  - Read fables to introduce plot and theme
  - Use a story map to record findings
  - Use fables at a center station
  - *Read for Meaning* practice station
- **Vocabulary:**
  - Identify context clues in sentences
  - Use a dictionary to define vocabulary words
  - Play games such as Vocabo
  - Use term and definition matching cards
  - Participate in various center activities
  - Illustrate words
  - Antonym matching game
  - Make new words with prefixes and suffixes
  - Practice homograph usage in a practice station
- **Language Arts:**
  - Complete Daily Fix-It
  - In centers and written work identify correct usage of capitals
  - Practice letter writing using abbreviations
  - Write a short dialogue using quotations
  - Conduct an interview with a family member

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional texts or texts of choice will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story
- Use a Venn diagram to compare and contrast the stories
- Make a story map of a novel
- Create a comic strip using quotations and parenthesis

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction and discussion
- Modeling
- Independent practice

**Materials & Resources:**

- Scott Foresman Reading Street Grade 3 Unit 6 volume 1 and 2
- Practice Decodable Readers
- Leveled reading books
- Various trade books
- Vocabulary cards
- Letter tiles
- Various teacher made items

**Assessments:**

- DIBELS
- Placement test
- Weekly tests and quizzes
- Weekly fluency checks
- Observation and review of student