

HADDONFIELD PUBLIC SCHOOLS
Third Grade Curriculum Map for Reading

First Trimester—September/October

Targeted Standard(s): NJCCCS

3.1: All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Enduring Understandings (The big ideas):

1. The ability to read a variety of texts requires independence, competence and fluency.
2. Fluent readers group words quickly to help them gain meaning from what they read.
3. Strong readers compare, infer, synthesize and make connections to make text personally relevant and useful.
4. Words are made up of sounds.
5. Strong readers employ strategies to help them understand text. Strategic readers can develop, select and apply strategies to enhance their comprehension.
6. Words Powerfully affect meaning.

Essential Questions:

1. How does understanding a text's structure help me better understand its meaning?
2. How does fluency affect comprehension?
3. How do readers construct meaning from text?
4. How are sounds represented by letters?
5. What do readers do when they do not understand everything in a text?
6. Why do readers need to pay attention to a writer's choice of words?

District Assessment

- DRA Administered within first 6-weeks of school year

Core Content/Objectives	Instructional Actions	
Concepts and Skills <i>What students will know/What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>1. Students will know that strong readers use the text's features, structures and characteristics to make meaning of text</p> <p>1a. SW recognize that printed materials provide specific information.</p> <p>1b. SW recognize purposes for print conventions such as end-sentence punctuation, paragraphing, and bold print.</p>	<p>1. Readers Workshop Mini-lessons</p> <p>1. Guided Reading</p> <p>1. Individual reading conferences</p> <p>1. Reader's Response Journals</p>	<p>1. Rubric on page 183 of Guiding Readers and Writers (Fountas and Pinnell), page 183</p> <p>1. SW be given a page from the book they are reading. They will circle three punctuation marks and explain(in writing or verbally) the reasons the author used these marks.</p>
<p>2. Fluent readers group words quickly to help them gain meaning from what they read.</p> <p>2a. SW will read silently for the purpose of increasing speed, accuracy and reading fluency.</p> <p>2b. SW apply self-correcting strategies to decode and gain meaning from print, both orally and silently.</p> <p>2c. Students will recognize grade-level words accurately and with ease so that a text sounds like spoken language when read aloud.</p>	<p>2. Fluency needs to be modeled (read aloud by fluent adults) and practiced in small, flexible guided reading groups and individual rdg. conferences.</p>	<p>2. Six Dimension Scale for Assessing Fluency page 102-103 of <i>Teaching Comprehension for Fluency</i>, (Fountas and Pinnell)</p> <p>2. Running records can be given w/student's individual or guided rdg. book by photocopying text. Records can be saved in RRJ or portfolio to document progress.</p> <p>2. Tape recorder</p>

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Concepts and Skills <i>What students will know/What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>3. Strong readers compare, infer, synthesize and make connections to make text personally relevant</p> <p>3a. SW recognize the purpose of the text.</p> <p>3b. Summarize major points from fiction and nonfiction texts.</p> <p>3c. SW read regularly in materials appropriate for their independent reading level.</p>	<p>3. Summary in reader's response journals</p> <p>3. Text to self connections</p>	<p>3. Have students summarize what they have read from a variety of texts—determine if key points have been identified and if text-self connections have been made</p> <p>3. Formative assessment during mini-lessons, guided rdg., indiv. conferences.</p> <p>3. Reading Response Journal: Reading lists, Rubric for Reading Response Letters, Written/verbal responses to mini lessons</p>
<p>4. Words are made up of sounds</p> <p>4a. SW demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (blends, digraphs, diphthongs).</p>	<p>4. Daily spelling activities, mini-lessons, guided rdg. individual reading conferences, word study</p>	<p>4. Informal reading inventory to assess accuracy and reading rate (pg. 489 of <i>Guiding Readers and Writers</i>)</p>
<p>5. Strong readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> <p>5a. SW monitor comprehension and accuracy while reading in context and self-correct errors.</p> <p>5b. SW use pictures and context clues to assist with decoding new words.</p>		<p>5. Students will be able to list unfamiliar words, predict meaning, and confirm whether their prediction is correct.</p>
<p>6. Words powerfully affect meaning</p> <p>6a. SW spell previously studied words and spelling patterns correctly.</p> <p>6b. Point to or clearly identify specific words or wording that cause comprehension difficulties.</p>		<p>6. Spelling assessment/inventories</p> <p>6. Five-hundred Plus High-Frequency Words found in Appendix 4 of <i>Guiding Readers and Writers</i></p>

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Second Trimester— December/January/February

Targeted Standard(s): NJCCCS

3.1: All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Enduring Understandings (The big ideas):

1. The ability to read a variety of texts requires independence, competence and fluency.
2. Fluent readers group words quickly to help them gain meaning from what they read.
3. Strong readers compare, infer, synthesize and make connections to make text personally relevant and useful.
4. Words are made up of sounds.
5. Strong readers employ strategies to help them understand text. Strategic readers can develop, select and apply strategies to enhance their comprehension.
6. Words Powerfully affect meaning.

Essential Questions:

1. How does understanding a text's structure help me better understand its meaning?
2. How does fluency affect comprehension?
3. How do readers construct meaning from text?
4. How are sounds represented by letters?
5. What do readers do when they do not understand everything in a text?
6. Why do readers need to pay attention to a writer's choice of words?

District Assessment

- DRA Administered within first 6-weeks of school year

Core Content/Objectives	Instructional Actions	
Concepts and Skills <i>What students will know/What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
1. The ability to read a variety of texts requires independence, competence and fluency. 1a. SW use a glossary or index to locate information in a text	1. Readers Workshop Mini Lessons 1. Guided Reading 1. Small Group instruction 1. Individual reading conferences	1. Formative assessment during mini-lessons, guided reading, teacher observation 1. Performance: Provide student with an unfamiliar text (e.g. SS text), prompt to locate an item, observe process
2. Fluent readers group words quickly to help them gain meaning from what they read. 2a. SW read longer text and chapter books independently and silently 2b. SW read aloud with proper phrasing, inflection, and intonation	2. Reader's Workshop 2. Independent reading selection 2. Pair/Share with reading partner 2. Pre-read silently/pair read/read independently	2. Six Dimension Scale for Assessing Fluency (page 102-103 of Teaching Comprehension for Fluency, Fountas and Pinnell) 2. Formative assessment/running records 2. DRA 2. Timed reading passages 2. Reading response journal
3. Strong readers compare, infer, synthesize and make connections to make text personally relevant and useful. 3a. SW distinguish cause/effect, fact/opinion, and main ideas/supporting details in interpreting texts. 3b. SW read and comprehend both fiction and nonfiction that is	3. Select important information after reading and bring it together in a concise report 3. Mini Lessons, GR, Individual conferencing, rubric based projects, reading response journal, reader's theatre	3. Rubric on page 183 of Guiding Readers and Writers (Fountas and Pinnell), page 183 3. Formative assessment during mini-lessons 3. Reading response journal: Letter rubric, written response to mini lessons

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<p>3c. appropriately designed for grade level. SW participate in creative responses to texts (dramatizations, oral presentations).</p> <p>3d. SW draw conclusions and inferences from texts.</p> <p>3e. SW discuss underlying theme or message in interpreting fiction.</p> <p>3f. SW recognize first person point of view.</p>	<p>3. Social Studies integration</p>	<p>3. Analyze reading behaviors related to sustaining processing (pg. 51 of <i>Teaching Comprehension and Fluency</i>)</p>
<p>4. Strong readers use language structure and content clues to identify the intended meaning of words and phrases as they are used in text.</p> <p>4a. SW know sounds for a range of prefixes and suffixes (re-, -ment, -tion)</p> <p>4b. SW use context to accurately read words with more than one pronunciation.</p>	<p>4. Spelling Program, Word Study, Individual writing conferences</p>	<p>4. Weekly spelling tests, writing samples, teacher observation, formative assessment</p>
<p>5. Strong readers employ strategies to help them understand text. Strategic readers can develop, select and apply strategies to enhance their comprehension.</p> <p>5a. SW set a purpose for reading and check to verify or change predictions during/after reading.</p>	<p>5. Distinguish between remembering/retelling all the details of a text and constructing a more selective account that serves as a brief report of important information.</p>	<p>5. Reading response journal: Is there evidence that the reader is searching for and using different kinds of information (for example rereading or turning back to search, searching for information in pictures, elaboration on or adjusting predictions? Is there evidence that the reader is remembering information in summary form (for example, recalling something previously read, self-correcting by using previous information?)</p>
<p>6. Words powerfully affect meaning</p> <p>6a. SW infer word meaning from taught roots, prefixes and suffixes.</p> <p>6b. SW use grade appropriate dictionary with assistance from the teacher.</p>	<p>6. Increase the amount of text that students encounter through read-aloud</p> <p>6. While rereading a familiar text, mask a word and have students predict it, talking about its meaning in the sentence</p>	<p>6. Reading response journal: written response to a mini-lesson, letter rubric</p> <p>6. When analyzing work, do students use new words in writing; use more interesting works even if they are unsure of spelling?</p>

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Third Grade Curriculum Map for Reading

Third Trimester— March/April/May/June

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3.1: All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Enduring Understandings (The big ideas):

1. The ability to read a variety of texts requires independence, competence and fluency.
2. Fluent readers group words quickly to help them gain meaning from what they read.
3. Good readers compare, infer, synthesize and make connections to make text personally relevant and useful.
4. Words are made up of sounds.
5. Strong readers employ strategies to help them understand text. Strategic readers can develop, select and apply strategies to enhance their comprehension.
6. Words Powerfully affect meaning.

Essential Questions:

1. How does understanding a text's structure help me better understand its meaning?
2. How does fluency affect comprehension?
3. How do readers construct meaning from text?
4. How are sounds represented by letters?
5. What do readers do when they do not understand everything in a text?
6. Why do readers need to pay attention to a writer's choice of words?

District Assessment

- DRA Administered May/June

Core Content/Objectives	Instructional Actions	
Concepts and Skills <i>What students will know/What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<p>1. Strong readers compare, infer, synthesize and make connections to make text personally relevant and useful.</p> <p>1a. SW interpret information in graphs, charts and diagrams.</p> <p>1b. Students will ask how, why and what if questions in interpreting nonfiction text.</p> <p>1c. SW compare and contrast story plots, characters, settings and themes.</p> <p>1d. SW use information and reasoning to examine bases of hypotheses and opinions.</p>	<p>1. Ask students to notice and extract information from illustrations and graphics across subject areas</p> <p>1. Require students to make text to text connections</p>	<p>1. Formative assessment using</p> <ul style="list-style-type: none"> - RRJ: Written responses to mini lessons, letter rubric, graphic organizers. - Individual conferences - Rd. partner pair/share <p>1. Project based assessment using a rubric</p>
<p>2. Strong readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> <p>2a. SW develop and use graphic organizers to build on experiences and extend learning.</p>	<p>2. Develop graphic organizers to communicate and classify key information</p> <p>2. Use graphic organizers to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming.</p> <p>http://www.eduplace.com/graphicorganizer/</p>	<p>2. Formative assessment using</p> <ul style="list-style-type: none"> - RRJ: Written responses to mini lessons, letter rubric, graphic organizers. - Individual conferences - Rd. partner pair/share <p>2. Project based assessment using a rubric</p>

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<p>3. Words powerfully affect meaning. 3a. SW use pictures and context clues to assist with meaning of new words.</p>	<p>3. Help students understand how context affects the meaning of words. Look at several sentences that exemplify different meanings of words.</p>	<p>3. Students will be able to list unfamiliar words, predict meaning, confirm whether their prediction is correct.</p>
<p>4. Researchers gather and critique information on a topic from a variety of sources for specific purposes 4a. SW use library classification systems, print or electronic to locate information. 4b. SW draw conclusions from information and data gathered. 4c. SW read a variety of non-fiction and fiction books and produce evidence of understanding.</p>	<p>4. Research a selected topic during library and on the Internet 4. Have students synthesize information researched, draw conclusion</p>	<p>4. Project based assessment using a rubric (Multi-genre study, biography research share w/younger grade etc.)</p>