

Huron School District  
Core Curriculum Guide  
Arts

Grade Level: 3rd

Content Area: Reading/Language

	<b>Skills</b> Students Will Be Able To...	<b>Essential Vocabulary</b>	<b>Assessment</b> How will you know if students have learned?	<b>Resources/Materials</b> What websites, resources, and materials will you use to teach this unit?
<b>Unit 1</b> (2 weeks) Sept 8 <b>The Reading Life</b> (Fiction & Narrative Nonfiction)	<ul style="list-style-type: none"> <li>- Make text-to-self connections</li> <li>Turn to your partners</li> <li>-Listen/participate as a whole group discussion</li> <li>- Think-Pair-Share, Follow “Class Meeting Ground Rules”;</li> <li>- Relate text to Real World Situations</li> </ul>	Community, read-aloud, author, illustrator, fiction, Independent Reading Fiction, Nonfiction, IDR, Reading Log, Independent Reading	<ul style="list-style-type: none"> <li>- Oral Observation</li> <li>- Supplemental Reading Comprehension Assessment</li> <li>- Social Skills Assessment</li> <li>- Reading Log</li> </ul> <p>*Extension Lessons are available</p>	<p><u>Miss Nelson Is Missing!</u>; <u>Officer Buckle and Gloria</u>; <u>The Man Who Walked Between the Towers</u>; Student Response Book; Reading Log</p> <p>Alternative Books: <u>Miss Nelson Is Back</u> and <u>Mr. Tanen’s Ties Owen &amp; Mzee: The True Story of a Remarkable Friendship</u> and <u>You Forgot Your Skirt, Amelia Bloomer!</u></p> <p>Student Response Book, Reading Log, Weekly Assessment</p>
<b>Unit 2</b> (3 weeks) <b>Visualizing</b> (Narrative Nonfiction & Fiction)	<ul style="list-style-type: none"> <li>- Visualize</li> <li>-Connect mental images to text</li> <li>- Take turns talking and listening</li> <li>-Share and discuss drawings</li> <li>- Share visualizations</li> </ul>	Visualize, schema, inference, analyze, fiction, nonfiction, IDR, mental images, IDR Journals, Student Response Book, draw mental images	<ul style="list-style-type: none"> <li>- Oral Observation</li> <li>- Supplemental Reading Comprehension Assessment</li> <li>- Social Skills Assessment</li> <li>- Reading Log</li> <li>- Assess mental image drawings</li> </ul> <p>*Extension Lessons are available</p>	<p><u>Have you Seen Bugs?</u>, <u>Cherries and Cherry Pits</u>; <u>The Spooky Tail of Prewitt Peacock</u>; <u>Aunt Flossie’s Hats (and Crab Cakes Later)</u></p> <p>Alternative Books: <u>The Big Orange Splot</u>, <u>Creatures of Earth, Sea, and Sky</u>, <u>In My Family/En mi familia</u>, <u>The Barn Owls</u>, <u>Owl Moon</u>, and <u>The Birthday Swap</u></p> <p>Student Response Book, Reading Log, Weekly Assessment</p>

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Unit 3 (1 week) Making Inferences (Fiction)	-Make inferences to understand characters - Informally explore text structure in narrative text -Explaining thinking -Talk in pairs	Explain, inference, character, explore, narrative text	- Oral Observation - Supplemental Reading Comprehension Assessment - Social Skills Assessment - Reading Log - Assess mental image drawings  *Extension Lessons are available	<u>The Paper Bag Princess</u>  Alternative Books: <u>Thy Friend, Obadiah, The Lost Lake</u>  Student Response Book, Reading Logs, Weekly Assessment
Novel Oct. 19th	Follow skills they have learned and been practicing from curriculum	<b>Vocabulary to follow novel</b> – Novel decided by teacher	-Comprehension questions -Supplemental activities related to novel -Book Study	<b>*Novel (teacher decision)</b> *Resources provided for novel (many teachers have folders with activities that follow several novels we have used in the past)
Unit 3 (4 weeks) Nov. 2 <sup>nd</sup> Making Inferences (Fiction)	-Make inferences to understand characters - Informally explore text structure in narrative text -Explaining thinking -Talk in pairs	Explain, inference, character, explore, narrative text, IDR, prompts, character web, student response book, character change, read aloud, double journal entry, theme, infer	- Oral Observation - Supplemental Reading Comprehension Assessment - Social Skills Assessment - Reading Log - Assess mental image drawings  *Extension Lessons are available	<u>Julius, the Baby of the World, Boundless Grace, City Green, Alexander, Who’s Not (Do you hear me? I mean it!) Going to Work</u>  Alternative Books: <u>Home at Last, Sophie and Lou, Allison, I Hate English!, Angel Child, Dragon Child, Halmoni and the Picnic, The Memory String, The Boy of the Three-Year Na</u>  Student Response Book, Reading Logs, Weekly Assessment

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Unit 4 (2 weeks) Wondering/Questioning (Fiction)	-Describe Characters -Ask and Answer questions relating to text -Explain own ideas	Wondering, questioning, self-monitoring, visualizing, stop and ask questions, predictions, mental images	- Oral Observation - Supplemental Reading Comprehension Assessment - Social Skills Assessment - Reading Log - Assess mental image drawings	<u>The Girl Who Loved Wild Horses, Knots on a Counting Rope, A Day's Work</u>  Alternative Books: <u>Babushka's Doll, Emma's Rug, The Spirit of Tio Fernando, An Angel for Solomon Singer</u>  Student Response Books, Reading Logs, Weekly Assessment
Novel	Follow skills they have learned and been practicing from curriculum	Vocabulary to follow novel – Novel decided by teacher	-Comprehension questions -Supplemental activities related to novel -Book Study	*Novel (teacher decision) *Resources provided for novel (many teachers have folders with activities that follow several novels we have used in the past)
Unit 4 (2 weeks) Jan. 4 <sup>th</sup>	-Describe Characters -Ask and Answer questions relating to text -Explain own ideas	Wondering, questioning, self-monitoring, visualizing, stop and ask questions, predictions, mental images	- Oral Observation - Supplemental Reading Comprehension Assessment - Social Skills Assessment - Reading Log - Assess mental image drawings	<u>Mailing May, Brave Irene</u>  Alternative Books: <u>Mary of Mile 18, Fly Away Home, Shrek!, Cliff Hanger</u>  Student Response Books, Reading Logs, Weekly Assessment

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Unit 5 (2 Weeks) Wondering Questioning (Narrative Nonfiction)	<ul style="list-style-type: none"> <li>- Identify what they learn from nonfiction text</li> <li>- Make sense of nonfiction text using wondering/questioning,</li> <li>- Take responsibility for their learning and behavior</li> <li>-develop group skills and contributing their ideas to their partners</li> </ul>	<p>Wondering, questioning, identify, nonfiction, visualize, responsibility, read aloud, t-chart, making connections, Author's Notes, Double-Entry Journal</p>	<ul style="list-style-type: none"> <li>- Oral Observation</li> <li>- Supplemental Reading Comprehension Assessment</li> <li>- Social Skills Assessment</li> <li>- Reading Log</li> <li>- Assess mental image drawings</li> </ul>	<p><u>Brave Harriet, Wilma Unlimited</u></p> <p>Alternative Books: <u>Kate Shelley and the Midnight Express, Cesar Chavez (Famous Americans), Lou Gehrig: The Luckiest Man, Satchmo's Blues</u></p> <p>Student Response Books, Reading Logs, Weekly Assessment</p>
Unit 6 (2 week) Analyzing Text Features (Expository Nonfiction)	<ul style="list-style-type: none"> <li>-Explore text features</li> <li>- Identify what they learn from text</li> <li>- Participate in class meeting</li> <li>- Take responsibility for their learning and behavior</li> <li>- Identify what they learn from text</li> <li>- Use schema to make sense of nonfiction</li> </ul>	<p>Explore, Expository, biographies, memoirs, true stories, encyclopedias, charts, graphs, informational text, directions, indexes, appendix, headings, titles, schema</p>	<ul style="list-style-type: none"> <li>- Oral Observation</li> <li>- Supplemental Reading Comprehension Assessment</li> <li>- Social Skills Assessment</li> <li>- Reading Log</li> <li>- Assess mental image drawings</li> </ul>	<p><u>Morning Meals Around the World, Reptiles</u></p> <p>Alternative Books: <u>Food, Evening Meals Around the World, Crocodiles, The Statue of Liberty</u></p> <p>Student Response Books, Reading Logs, Weekly Assessment</p>

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Novel	Follow skills they have learned and been practicing from curriculum	Vocabulary to follow novel – Novel decided by teacher	-Comprehension questions -Supplemental activities related to novel -Book Study	*Novel (teacher decision) *Resources provided for novel (many teachers have folders with activities that follow several novels we have used in the past)
Unit 6 (1 week) Analyzing Text Features (Expository Nonfiction)	- Identify what they learn from articles and functional text -Explore text features in articles -Take responsibility for their learning and behavior	Articles, magazines, newspapers, websites	- Oral Observation - Supplemental Reading Comprehension Assessment - Social Skills Assessment - Reading Log - Assess mental image drawings	Articles: “Hop to It: Fancy Footwork”, “Oragami: The Art of Japanese Paper Folding”, “How to Make a Paper Airplane”, “Lincoln School Lunch Calendar for the week of May 21-25”  Alternative Reading – Scholastic News, Highlight Kids  Student Response Books, Reading Logs, Weekly Assessment
Unit 7 (3 weeks) Wondering/Q uestioning (Expository Nonfiction)	- Identify what they learn from nonfiction text including articles - Use wondering/questioning and schema to make sense of nonfiction -Develop the group skill of asking clarifying questions and reflect	Schema, analyze, wondering, questioning, nonfiction, expository, clarifying questions, fact, opinion, articles	- Oral Observation - Supplemental Reading Comprehension Assessment - Social Skills Assessment - Reading Log - Assess mental image drawings	<u>Flashy Fantastic Rain Forest Frogs, What Is a Bat?</u> Articles: “Why Do Animals Play?”, “Feeling the Heat”, and “Banning Tag”  Alternative Reading – <u>The Right Dog for the Job, Building an Igloo, What is a Fish?, Amphibians</u> , National Geographic, Science News for Kids  Student Response Books, Reading Logs, Weekly Assessment

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<b>Unit 8</b> (3 weeks) Determining Important Ideas (Fiction and Expository Nonfiction)	<ul style="list-style-type: none"> <li>- Make inferences</li> <li>- Visualize to understand and enjoy stories</li> <li>-Explore important ideas in their independent reading</li> <li>- Think and write about important ideas</li> <li>-Socially learn to “Think, Pair, Write”</li> <li>-Synthesize by interpreting a story’s message or theme</li> </ul>	Inferences, visualize, synthesize, explore, make connections, give reasoning, reflect, discuss, background knowledge, clarify	<ul style="list-style-type: none"> <li>- Oral Observation</li> <li>- Supplemental Reading Comprehension Assessment</li> <li>- Social Skills Assessment</li> <li>- Reading Log</li> <li>- Assess mental image drawings</li> </ul>	<u>Fables, Lifetimes, A Day’s Work, Keepers</u>  Alternative Books – <u>Tico and the Golden Wings, The Gold Coin, The Lion and the Mouse: An Aesop Fable, Luba and the Wren, Your Move, The Wednesday Surprise</u>  Student Response Books, Reading Logs, Weekly Assessment
<b>Unit 9 - Revisiting the Reading Life (Unit is normally skipped because these are the tasks we have been practicing all school year!)</b>				
<b>Novel</b>	Follow skills they have learned and been practicing from curriculum	<b>Vocabulary to follow novel</b> – Novel decided by teacher	<ul style="list-style-type: none"> <li>-Comprehension questions</li> <li>-Supplemental activities related to novel</li> <li>-Book Study</li> </ul>	<b>*Novel (teacher decision)</b> *Resources provided for novel (many teachers have folders with activities that follow several novels we have used in the past)