

Little Compton Reading Curriculum-Grade 3

Designed by Amanda Gomes, Karen Goncalo, Stephanie Harlow, MaryEllen Roeben, Amy Rubino, Janet Griffith; February 2011

FLUENCY & ACCURACY

Applied Learning Standard(s): A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Foundational Skills for Grade 3: (Fluency)</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>4a. Read on-level text with purpose and understanding.</p> <p>4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>R–3–11 Reads grade-level appropriate material with...</p> <p>R–3–11.1 Accuracy: reading material appropriate <u>for grade 3</u> with at least 90-94% accuracy</p> <p>R–3–11.2 Fluency: reading with oral fluency rates <u>of at least 90-120</u> words correct per minute</p> <p>R–3–11.3 Fluency: reading <u>familiar text</u> with phrasing and expression, and with attention to <u>text features, such as punctuation, italics, and dialogue.</u></p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Model and activate anticipatory sets by previewing and predicting Model and decode unfamiliar, multisyllabic words Record student readings for auditory feedback regarding fluency Provide listening centers Model reading aloud- students hear how the flow of fluent reading sounds. Model using appropriate rate, phrasing, intonation, and expression into reading, using a variety of resources Provide opportunities to reread texts Facilitate Readers Theatre and choral reading Teach text features across a variety of texts/genres Use mentor texts to teach the fluent reading of dialogue markers 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 DRA2 Word Analysis Fountas & Pinnell Benchmarks (mid-year) for PLPs LASW (Looking at Student Work) Running Records Formative Assessments Common Assessments/Rubrics Conferencing Literacy Folders/Portfolios State-wide: NECAP, PARCC <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> Preview the text and predict Self-correct miscues using meaning, structure and visual information Listen to themselves on recordings Participate in choral reading Participate in Readers Theatre Independently read with fluency using appropriate expression, cadence, phrasing, and punctuation Read dialogue markers Recognize and apply text features Repeated readings Pay attention and respond to books read aloud including books on tape/CD Read on grade-level texts with 90-94% accuracy, with fluency rates of at least 90-120 correct wpm (oral) Read on grade-level texts with 90-94% accuracy, with fluency rates of at least 115-140 correct wpm (silent) 	<p><u>Programs and Materials:</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts <i>Being A Writer</i> program <i>Making Meaning</i> program Poems, Songs, Charts Big Books, trade books Guided reading books Smart Board Curriculum-aligned computer games and websites Instructional resources such as word frames, highlighter tape and pointers Magazines/<i>Time for Kids</i> Readers Theatre Readings for Two Voices <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <i>The Fluent Reader</i>, Timothy Rasinski <i>Teaching for Comprehension and Fluency</i> by Fountas and Pinnell <i>Guided Reading</i> by Fountas and Pinnell <i>Words Their Way</i>, by Bear, Invernizzi, Templeton, and Johnston

Common Assessment: 1st qtr:

2nd qtr:

3rd qtr:

4th qtr:

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WORD IDENTIFICATION & DECODING

Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Foundational Skills for Grade 3: (Phonics & Word Recognition) 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3b. Decode words with common Latin suffixes.</p> <p>3c. Decode multi-syllable words.</p> <p>3d. Read grade-appropriate irregularly spelled words.</p>	<p>R-3-1 Applies word identification/decoding strategies by ...</p> <p>R-3-1.1 Identifying <u>multi-syllabic words</u>, by using knowledge of sounds, syllable types, or word patterns (including <u>prefixes, suffixes, or variant spellings for consonants or vowels</u>, e.g., <u>bought</u>).</p> <p>EXAMPLES: Students might be asked to match words to words with similar sounds, such as which word rhymes with the word in the box or which word has the same vowel sound as the word in the box? EXAMPLES: (multi-syllabic words): pretending, discussion</p> <p>R-3-1.2 Reading regularly spelled <u>multi-syllabic words</u> by using knowledge of sounds, <u>syllable types, or word patterns</u></p> <p>R-3-1.3 Reading grade-level appropriate words (in connected text) with automaticity.</p> <p>R-3-1.4 Reading grade-appropriate, high-frequency words (include irregularly spelled words)</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Use a multisensory approach to model making high frequency words, irregular words, word families/patterns for automaticity Identify and model known words within unknown words Use word walls/concept walls for frequent sight word reference Model and practice making/breaking words, using the Smart Board to make word ladders, guess the covered words, use word sorts and word games Demonstrate decoding strategies through the use of computer games Model how to identify and apply knowledge of blends, clusters, digraphs, diphthongs, vowel patterns, common prefixes and suffixes to decode multi-syllabic words Immerse students in a language-rich environment for “wondrous” word exposure 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 DRA2 Word Analysis Fountas & Pinnell’s Sight Word List Fountas & Pinnell Benchmarks (mid-year)for PLPs Spelling Pattern Assessments LASW (Looking at Student Work) Running Records Formative Assessments Common Assessments Conferencing Literacy Folders/Portfolios State-wide: NECAP, PARCC <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> Read high frequency words with automaticity in isolation and connected text, grade level and beyond Solve unknown words using knowledge of word families / patterns Use known words to decode unknown words Identify and apply knowledge of blends, clusters, digraphs, diphthongs, vowel patterns and common prefixes and suffixes to decode multisyllabic words Use knowledge of sounds, syllable types (closed, open, silent e, vowel combination, r-controlled) to decode Recognize and read grade-appropriate irregularly spelled words Identify vowel variants to problem solve unfamiliar words Consistently apply teacher modeled strategies Study how words work, i.e., prefixes, suffixes, base words, derivatives Use phonics and structural analysis flexibly to word-solve 	<p><u>Programs and Materials</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts Poems, Songs, Charts Big Books, trade books Guided reading book Magnetic letters Fountas and Pinnell <i>Phonics</i> Smart Board Curriculum-aligned computer games and websites <i>Magazines/Time for Kids</i> Instructional resources such as word frames, highlighter tape and pointers Word walls, concept walls <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <i>Guided Reading</i> by Fountas and Pinnell, 1996 <i>Word Matters</i> by Fountas and Pinnell <i>Word Study Lessons: Phonics, Spelling, and Vocabulary</i> by Fountas & Pinnell <i>Wondrous Words</i>, by Kate Wood Ray <i>Words Their Way</i>, by Bear, Invernizzi, Templeton, and Johnston

Common Assessment: 1st qtr:

2nd qtr:

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VOCABULARY Applied Learning Standard(s): A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Literature for Grade 3: (Craft & Structure) 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>Informational Text for Grade 3: (Craft & Structure) 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i></p> <p>Language for Grade 3: (Knowledge of Lang) 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening 3a. Choose words and phrases for effect.* 3b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>Language for Grade 3: (Vocabulary Acquisition & Use) 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies 4a. Use sentence-level context as a clue to the meaning of a word or phrase. 4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>) 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company/companion</i>) 4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings. 5a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>.) 5b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>) 5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>) 6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>R–3–2 Students identify the meaning of unfamiliar vocabulary by... R–3–2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including <u>prefixes/suffixes</u> and base words, such as “uncovered;” or context clues; or <u>other resources, such as dictionaries, glossaries</u>; or prior knowledge).</p> <p>R–3–3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ... R–3–3.1 Identifying synonyms, antonyms, or <u>homonyms/homophones</u>; or categorizing words R–3–3.2 Selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey, or <u>words with multiple meanings</u>).</p> <p>EXAMPLE (multiple meanings): Students identify the intended meaning of words found in text-The word “fall” can mean a time of the year or losing your step. What words from the passage help you to know what “fall” means in this story? EXAMPLE (multiple meanings): The word “fall” has many different meanings. Which sentence below uses the word “fall” to mean a time of the year? OR Which sentence below uses “fall” with the same meaning as it is used in the poem?</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Model words/phrases that identify literary elements Locate words, word meanings, synonyms, antonyms, root words, etc. in glossaries and dictionaries. Connect new words to known words through word associations, e.g., synonyms, antonyms, homophones, root words, compound words Talk about words, word meanings and word relationships as they are encountered in reading, writing, speaking and listening Model and practice word sorting to organize words into categories Provide opportunities to predict word meanings, using tools such as word maps, cloze procedure, and guess the covered word Discuss the meanings of words and their relationships to other words, including adjectives and adverbs, during guided reading, shared reading and read alouds Share student writing to promote vocabulary growth through social interaction and peer experiences Provide samples of figurative language and expose students to the nuances of words (subtle differences in meaning and intensity of communication) Differentiate between standard English and informal forms of language 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 DRA2 Word Analysis Fountas & Pinnell Benchmarks (mid-year)for PLPs LASW (Looking at Student Work) Running Records Formative Assessments Common Assessments State-wide: NECAP, PARCC <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> Use glossaries and dictionaries, in print and digital form, to clarify word meanings or phrases Apply strategies (prior knowledge, illustrations, diagrams, cloze procedures) to unlock word meanings during reading, identifying knowledge of root words, prefixes, suffixes or context clues Organize words into categories, identifying synonyms and antonyms, homonyms and homophones, nouns and verbs, adjectives and adverbs Use known root words as a clue to the meaning of unknown words with the same root Use knowledge of the meaning of words to predict the meaning of compound words and multiple-meaning words Identify real life connections with words including adverbs and adjectives; their meanings and relationships Demonstrate use of new vocabulary from domain areas and conversations across the curriculum Recognize and use words that signal concepts of time and space Distinguish between literal and non-literal words and phrases, and “reads between the lines” Explore and understand figurative language to expand their communicative competence Distinguish standard English from more informal forms of language 	<p><u>Programs and Materials:</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts <i>Making Meaning</i> program <i>Quick Write</i> Poems, Songs, Charts Big Books, trade Books Guided reading books Smart Board Curriculum-aligned computer games and websites Word games and activities Dictionaries, thesauruses and glossaries Instructional resources such as word frames, highlighter tape and pointers <i>Daily Language Review</i> by Weekly Reader <i>Magazines/Time for Kids</i> Word walls, concept walls <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <i>The Continuum of Literacy Learning Grades 3-8</i> by Fountas & Pinnell <i>Word Study</i> by Fountas & Pinnell <i>Reading with Meaning</i> by Debbie Miller <i>Mosaic of Thought</i> by Keene and Zimmerman <i>Creating Robust Vocabulary</i> by Isabel Beck <i>The Vocabulary Enriched Classroom</i> by Kathy Collins Block <i>What Matters Most in Vocabulary</i> by Patricia Cunningham

Common Assessment: 1st qtr:

2nd qtr:

3rd qtr:

4th qtr:

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LITERARY TEXTS-INITIAL UNDERSTANDING
Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Literature for Grade 3: (Key Ideas & Details) 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Literature for Grade 3: (Craft & Structure) 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. 6. Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>Literature for Grade 3: (Integration of Knowledge and Ideas) 7. Explain how specific aspects of a text’s illustrations contribute by what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>Literature for Grade 3: (Range of Reading & Level of Text Complexity) 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 text complexity band independently and proficiently</p>	<p>GLE: R-3-4 – Demonstrate initial understanding of elements of literary texts by ...</p> <p>-R-3-4.1 Identifying or describing character(s), setting, problem/solution, major events, or <u>plot</u>, as appropriate to text.</p> <p>-R-3-4.2 <u>Paraphrasing or summarizing key ideas/plot</u>, with events sequenced, as appropriate to text</p> <p>-R-3-4.3 Generating questions before, during and after reading to enhance recall, expand understanding and/or gain new information</p> <p>-R-3-4.4 <u>Identifying the characteristics of a variety of types of text</u> (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, tall tales, or realistic fiction)</p> <p>-R-3-4.5 Identifying literary devices as appropriate to genre: rhyme, <u>alliteration</u>, dialogue, or <u>description</u></p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Model how to produce a detailed written response to literature, comparing and contrasting characters, setting, plot, problem, solution, and/or events using illustrations or words Use think-alouds with student practice for wondering, retelling, and predicting to build/expand understanding Prompt students to assist them with their sequential retelling of stories, including details of the beginning relating to the end. Initiate discussions or conferences to identify major events, character traits and challenges within the text. Identify differences in points-of-view Distinguish the differences and expose students to a variety of types of texts Model and show literary devices as appropriate to genre Discuss texts :whole group, small group, “turn and talk”; response journals Demonstrate pre/during/post reading strategies Use graphic organizers Summarize, self-question Guide and support student reading of literature in the grade 2-3 complexity band 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 Fountas & Pinnell Benchmarks (mid-year)for PLPs Running Records Retelling Rubrics Formative Assessments Common Assessments Responding to Literature State-wide: NECAP, PARCC <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> Write or illustrate to identify or describe characters, setting, plot, problem, solution and/or major events with details Ask and respond to questions such as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in literature and gain new information Describe the text in sequential order using key details, structural terms (chapter, scene, stanza) and events to explain beginning, middle and ending relationships Identify characters’ traits, how they change over time, and how their actions contribute to the sequence of events Show an understanding of characters’ differences with voices and dialogue (Readers Theatre) when reading aloud Identify a variety of types of texts Recognize literary devices: rhymes, repetitions, alliteration, dialogue, description and literary themes Participate and discuss literature throughout the literacy block Identify setting of text Connect mood to illustrations Read and show an understanding of grade 2-3 literature with scaffolding at the high-end 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry <i>Making Meaning</i> program Graphic organizers Smart Board Poems, Songs, Charts Big Books, trade books Guided reading books Curriculum-aligned computer games and websites Strategies: SQP3R; ACE; QAR Instructional resources such as word frames, highlighter tape and pointers Sticky notes Rubrics Magazines/<i>Time for Kids</i> Readers Theatre <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <i>Teaching for Comprehension and Fluency, K-8</i> by Fountas and Pinnell <i>Reading with Meaning</i>, Debbie Miller <i>Mosaic of Thought</i>, Keene and Zimmerman <i>Reading for Real</i> by Kathy Collins <i>Strategies That Work</i> by Stephanie Harvey & Anne Goudvis <i>Teaching Reading in Small Groups</i> by Jennifer Serravallo
Common Assessment: 1 st qtr:	2 nd qtr:	3 rd qtr:	4 th qtr:	

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LITERARY TEXT-ANALYZE AND INTERPRET
Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Literature for Grade 3: (Key Ideas & Details) 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>Literature for Grade 3: (Integration of Knowledge & Ideas) 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Literature for Grade 3: (Range of Reading & Level of Text Complexity) 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 text complexity band independently and proficiently.</p>	<p>GLE: R-3-5- Analyze and interpret elements of literary texts, citing evidence where appropriate by.... -R-3-5.1 Making logical predictions -R-3-5.2 I <u>Describing</u> main characters’ physical characteristics or personality traits; or <u>providing examples of thoughts, words or actions that reveal characters’ personality traits.</u> -R-3-5.3 Making basic inferences about problem or solution EXAMPLES: What helped Luke to solve the problem, <u>conflict</u>, or solution (e.g., cause-effect relationships) EXAMPLE: How might the story have been different if.? -R-3-5.4 Identifying who is telling the story -R-3-5.5 Identifying the author’s basic message EXAMPLE: In this story, Jon learned an important lesson about what to do when lost in the woods. What lesson did Jon learn? -R-3-5.6 Identifying possible motives of main characters -R-3-5.7 Recognizing explicitly stated causes or effects</p> <p>GLE: R-3-6- Analyze and interpret author’s craft, citing evidence where appropriate by.... -R-3-6.1 <u>Recognizing the use of literary elements and devices</u> (i.e., imagery, exaggeration) <u>to interpret intended meanings</u></p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Activate prior knowledge through questioning and discussions in making predictions and inferences Use anchor charts and/or graphic organizers to describe the relevant physical characteristics, personality traits or motives of main characters Compare points-of-view, narrator and theme Read different versions of the same story, discuss and use graphic organizers to show similarities and differences Engage in an Author’s Study to identify the similarities and differences of the writer’s craft Read stories from diverse cultures, discuss the author’s central message by returning to the text Read stories to identify causes and effects with understanding Use literary elements and devices to interpret intended meanings Provide opportunities for peers to discuss texts (“turn and talk”) Guide and support student reading of literature in the grade 2-3 complexity band 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 Fountas & Pinnell Benchmarks (mid-year)for PLPs Running Records Retelling Rubrics Formative Assessments Common Assessments Responding to Literature State-wide: NECAP, PARCC <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> Make predictions before and during reading Make inferences about problem/solution in the text Cite text to reveal characters’ personality traits Identify who tells the story Identify the author’s message Return to text, to support characters’ motives Find similarities and differences in an Author’s Study Retell stories from diverse cultures and determine the author’s central message, citing evidence Recognize cause-and-effect relationships Identify literary elements and devices, such as imagery, exaggeration, to interpret intended meanings Read and show an understanding of grade 2-3 literature with scaffolding at the high-end 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry <i>Making Meaning</i> program Poems, Songs, Charts Big Books, trade books Guided reading books Smart Board Graphic organizers Rubrics Magazines/ <i>Time for Kids</i> Curriculum-aligned computer games and websites Strategies: SQP3R; ACE; QAR Sticky notes Instructional resources such as word frames, highlighter tape and pointers Readers Theatre <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <i>Teaching for Comprehension and Fluency, K-8</i> by Fountas and Pinnell <i>Reading with Meaning</i>, Debbie Miller <i>Mosaic of Thought</i>, Keene and Zimmerman <i>Reading for Real</i> by Kathy Collins <i>Strategies That Work</i> by Stephanie Harvey & Anne Goudvis <i>Teaching Reading in Small Groups</i> by Jennifer Serravallo
Common Assessment: 1 st qtr:	2 nd qtr:	3 rd qtr:	4 th qtr:	

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LITERARY TEXT-PERSONAL RESPONSE

Applied Learning Standard(s): A4 (Organization) & A5(Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Speaking and Listening for Grade 3: (Comprehension & Collaboration) 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. 1d.Explain their own ideas and understanding in light of the discussion.</p>	<p>GLE: R-3-16 – Generates a personal response to what is read through a variety of means by....</p> <p>-R-3-16.1- Comparing stories or other texts to related personal experience, prior knowledge or to other <u>books</u></p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> • Read alouds (model) • Shared reading (scaffold instruction) • Guided reading (scaffold instruction) • Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> • Model the connection of text-to-self, text-to-text, text-to-world by using visual supports (charts, graphic organizers, cues) • Provide time in class for students to share personal connections to stories and to choose books that interest them 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> • Formative Assessments • Common Assessments • Retelling Rubrics • Responding to Literature • State-wide: NECAP, PARCC <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • Make connections between books (text-to-self, text-to-text, text-to-world) • Make connections from story to personal experiences, prior knowledge, with various stories and others' comments 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> • Stories, Dramas, Poetry • <i>Making Meaning</i> program • Poems, Songs, Charts • Big Books, trade books • Guided reading books • Smart Board • Graphic organizers • Magazines/ <i>Time for Kids</i> • Curriculum-aligned computer games and websites • Instructional resources such as word frames, highlighter tape and pointers • Rubrics • Sticky notes <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> • <i>Teaching for Comprehension and Fluency, K-8</i> by Fountas and Pinnell • <i>Reading with Meaning</i>, Debbie Miller • <i>Mosaic of Thought</i>, Keene and Zimmerman • <i>7 Keys to Comprehension</i> by Zimmerman • <i>Reading for Real</i> by Kathy Collins • <i>Strategies That Work</i> by Stephanie Harvey & Anne Goudvis

Common Assessment: 1st qtr:

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INFORMATIONAL TEXT-INITIAL UNDERSTANDING

Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Informational Text for Grade 3: (Key Ideas and Details)</p> <p>1. Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Informational Text for Grade 3: (Craft and Structure)</p> <p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>6. Distinguish their own point of view from that of the author of a text.</p> <p>Informational Text for Grade 3: (Integration of Knowledge & Ideas)</p> <p>7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>Informational Text for Grade 3: (Range of Reading & Level of Text Complexity)</p> <p>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 text complexity band independently and proficiently.</p>	<p>GLE: R-3-7 – Demonstrate initial understanding of informational texts (expository and practical texts) by....</p> <p>-R-3-7.1 Obtaining information from text features (e.g., <u>table of contents</u>, glossary, <u>basic transition words</u>, <u>bold or italicized text</u>, headings, <u>graphic organizers</u>, charts, graphs, or illustrations)</p> <p>EXAMPLE: What words does the author want you to notice on this page? What is the last step of the directions?</p> <p>-R-3-7.2 Using information from the text to answer questions <u>related to explicitly stated main/central ideas</u> or details</p> <p>-R-3-7.3 <u>Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping)</u></p> <p>EXAMPLE: Given a chart (with headings filled in), students are asked to provide examples from the text to show physical characteristics of two different places or things</p> <p>-R-3-7.4 Generating questions before, during and after reading to enhance recall, expand understanding and/or gain new information</p> <p>-R-3-7.5 <u>Identifying the characteristics</u> of a variety of types of text (e.g., reference: dictionaries, glossaries, children’s magazines, content trade books, textbooks, children’s newspapers; and practical/functional texts: book orders, procedures/instructions, announcements, invitations)</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Model how to interpret text features (Table of contents, glossary, transition words, bold or italicized text, headings, graphic organizers maps, charts, graphs, photographs, illustrations) Use books to ignite curious minds by questioning before, during and after reading to clarify understanding Distinguish between main ideas and key details Use concept walls to introduce and reinforce domain vocabulary Demonstrate how to use search tools Model how to respond to informational text, identifying concepts and facts learned by using class charts, graphs, graphic organizers, writing, etc. Activate student discussions and/or have conferences to allow students to question and review content Provide opportunities to determine the author’s main purpose Model how specific images clarify a text; visualizing Guide and support student reading of informational text in the grade 2-3 complexity band 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 Fountas & Pinnell Benchmarks (mid-year)for PLPs Running Records Retelling Rubrics Formative Assessments Common Assessments Comprehension Assessments Journal Responses State-wide: NECAP, PARCC <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> Identify information found in text features: Table of contents, glossary, transition words, bold or italicized text, headings, graphic organizers, maps, charts, graphs, photographs, illustrations Use information stated from text to answer questions related to the main ideas (cite examples) Use words to clarify where, when, why and how key events occurred Identify and use domain vocabulary Use search tools to locate information: key words, sidebars, hyperlinks Generate and answer questions about key details to clarify text understanding, using charts or maps Ask questions and wonder/respond to informational text, before, during and after reading to enhance recall and form an opinion Identify characteristics of a variety of types of text Read and show an understanding of grade 2-3 informational text with scaffolding at the high-end 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Literary Nonfiction and Historical, Scientific, and Technical Texts <i>Making Meaning</i> program Big Books, trade books Guided reading books Smart Board Curriculum-aligned computer games and websites http://writingfix.com http://www.readwritethink.org http://ncte.org http://ira.com Instructional resources such as word frames, highlighter tape and pointers Graphic organizers Rubrics Sticky notes Magazines / <i>Time for Kids</i> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <i>Teaching for Comprehension and Fluency, K-8</i> by Fountas and Pinnell <i>Reading with Meaning</i>, Debbie Miller <i>Mosaic of Thought</i>, Keene and Zimmerman <i>7 Keys to Comprehension</i>, Zimmerman <i>Is That A Fact?</i> by Tony Stead <i>Good Choice, Supporting Independent Reading</i> by Tony Stead <i>Making It Real</i> By Linda Hoyt <i>Strategies That Work</i> by Stephanie Harvey & Anne Goudvis

Common Assessment: 1st qtr:

2nd qtr:

3rd qtr:

4th qtr:

Little Compton Reading Curriculum-Grade 3

Designed by Amanda Gomes, Karen Goncalo, Stephanie Harlow, MaryEllen Roeben, Amy Rubino, Janet Griffith; February 2011

INFORMATIONAL TEXT-ANALYZE AND INTERPRET
Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Informational Text for Grade 3: (Key Ideas & Details) 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Informational Text for Grade 3: (Integration of Knowledge and Ideas) 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Informational Text for Grade 3: (Range of Reading & Level of Text Complexity) 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 text complexity band independently and proficiently.</p>	<p>GLE: R-3--8- Analyze and interpret informational text, citing evidence as appropriate by....</p> <p>-R-3-8.1 Connecting information <i>within</i> a text EXAMPLE: Combining, comparing or using information found in both the written text and in a caption in a text</p> <p>-R-3-8.2 Recognizing generalizations about text (e.g., identifying appropriate titles, <u>assertions, or controlling ideas</u>)</p> <p>-R-3-8.3 Making basic inferences or drawing basic conclusions, <u>or forming judgments/opinions about central ideas that are relevant</u></p> <p>-R-3-8.4 <u>Distinguishing fact from opinion</u></p> <p>-R-3-8.5 Making inferences about causes or effects EXAMPLE: What probably caused the fire to start in the garage?</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> Demonstrate use of a Venn diagram or other graphic organizers to compare and contrast informational text with historical events, scientific ideas or concepts, or steps in technical procedures Model and practice identifying words showing time, sequence, comparison and cause/effect that connect sentences and paragraphs Use margin notes/sticky notes to locate facts and supporting details in the informational text that support judgments/opinions and inferences Describe the text using generalizing features, such as controlling/main ideas, titles and statements Determine the differences between fact and opinion; identify in text Through graphic organizers, compare and contrast texts on the same topic Use signal words to infer cause and effect Model and practice making inferences and drawing conclusions Guide and support student reading of informational text in the grade 2-3 complexity band 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> DRA2 Fountas & Pinnell Benchmarks (mid-year)for PLPs Running Records Retelling Rubrics Formative Assessments Common Assessments Comprehension Assessments Journal Responses State-wide: NECAP, PARCC <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> Find the connections between historical events, scientific ideas or concepts, or steps in technical procedures within a text Recognize and use specific words to address time, sequence, comparison and cause/effect in forming sentences and paragraphs Cite facts from informational text and form judgments/opinions, and inferences that are relevant Recognize generalizations about text by identifying controlling ideas, titles, and statements Distinguish fact from opinion Locate similarities and differences between two texts on the same topic, focusing on key points Infer basic conclusions from the text Make inferences about cause and/or effect when signal words are present. Read and show an understanding of grade 2-3 informational text with scaffolding at the high-end 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Literary Nonfiction and Historical, Scientific, and Technical Texts <i>Making Meaning</i> program Big Books, trade books Guided reading books Smart Board Curriculum-aligned computer games and websites http://writingfix.com http://www.readwritethink.org http://ncte.org http://ira.com Instructional resources such as word frames, highlighter tape and pointers Graphic organizers Rubrics Sticky notes Magazines / <i>Time for Kids</i> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <i>Teaching for Comprehension and Fluency, K-8</i> by Fountas and Pinnell <i>Reading with Meaning</i>, Debbie Miller <i>Mosaic of Thought</i>, Keene and Zimmerman <i>7 Keys to Comprehension</i>, Zimmerman <i>Is That A Fact?</i> by Tony Stead <i>Good Choice, Supporting Independent Reading</i> by Tony Stead <i>Making It Real</i> By Linda Hoyt <i>Strategies That Work</i> by Stephanie Harvey & Anne Goudvis

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MONITORING COMPREHENSION *Applied Learning Standard(s): A4 (Organization)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Speaking and Listening for Grade 3: (Comprehension & Collaboration)</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>1d. Explain their own ideas and understanding in light of the discussion.</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Local: integrating speaking and listening with reading.</p> <p>Foundational Skills for Grade 3: (Fluency)</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>4a. Read on-level text with purpose and understanding.</p> <p>4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>GLE: R-3-12- Demonstrates ability to monitor comprehension and strategy use for different types of texts and purposes by...</p> <p>-R-3-12.1 Using a range of self-monitoring and self-correction approaches_ (e.g., predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues)</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> • Read alouds (model) • Shared reading (scaffold instruction) • Guided reading (scaffold instruction) • Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> • Model how to stop and question reading when language or information does not sound right or make sense. • Show the student how to monitor their own reading by cross-checking one source of information against another (e.g., Does that make sense?) • Model how to use cuing systems effectively to help make meaning • Model the flexible use of “fix-up” strategies, using anchor charts, SmartBoard, 2-column charts • Provide various opportunities to solve multi-syllabic words in continuous text • Ask questions and have purposeful discussions to decipher student understanding 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> • DRA2 • Fountas & Pinnell Benchmarks (mid-year)for PLPs • Running Records • Formative Assessments • Common Assessments • Comprehension Assessments • Journal Responses • State-wide: NECAP, PARCC <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • Monitor comprehension by noticing when the meaning breaks down • Self-correct using meaning, structure and visual information • Apply “fix-up” strategies to self-correct, such as rereading, chunking, substituting a synonym, integrating visual cues, reading ahead and returning, slowing down, using background knowledge, talking to someone • Use pictures, syntax, or language patterns to predict unfamiliar words • Self-correct efficiently to ensure fluency while using flexible strategies • Perform self-correction at a rate of 1:1-1:4 • Ask questions and periodically summarize what has been read, having an inner conversation with the text • Seek clarification of written or spoken information that is not understood 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> • Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts • <i>Making Meaning</i> program • Poems, Songs, Charts • Big Books, trade books • Guided reading books • SmartBoard • Curriculum-aligned computer games and websites • Instructional resources such as word frames, highlighter tape and pointers • Graphic organizers • Sticky notes • Magazines / <i>Time for Kids</i> • www.ncte.org • www.ira.com • http://www.readwritethink.org • Strategies: ACE, QAR, SQP3R <p><u>Professional Resources</u></p> <ul style="list-style-type: none"> • <i>Guided Reading</i> by Fountas and Pinnell, 1996 • <i>Reading with Meaning</i>, Debbie Miller • <i>Mosaic of Thought</i>, Keene and Zimmerman • <i>7 Keys to Comprehension</i>, Zimmerman • <i>Strategies That Work</i> by Stephanie Harvey & Anne Goudvis

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COMPREHENSION STRATEGIES Applied Learning Standard(s): A4 (Organization)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Integrated in Literary and Informational Texts Pages.</p> <p>College and Career Readiness Anchor Standards for Reading: (Key Ideas and Details)</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Speaking and Listening for Grade 3: (Comprehension and Collaboration)</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>GLE: R-3-13- Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text</p> <p>EXAMPLES of reading comprehension strategies might include: using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, text to world); or locating and using text features (e.g., <u>transition words</u>, <u>subheadings</u>, <u>bold/italicized print</u>, parts of the book)</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> • Read alouds (model) • Shared reading (scaffold instruction) • Guided reading (scaffold instruction) • Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> • Make predictions and inferences about a book through discussions using prior knowledge before, during and after reading • Model, guide and practice how to visualize, question, make connections and summarize • Model how to leave tracks of your thinking to stay on topic • Model and ask higher level questions • Reinforce locating and using text features • Introduce, explain, model and practice ways of determining importance • Demonstrate sustaining strategies and expanding meaning strategies • Model critical reading strategies during the read aloud and shared reading • Provide opportunities to analyze the whole text determining how illustrations, text and format communicate meaning in an integrated way • Demonstrate how to find evidence in grade-level text to support a purposeful answer with understanding 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> • DRA2 • Fountas & Pinnell Benchmarks (mid-year)for PLPs • Running Records • Retelling Rubrics • Formative Assessments • Common Assessments • Comprehension Assessments • Responding to Literary & Informational Texts • Journal Responses • State-wide: NECAP, PARCC <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • Consistently apply teacher-modeled strategies • Use prior knowledge (schema) to make predictions and inferences about a book before, during and after reading • Visualize before, during and after reading • Ask literal (factual) and clarifying questions, staying on topic • Go beyond the literal meaning of text to derive what is not there but is implied (inferring) • Put together information from the text and from personal world and text knowledge to create new understanding (summarizing and synthesizing) • Locate and use text features • Determine the importance of key thoughts and facts • Distinguish important information and locate supporting details • Analyze the elements of a text to achieve greater understanding of how it is constructed • Engage in diverse conversations, actively listening and building on others' ideas 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> • Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts • <i>Making Meaning</i> program • Poems, Songs, Charts • Big Books, trade books • Guided reading books • SmartBoard • Curriculum-aligned computer games and websites • Instructional resources such as word frames, highlighter tape and pointers • Graphic organizers • Sticky notes • Magazines / <i>Time for Kids</i> • Strategies: ACE; QAR; SQP3R; Coding Information <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> • <i>Guided Reading</i> by Fountas and Pinnell, 1996 • <i>Reading with Meaning</i>, Debbie Miller • <i>Mosaic of Thought</i>, Keene and Zimmerman • <i>7 Keys to Comprehension</i>, Zimmerman • <i>Strategies That Work</i> by Stephanie Harvey & Anne Goudvis

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3rd qtr:

4th qtr:

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READING WIDELY & EXTENSIVELY *Applied Learning Standard(s): A4 (Organization)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Integrated in Literary and Informational Texts Pages.</p> <p>College and Career Readiness Anchor Standards for Reading: (Range of Reading & Level of Text Complexity) 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>Literature for Grade 3: (Range of Reading and Level of Text Complexity) 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 text complexity band, independently and proficiently.</p> <p>Informational Text for Grade 3: (Range of Reading and Level of Text Complexity) 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 text complexity band, independently and proficiently</p>	<p>GLE: R-3--14- Demonstrates the habit of reading widely and extensively by....</p> <p>-R-3-14.1 Reading with frequency, including in-school, out-of-school, and summer reading</p> <p>-R-3-14.2 Reading from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts)</p> <p>-R-3-14.3 Reading multiple texts for depth of understanding an author or genre</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> • Read alouds (model) • Shared reading (scaffold instruction) • Guided reading (scaffold instruction) • Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> • Model choosing “just-right” books • Provide opportunities for students to read grade-level literary and informational texts independently with understanding • Provide a selection of quality fiction and nonfiction genres/books and a variety of authors • Encourage use of classroom and school libraries • Guide and support students to read a wide range of grade-appropriate texts and a variety of authors • Conduct book talks in a variety of genres to cultivate the love of reading • Continue to track books through reading logs • Plan Author Studies to study the craft of writing 	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> • Reading Conferences • Reading Logs • Reading Surveys • Formative Assessments • Common Assessments • Responding to Literary & Informational Texts • Journal Responses • Portfolios • State-wide: NECAP, PARCC <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • Self-select materials aligned with reading ability and personal interests (e.g., using the five-finger rule) • Read independently and comprehend grade-level literary and informational texts • Describe the differences between fiction and non-fiction books within different genres • Read and show an understanding of a wide-range of texts and a variety of authors • Engage in book talks to deepen interpretations and appreciation of texts • Keep reading logs • Participate actively in Author Studies through discussions 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> • Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts • <i>Making Meaning</i> library • Book lists • Big Books, trade books • Guided reading books • SmartBoard • Curriculum-aligned and informational computer websites • Magazines / <i>Time for Kids</i> • www.ncte.org • www.ira.com • http://www.readwritethink.org • Strategies: ACE; QAR; SQP3R; Coding Information <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> • <i>Guided Reading</i> by Fountas and Pinnell, 1996 • <i>Mosaic of Thought</i>, Keene and Zimmerman • <i>Leveled Book List, K-8</i>, Fountas & Pinnell • <i>Matching Books to Readers</i>, Fountas & Pinnell • <i>Teaching for Comprehending and Fluency</i>, Fountas & Pinnell

Common Assessment: 1st qtr:

2nd qtr:

3rd qtr:

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LITERATE COMMUNITY

Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Speaking and Listening for Grade 3: (Comprehension and Collaboration)</p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about <i>grade 3 topics and text</i>, building on others ideas and expressing their own clearly.</p> <p>1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1c. Ask questions to check for understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>Speaking and Listening for Grade 3: (Presentation of Knowledge & Ideas)</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>GLE: R-3-17- Demonstrates participation in a literate community by....</p> <p>-R-3-17.1 Self-selecting reading materials aligned with reading ability and personal interests</p> <p>-R-3-17.2 Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> • Read alouds (model) • Shared reading (scaffold instruction) • Guided reading (scaffold instruction) • Independent reading (student application) <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> • Model choosing “just-right” books • Provide a wide variety of genres within classroom and school libraries • Provide and model discussions about books, building upon comments of others • Motivate student interests in various genres by reading aloud and discussing books on multiple topics (book talks) • Provide opportunities to share and celebrate peer writing and favorite books, in and out of school • Create a class chart to list favorite books and make book recommendations to others • Establish class rules for discussions • Create a classroom environment conducive to welcoming children to the world of books • Model asking clarifying questions during discussions 	<p><u>District Assessment</u></p> <ul style="list-style-type: none"> • Reading Conferences • Reading Logs • Reading Surveys • Retelling Rubrics • Formative Assessments • Common Assessments • Responding to Literary & Informational Texts • Portfolios • State-wide: NECAP, PARCC <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> • Self-select materials aligned with reading ability and personal interests (e.g., using the five-finger rule) • Participate in discussions about books, ideas and writing; build on the comments of others • Present information in a variety of ways (e.g., posters, Venn diagrams, 2-column sheets, speech bubbles, SmartBoard) • Share/recommend books to others • Shows interest in books that are promoted in classroom and library or by peers (book talks) • Show respect by following agreed upon rules for discussions • Ask clarifying questions as needed during discussions, staying on topic 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> • Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts • <i>Making Meaning</i> library • Classroom library • School library • SmartBoard • Big Books, trade books • Audio books • Guided reading books • Curriculum-aligned and informational computer websites • Magazines / <i>Time for Kids</i> • www.ncte.org • www.ira.com • http://www.readwritethink.org • Strategies: ACE; QAR; SQP3R; Coding Information <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> • <i>Guided Reading</i> by Fountas and Pinnell, 1996 • <i>Reading with Meaning</i>, Debbie Miller • <i>Mosaic of Thought</i>, Keene and Zimmerman • <i>Leveled Book List, K-8</i>, Fountas & Pinnell • <i>Matching Books to Readers</i>, Fountas & Pinnell • <i>Teaching for Comprehending and Fluency</i>, Fountas & Pinnell

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RESEARCHING ACROSS CONTENT AREAS

Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>College and Career Readiness Anchor Standards for Reading: (Key Ideas & Detail) 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>(Craft & Structure) 6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>(Integration of Knowledge & Ideas) 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>(Range of Reading & Level of Text Complexity) 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>College and Career Readiness Anchor Standards for Speaking and Listening: (Comprehension & Collaboration) 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>(Presentation of Knowledge & Ideas) 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>GLE: R-3-15- Research * by reading multiple sources (including print and non-print texts) to report information by ...</p> <p>-R-3-15.1 Using sources provided locally</p> <p>-R-3-15.2 Evaluating information presented in terms of relevance</p> <p>-R-3-15.3 Gathering information and using a given structure (e.g., chart, diagram, outline) to organize it</p> <p>-R-3-15.4 Using evidence to support conclusions</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> Read alouds (model) Shared reading (scaffold instruction) Guided reading (scaffold instruction) Independent reading (student application) <p><u>Teacher will:</u></p> <ul style="list-style-type: none"> Provide a variety of resources to gather information on a given topic (books, websites, magazines, maps, charts, photographs) Model how to extract relevant information, determine importance Highlight content-area vocabulary to make connections across domains Provide opportunities for students to select main ideas and supporting details Practice reading texts to identify point of view and purpose Construct K-W-L charts to facilitate inquiry Use read alouds and shared reading s to present multiple texts on the same theme Demonstrate different ways to present research 	<p><u>District Assessment</u></p> <ul style="list-style-type: none"> Reading Conferences Reading Logs Reading Surveys Rubrics Formative Assessments Common Assessments Responding to Literary & Informational Texts Journal Responses Portfolios State-wide: NECAP, PARCC <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> Gather and cite information in a variety of ways (charts, diagrams, outlines, sticky notes) Determine main ideas and supporting details Identify point of view and purpose in different styles of texts Use the K-W-L model to distinguish information-seeking strategies Choose relevant and adequate texts to address purpose Compare and contrast two or more texts on the same theme Present information in a variety of ways (e.g., posters, Venn diagrams, 2-column sheets, speech bubbles, SmartBoard) Explore research materials to build upon existing knowledge 	<p><u>Programs & Materials:</u></p> <ul style="list-style-type: none"> Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts <i>Making Meaning</i> library Classroom library School library Audio books Trade books SmartBoard Guided reading books Curriculum-aligned and informational computer websites Sticky notes Graphic organizers Word walls Concept maps Magazines / <i>Time for Kids</i> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <i>Guided Reading</i> by Fountas and Pinnell, 1996 <i>Reading with Meaning</i>, Debbie Miller <i>Mosaic of Thought</i>, Keene and Zimmerman <i>Leveled Book List, K-8</i>, Fountas & Pinnell <i>Matching Books to Readers</i>, Fountas & Pinnell <i>Is That A Fact?</i> by Tony Stead <i>Strategies That Work</i> by Stephanie Harvey & Anne Goudvis

Common Assessment: 1st qtr:

2nd qtr:

3rd qtr:

4th qtr: