

3rd Grade Reading Curriculum Map

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/Weeks/Days)
Unit 1: Building a Reading Life					
<p>Reading RL.3.1, RL.3.2, RL.3.3, RI.3.1, RI.3.2, RI.3.3, RI.3.5</p> <p>Writing W.3.1, W.3.2, W.3.3</p> <p>Speaking & Listening SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6</p> <p>Language L.3.1, L.3.2, L.3.3, L.3.5, L.3.6</p>	<p>Bend 1: Making a Reading Life</p>	<ol style="list-style-type: none"> 1. Readers make plans to become stronger. 2. Readers value reading time. 3. Readers choose just right books. 4. Readers set goals. 5. Readers use systems to find and share books. 6. Reading partners work together. 	<p>-Mentor Text: Stone Fox -Anchor Charts -Heinemann</p>	<ul style="list-style-type: none"> • AIMSweb • Fountas and Pinnell Benchmarking • Reading Comprehension Assessments • Skills/strategy assessments • <i>Reading Pathways</i> includes a pre-assessment that looks at the 4 main skills taught in this unit: Predicting, character traits, summary, and author's craft • Pre-Assessment: "Abby Takes Her Shot" • Post Assessment: The Yard Sale 	<p>September through mid-October</p>
<p>Bend 2: Understanding the Story</p>	<ol style="list-style-type: none"> 1. Readers make sense of what they're reading by noticing who's telling the story, asking what's going on, and slowing down. 2. Readers understand stories better by stopping and thinking about the text, reading closely and asking questions. 3. Readers envision. 4. Readers monitor comprehension. 5. Readers understand the story by making predictions and looking for evidence. 6. Readers make higher level predictions by including details. 7. Readers understand a story by retelling big moments across a timeline. 8. Reading partners enhance comprehension by recounting important events, and conveying the big idea with text evidence. 				
<p>Bend 3: Tackling Complex Text Takes Grit</p>	<ol style="list-style-type: none"> 1. Readers go from good readers to great readers by working with grit. 2. Readers develop grit by reading almost every day, reading books in different genres, and setting goals. 3. Readers figure out tricky words by using synonyms and antonyms, checking a glossary or dictionary, and using context clues. 4. Readers access figurative language. 5. Readers become faster and stronger by rereading, 				

		<p>reading with expression.</p> <ol style="list-style-type: none"> 6. Readers understand the story by asking questions. 7. Readers raise their level of comprehension by asking deeper questions. 8. Celebrate all we have learned as readers. 			
Unit 2: Reading to Learn : Grasping Main Ideas and Text Structures					
<p>Reading RL.3.1, RL.3.2, RL.3.3, RI.3.1, RI.3.2, RI.3.3, RI.3.5</p> <p>Writing W.3.2, W.3.3, W.3.7, W.3.8 R</p> <p>Speaking & Listening SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6</p>	<p>Bend 1: Determining Importance in Expository Text</p>	<ol style="list-style-type: none"> 1. Readers prepare to read nonfiction by previewing it, identifying the parts and thinking about how the book seems like it will go. 2. Readers preview the text by looking at text features and noticing important subtopics. 3. Readers summarize nonfiction by pausing along the way, writing details and focusing on main ideas and supporting details. 4. Readers grasp the main ideas in nonfiction texts. 5. Readers teach others well by organizing information into points, paying close attention to main ideas and supporting details and using an explaining voice. 6. Readers find the main idea. 7. Readers grow by reflecting on analyzing their own reading skills and setting goals. 	<p>-Mentor Text: Gorillas -Anchor Charts -Heinemann</p>	<ul style="list-style-type: none"> • Reading Comprehension Assessments • Skills/strategy assessments • <i>Reading Pathways</i> includes a pre-assessment that looks at the 4 main skills taught in this unit: Main ideas and supporting details/summary, cross text synthesis, growing ideas and retelling/summary/synthesis. • Pre-Assessment: "Start Your Engines" • Post Assessment: "Thrills & Chills" 	<p>October through mid-January</p>
	<p>Bend 2: Lifting the Level of Thinking about Expository Texts</p>	<ol style="list-style-type: none"> 1. Readers learn from nonfiction by reading with engagement and thinking and reflecting on what they are reading. 2. Readers of nonfiction remain engaged with the text. 3. Readers prepare to talk about a nonfiction text by holding conversations in their minds and extending their own thinking. 4. Readers distinguish their own opinion on a nonfiction text from that of the author. 5. Readers determine an author's perspective by finding clues in the author's word choice and paying attention to descriptive language. 			

		6. Nonfiction readers lift the level of their conversations by learning to think well about texts, talking about important ideas and specific details and citing the text.			
	Bend 3: Synthesizing and Growing Ideas in Narrative Nonfiction	<ol style="list-style-type: none"> 1. Readers hold on to meaning in narrative nonfiction by using different ways of reading for different texts and looking for a main character and story elements. 2. Readers use all they know about reading stories to help them read narrative nonfiction. 3. Narrative nonfiction readers infer character traits. 4. Readers summarize narrative nonfiction by recognizing important details and reviewing pages they have read to locate important passages that connect the text. 5. Readers tackle hard words that complicate meaning by chunking words, using textual clues and trying out different sounds. 6. Readers of narrative nonfiction read through different lenses. 7. Readers of narrative nonfiction seek out unifying ideas behind the texts. 8. Readers use strategies they have developed for reading biographies on any text that is narrative nonfiction. 9. Readers identify when a text is hybrid nonfiction and adjust their reading strategies accordingly. 10. Readers become their own reading coaches by self assessing & pushing themselves. 			
Unit 3: Character Studies					
Reading RL.3.1, RL.3.2, RL.3.3,	Bend 1: Getting to Know a Character as Friend: <i>Because of</i>	<ol style="list-style-type: none"> 1. Readers get to know a character. 2. Readers develop theories about a character. 3. Readers can look deeper into a character 4. Readers can predict what a character will do next. 	Mentor Texts: <i>-Because of Winn Dixie</i> <i>-Peter's Chair</i> <i>-Make way for</i>	<ul style="list-style-type: none"> ● AIMSweb ● Fountas & Pinnell Benchmarking ● Reading Pathways 	End of January through March

RL.3.4, RL.3.5, RL.3.6, RL.3.9, RL.3.10, RF.3.3, RF.3.4 Writing W.3.3, W.3.10 Speaking & Listening SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6 Language L.3.1, L.3.3, L.3.4, L.3.5, L.3.6	<i>Winn Dixie Chapters 1-12</i>	5. Readers set clear goals for themselves.	<i>Dyamonde Daniel</i> -Anchor Charts - Heinemann	includes a pre-assessment that looks at the 4 main skills taught in this unit: Inferring About Characters and Other Story Elements, Determining Themes/ Cohesion, Comparing and Contrasting Story elements and Themes, Analyzing Parts of a Story in Relation to the Whole- Online resources- “The Bully and the Can Queen” <ul style="list-style-type: none"> ● Online Resources- Pre-Assessment- “The Bully and the Can Queen” ● Running Records to ensure students are moving up reading levels. ● Online Resources- Post-Assessment : “Jump”
	Bend 2: Following a Character’s Journey <i>Because of Winn Dixie Chapters 13-end</i>	<ol style="list-style-type: none"> 1. Readers analyze a character. 2. Readers follow a character’s journey. 3. Readers create a book club identity. 4. Readers understand the main character’s journey. 5. Readers can track a character’s journey up and down a story mountain. 6. Readers can understand a story climax. 7. Readers understand character complexity and story arc. 8. Readers can learn lessons alongside their character. 9. Readers analyze the author's craft. 		
	Bend 3: Comparing and Contrasting Characters Across Books: <i>Dyamonde Daniel (entire book)</i>	<ol style="list-style-type: none"> 1. Readers can think comparatively across books. 2. Readers can compare characters. 3. Readers can develop debatable ideas about characters across books. 4. Readers can compare books by lessons learned by each character and exploring the themes/messages. 		

Unit 4: Research Clubs: Elephants, Penguins, and Frogs, Oh My!					
<p>Reading RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.9, RF.3.3, RF.3.4</p> <p>Writing W.3.2, W.3.5, W.3.6, W.3.7, W.3.8</p> <p>Speaking & Listening SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6</p> <p>Language L.3.1, L.3.2, L.3.3, L.3.4, L.3.6</p>	<p>Bend 1: Researching a Topic</p>	<ol style="list-style-type: none"> 1. Non-fiction readers orient themselves to a text set by looking over resources, skimming the table of contents.. 2. Nonfiction readers engage in cross-text synthesis. 3. Readers become an expert on a topic by identifying subtopics. 4. Readers invest themselves in reading projects 5. Readers develop ideas by studying the subject, then talking and writing about it. 6. Readers find answers to questions by making guesses using what they do know. 	<p>-Anchor Charts -Heinemann -Mentor Texts <i>The Life Cycle of an Emperor Penguin</i> by Bobbie Kalman and Robin Johnson, <i>Penguins</i> by Bobbie Kalman, <i>The Penguin</i> by Beatrice Fontanel, <i>The Whispering Land</i> by Gerald Durrell, copy of the song "I Whistle a Happy Tune", <i>The Life Cycle of a Frog</i> by Bobbie Kalman and Kathryn Smithyman, <i>Frogs and Toads</i> by Bobbie Kalman and Tammy Everts, <i>Frogs!</i></p>	<ul style="list-style-type: none"> ● AIMSweb ● Fountas and Pinnell Benchmarking ● Reading Comprehension Assessments ● Skills/strategy assessments ● <i>Reading Pathways</i> includes a pre-assessment that looks at the 4 main skills taught in this unit: Main Idea and Supporting Details/Summary, Cross Text Synthesis ● Pre-Assessment: "Guide Dogs" ● Post-Assessment : "Pickle-Flavored Ice Cream" 	<p>April through June</p>
	<p>Bend 2: A Second Cycle of Research</p>	<ol style="list-style-type: none"> 1. Readers set out to study a new topic by making a plan. 2. Nonfiction readers read with fluency. 3. Readers can learn about a subject by noticing text structures. 4. Readers notice how texts are organized. 5. Readers identify a "cause and effect" structure. 6. Readers investigate vocabulary. 7. Readers understand nonfiction by being aware of why an author made particular choices. 			
	<p>Bend 3: Synthesizing, Comparing, and Contrasting</p>	<ol style="list-style-type: none"> 1. Nonfiction experts widen their field of focus. 2. Readers develop their comparison skills. 3. Readers research similarities and differences. 4. Readers think about their research process by taking stock of where they are and what to do next. 5. Readers develop evidence-based theories. 6. Readers add to their theories by reading around the topic by reading more general 			

		information. 7. Readers research solutions to real-world problems.	By Elizabeth Carney		
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Possible Future Addition: Mystery Unit

Shared Reading Cycles	Skills/Practices
<p>Day 1 Having a First Glance (Previewing the text and having expectations)</p>	<ul style="list-style-type: none"> • Previewing text • Scanning page and pointing out features • Defining genre • Confirming genre after text is read • Setting expectations for the text • Setting a purpose for reading
<p>Day 2 Doing a Double Take (Locating oneself in the text)</p>	<ul style="list-style-type: none"> • Thinking, “What do I know about this topic already?” • Thinking, “What might be new information for me?” • Explaining, “These connections help me understand the text because...” • Explaining, “These questions help me understand the text because...” • Reading and thinking, “What is the text mostly about?” • Reading and thinking, “What information is important and what information is interesting?”
<p>Day 3 Filling in the Picture (Envisioning)</p>	<ul style="list-style-type: none"> • Creating a movie in your mind • Thinking about what you see in your mind’s eye • Creating graphic organizers you can see in your head • Reading and “filing” information • Sketching a picture or diagram
<p>Day 4 Digging Deeper (Inferring)</p>	<ul style="list-style-type: none"> • Thinking about the big ideas in a text • Thinking about the moral or lesson of a story • Paying close attention while reading to detect the author’s tone and slant • Identifying the author’s perspective

Day 5

Getting the Big Picture (Synthesizing)

- Reading and thinking, “What do I know *now* about this topic? Where is the evidence to support my thinking?”
- Reading and thinking, “How has my thinking changed? How have I revised my thinking?”
- Stating what the text is mostly about
- Having ideas about the text as a whole
- Preparing for accountable conversation