Curriculum Umbrella

3rd Grade

Reading 1st Nine Weeks (Unit 1&2)

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Standard & Benchmark | Method(from standards) | Common Core State Standards |
| 3 | IA- Listen to, read, react to and retell information. | Interact with text before, during and after reading, listening or viewing to comprehend by: f. using story structure and text organization.  Sequence | 2. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using iterms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  3.Describe characters in a story (e.g., their traits,motivations, or feelings) and explain how their actions contribute to the sequence of events.  5.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. |
| 3 | 1A- Listen to, read, react to and retell information: | Setting a purpose, previewing the text.  Author’s Purpose | 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.  3. Distinguish their own point of view from that of the author of a text. |
| 3 | 1A- Listen to, read, react to and retell information. | Interact with text before, during and after reading, listening or viewing to comprehend by:  Making connections  Cause and Effect | 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.  8. Describe the logical connection between  particular sentences and paragraphs in a text  (e.g., comparison, cause/effect, first/second/third  in a sequence). |
| 3 | IC- Demonstrate critical thinking skills to comprehend written, spoken, and visual information. | Draw conclusions, make generalizations, gather support by referencing the text.  Generalizations | Integration of ideas-8. Describe the logical connection between particular sentences& paragraphs in a text (e.g., comparison, cause/effect, first/second/thirdin a sequence).  Key Ideas-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. |
| 3 | ID- Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and  comprehension. | Apply phonics & structural analysis to decode words  Short vowels.  Long vowels-a,I,o.  Long vowels-e digraphs-ea,ee,ei. e: y, e. a: a; o: o.  Long vowels digraphs-a: ay,ai. o: oa,e:ie.  Long vowels digraphs-i: i,igh,y,u: u\_e,u.  Syllable breaks-Double Consonants  Inflected endings: -ed, -ing | Phonics /Word Recognition 3. Know/apply grade-level phonics/word analysis skills in decoding words.  a. Identify/know the meaning of the most  common prefixes&derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multisyllable words.  d. Read grade-appropriate irregularly spelledwords. |
| 3 | III-B-Identify and use the types of literature according to their purpose and function.  Describe characters in a story (e.g., their traits,motivations, or feelings) and explain how their actions contribute to the sequence of events. | Character  Respond to fiction, non-fiction, poetry and drama by:  b. relating plots, settings and characters to one’s own experiences and ideas,  c. considering the main character’s point of view; participating in creative interpretations;  d. making inferences and drawing conclusions about characters and events. | Key Ideas  3. Describe characters in a story (e.g., their traits,  motivations, or feelings) and explain how their  actions contribute to the sequence of events. |
| 3 | ID- Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and  comprehension. | Apply phonics /structural analysis to decode words .  Context Clues: Unfamiliar words, Antonyms,Synonyms, multiple meaning words, related words. homophones. | Phonics /Word Recognition  3. Know/ apply grade-level phonics &word analysis skills in decoding words.  Vocabulary Acquisition/Use  4. Determine/clarify the meaning of unknown  &multiple-meaning words&phrases based on grade 3 reading/content, choosing from strategies.  a. Use sentence-level context as a clue to the  meaning of a word or phrase.  c. Use a known root word as a clue to the  meaning of an unknown word with the same  root (e.g., company, companion).  5. Demonstrate understanding of word relationships/nuances in word meanings.  a. Distinguish the literal /nonliteral meanings of words and phrases in context .  b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). |

Reading 2nd Nine Weeks (Unit 3&4))

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Standard & Benchmark | Method | Common Core State Standards |
| 3 | IA-Listen to, read, react to and retell information. | 1. Interact with text before, during and after reading, listening or viewing to comprehend by:  d. locating information for a specific purpose  Steps in a Process |  |
| 3 | IA-Listen to, read, react to and retell information. | 2.Summarize main idea(s) from written or spoken text succinctly.  Summarizing  Visualizing |  |
| 3 | IA-Listen to, read, react to, and retell information. | 1.Interact with text before, during and after reading, listening or viewing to comprehend by:  f. using story structure and text organization.  Text Structure |  |
| 3 | IC- Demonstrate critical thinking skills to comprehend written, spoken, and visual information. | 1.Draw conclusions, make generalizations, gather support by referencing the text.  Generalizations | Integration of ideas-8. Describe the logical connection between particular sentences& paragraphs in a text (e.g., comparison, cause/effect, first/second/thirdin a sequence).  Key Ideas-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. |
| 3 | ID -Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and  comprehension. | 1. Apply phonics and structural analysis to decode words (e.g., less common vowel patterns, syllable breaks).  Silent letters-wr,kn,st,gn,mb  Digraph-ou  Dipthong-ou  r-controlled vowels  Digraph ow  Dipthong ow  Medial consonant Digraphs- th,ch,ph,sh. | Phonics and Word Recognition  3. Know and apply grade-level phonics and word analysis skills in decoding words.  a. Identify and know the meaning of the most  common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multisyllable words.  d. Read grade-appropriate irregularly spelled  words. |
| 3 | ID- Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and  comprehension. | Apply phonics and structural analysis to decode words .  Base Words.  Suffixes: -ness;-ly;-ful,-ous  Context Clues: unfamiliar words  Context Clues: Multiple meaning words  Context Clues: Synonyms  Context Clues: Antonyms  Context Clues-Homonyms | Vocabulary Acquisition /Use  4. Determine/clarify the meaning of unknown  &multiple-meaning word and phrases based  on grade 3 reading and content, choosing  from strategies.  a. Use sentence-level context as a clue to the  meaning of a word or phrase.  b. Determine the meaning of the new word  formed when a known affix is added to a  known word (e.g., agreeable/disagreeable,  comfortable/uncomfortable, care/careless,  heat/preheat).  c. Use a known root word as a clue to the  meaning of an unknown word with the same  root (e.g., company, companion).  5. Demonstrate understanding of word relationships  and nuances in word meanings.  a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., takesteps).  b. Identify real-life connections between words  and their use (e.g., describe people who are  friendly or helpful). |

Reading 3rd Nine Weeks (Unit 4&5)

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Standard & Benchmark | Method | Common Core State Standards |
| 3 | IA-Listen to, read, react to and retell information. | Interact with text before, during and after reading, listening or viewing to comprehend by: setting a purpose, previewing the text.  making predictions  Predictions  Author’s purpose  Plot | 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.  3. Distinguish their own point of view from that of the author of a text. |
| 3 | IA-Listen to, read, react to and retell information. | Interact with text by:  Making connections.  Making Judgements  Fact/Opinion |  |
| 3 | II-B**:** Apply grammatical and language conventions to communicate | Use correct subject and verb agreement.  Use correct grammar to speak.  Regular/Irregular plurals  Plural nouns  Possessives |  |
| 3 | ID- Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and  comprehension. | Context Clues: Homophones  Unfamiliar words  Homographs  synonyms | Phonics and Word Recognition  3. Know and apply grade-level phonics and word analysis skills in decoding words.  a. Identify and know the meaning of the most common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multisyllable words.  d. Read grade-appropriate irregularly spelled words.  Vocabulary Acquisition and Use  4. Determine or clarify the meaning of unknown & multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly From strategies.  a. Use sentence-level context as a clue to the  meaning of a word or phrase.  b. Determine the meaning of the new word formed when a known affix is added to a known  word(e.g.,agreeable/disagreeable,  comfortable/uncomfortable, care/careless,  heat/preheat).  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  5. Demonstrate understanding of word relationships&nuances in word meanings.  a. Distinguish the literal /nonliteral meanings of words and phrases in context (e.g., take steps).  b. Identify real-life connections between words and their use (e.g., describe people who are(friendly or helpful). |
| 3 | ID- Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and  comprehension. | Apply phonics and structural analysis to decode words.  Inflected endings/consonants-c,ck,ch/k/,  r-controlled vowels  Digraph wh; /h/ spelled wh.  Prefixes-im-, dis-, non-, un-, re- | Phonics and Word Recognition  3. Know and apply grade-level phonics and word  analysis skills in decoding words.  a. Identify and know the meaning of the most  common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multisyllable words.  d. Read grade-appropriate irregularly spelled  words. |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Reading 4th Nine Weeks (Unit 5& 6)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Grade | Standard & Benchmark | Method | Common Core State Standard |  |
| 3 | IA- Listen to, read, react to and retell information. | Interact with text before, during, and after reading, listening, or viewing |  | |
| 3 | ID- Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and  comprehension. | Context clues  Vocabulary  Multiple Meaning Words  Synonyms  Antonyms  Unfamiliar Words | Vocabulary Acquisition and Use  4. Determine or clarify the meaning of unknown  and multiple-meaning word and phrases based  on grade 3 reading and content, choosing flexibly  from a range of strategies.  a. Use sentence-level context as a clue to the  meaning of a word or phrase.  b. Determine the meaning of the new word  formed when a known affix is added to a  known word (e.g., agreeable/disagreeable,  comfortable/uncomfortable, care/careless,  heat/preheat).  c. Use a known root word as a clue to the  meaning of an unknown word with the same  root (e.g., company, companion).  5. Demonstrate understanding of word relationships & nuances in word meanings.  a. Distinguish the literal /nonliteral meanings  of words and phrases in context (e.g., take  steps).  b. Identify real-life connections between words  and their use (e.g., describe people who are  friendly or helpful). | |
| 3 | ID- Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary and  comprehension. | Apply phonics & structural analysis to decode words.  Schwa sound  Digraph wh; /h/ spelled wh  Digraph: au,aw, /o/ spelled a  Digraph: ui,ew  Syllabication: inflected endings,  ui, ew.  affixes | Phonics and Word Recognition  3. Know and apply grade-level phonics and word  analysis skills in decoding words.  a. Identify and know the meaning of the most  common prefixes and derivational suffixes.  b. Decode words with common Latin suffixes.  c. Decode multisyllable words.  d. Read grade-appropriate irregularly spelled words. | |
| 3 | IIIB | Read and create a variety of text |  | |
| 3 | ID | Word identification strategies  Speed of reading  Fluency and Comprehension  Vocabulary |  | |
|  |  | Author’s purpose and opinion  Setting.  Plot.  Visualizing.  Respond to a variety of text  Steps in a process.  Realism and Fantasy.  Cause and Effect, compare and contrast, and logical outcome |  | |
|  |  |  |  | |
|  |  |  |  | |