

KALAMAZOO PUBLIC SCHOOLS

FIRST SIX WEEKS LITERACY 3 PLANNING AND SCHEDULING TIMELINE			
LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/STRUC TURED LESSONS
<i>Harcourt Trophies: Book 3.1 (Something Special)</i>			
<ul style="list-style-type: none"> <li>To use the sounds that letters stand for to help them read words</li> <li>To use contextual analysis to verify the accuracy and place of a word in a sentence</li> <li>Syllables CVC</li> <li>Sentences</li> <li>To apply the writing craft of voice to a descriptive paragraph</li> </ul> <p>*Daily Guided Reading Groups</p>	<ul style="list-style-type: none"> <li>Use knowledge of phonics to decode and understand new words</li> <li>Read text using self-monitoring strategies</li> <li>Edit writing using the conventions of language</li> <li>Write well developed content</li> </ul>	<p>3.2-4-Pg. 17 3.3-3-Pg. 23</p>	<p><i>Officer Buckle and Gloria</i> Fiction Pp. 14A-41N</p>
<ul style="list-style-type: none"> <li>To understand narrative elements of a story</li> <li>To confirm predictions</li> <li>Word structure: Root word + inflection s, es</li> <li>Statements and questions</li> <li>To apply the writing craft of voice to a diary entry</li> </ul> <p>*Daily Guided Reading Groups</p>	<ul style="list-style-type: none"> <li>Identify literary elements</li> <li>Predict, revise predictions</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Write narrative pieces</li> </ul>	<p>3.1-Pg. 5 3.3-3-Pg. 23 3.2-4-Pg. 17</p>	<p><i>Pepita Talks Twice</i> Realistic Fiction Pp. 42A-67P</p>
<ul style="list-style-type: none"> <li>To use the sounds that letters stand for to help them read words</li> <li>To read ahead find answers to questions as they read</li> <li>Syllables CVCe and CVVC</li> <li>Commands and exclamations</li> <li>To apply the writing process to a personal narrative</li> </ul> <p>*Daily Guided Reading Groups</p>	<ul style="list-style-type: none"> <li>Use knowledge of phonics</li> <li>Read and understand essential content</li> <li>Edit writing using the conventions of language</li> <li>Write well-developed content</li> </ul>	<p>3.2-4-Pg. 17 3.3-2,3-Pg. 25</p>	<p><i>Nate the Great, San Francisco Detective</i> Mystery Pp. 68A-99P</p>
<ul style="list-style-type: none"> <li>To understand narrative elements of a story</li> <li>To summarize the main events of a story</li> <li>Syllables CVCe and CVVC</li> <li>Commands and exclamations</li> <li>To apply the writing process to a personal narrative</li> </ul> <p>*Daily Guided Reading Groups</p>	<ul style="list-style-type: none"> <li>Identify literary elements</li> <li>Summarize the major ideas of the text</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Write narrative pieces</li> </ul>	<p>3.1-Pg. 5 3.2-4-Pg.17</p>	<p><i>Allie's Basketball Dream</i> Realistic Fiction Pp. 100A-129N</p>
<ul style="list-style-type: none"> <li>To understand the elements of nonfiction</li> <li>To understand adjusting reading rate can help in comprehending text</li> <li>Closed syllables</li> <li>Compound subjects and predicates</li> <li>To apply the writing process to a personal narrative</li> </ul> <p>*Daily Guided Reading Groups</p>	<ul style="list-style-type: none"> <li>Read and respond to nonfiction</li> <li>Use self-monitoring strategies</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Revise writing to improve</li> </ul>	<p>3.1-1-Pg. 13 3.3-4-Pg. 23 3.2-4-Pg.17</p>	<p><i>The Olympic Games: Where Heroes are Made</i> Expository Pp 130A-153P</p>
<p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>Reteaching and Review</li> </ul> <p>*Daily Guided Reading Groups</p> <p>*Best practices/multicultural connections in Core Curriculum</p> <p>*Reteach, accelerate, enhance understanding as needed</p>			<p>Pp.153Q-153V</p>

KALAMAZOO PUBLIC SCHOOLS

PLANNING AND SCHEDULING TIMELING LITERACY 3 FIRST SIX WEEKS			
TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO NORM AND CRITERION REFERENCE TESTS
BASED ON MASTERY*			
5 days	Read Aloud Transparencies 1-7 and F Question of the day Modeled Writing Literacy Work Stations Literacy-based cross-curricular centers		Word Analysis Basic Understanding Writing Strategies
5 days	Read Aloud poems Transparencies 10-17 and D Modeled Writing Comprehension Card 2 Literacy Work Stations Literacy-based cross-curricular centers		Analyze Text Evaluate and Extend Writing Strategies
5 days	Detective stories Transparencies 20-27 and E Modeled Writing Comprehension Card Literacy Work Stations Literacy-based cross-curricular centers		Word Analysis Identify Reading Strategies Writing Strategies and Editing Skills
5 days	Read Aloud Transparencies 30-36 and F Modeled Writing Comprehension Card 4 Grammar Jingles CD Literacy Work Stations Literacy-based cross-curricular centers		Analyze Text Writing Strategies and Editing Skills
5 days	Books about Sports and Athletes Transparencies 39-46 and E Modeled Writing Comprehension Card 5 Literacy Work Stations Literacy-based cross curricular centers		Analyze Text Identify Reading Strategies Writing Strategies and Editing Skills
5 days	Writing Express CD Trade Book Library Literacy Work Stations Literacy-based cross curricular centers		
<b><i>*Modification of materials, pacing, and/or methodology may be needed for advanced academic students, ESL, and students with disabilities.</i></b>			

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FIRST SIX WEEKS LITERACY 3 PLANNING AND SCHEDULING TIMELINE			
LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/STRUC TURED LESSONS
<i>Harcourt Trophies: Book 3.1 (What a Team)</i>			
<ul style="list-style-type: none"> <li>To identify author's purpose</li> <li>To understand that rereading can help clarify story events</li> <li>Words with kn, wr, and gn</li> <li>Compound sentences</li> <li>To apply effective paragraphs to writing directions</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Use self-monitoring strategies</li> <li>Make inferences from text</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Write well-developed content</li> </ul>	3.3-3-Pg. 23 3.3-2,3-Pg. 25 3.2-4-Pg. 17	<b>Turtle Bay</b> Realistic Fiction Pp. 156A-181N
<ul style="list-style-type: none"> <li>To classify word relationships</li> <li>To recognize blending letter sounds in a word can help a reader to read unfamiliar or difficult words</li> <li>Rood word + inflection ed</li> <li>To write an informational paragraph</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Write informational pieces</li> <li>Locate information</li> </ul>	3.2-4-Pg.17	<i>Balto, the Dog Who Saved Nome</i> Nonfiction Pp. 182A-205P
<ul style="list-style-type: none"> <li>To identify author's purpose</li> <li>To use headings, captions, and other text features to predict content and monitor comprehension</li> <li>Consonants /s/ c</li> <li>Singular and plural nouns</li> <li>To apply the writing process to writing a summary</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Preview text format</li> <li>Read and respond to non-fiction</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Gather and organize information</li> </ul>	3.2-Pg. 2(?) 3.2-4-Pg. 17	<i>Wild Shots, They're My Life</i> Magazine Article Pp. 206A-223P
<ul style="list-style-type: none"> <li>To classify word relationships</li> <li>To understand that self-questioning while reading can help a reader understand important ideas</li> <li>Open syllables /j/ g, dge</li> <li>To apply the writing process to a "How-To" essay</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Use knowledge of phonics to decode and understand new words</li> <li>Use self-monitoring strategies</li> <li>Edit writing using the conventions of language</li> <li>Write instructions</li> </ul>	3.2-4-Pg. 17 3.3-3-Pg. 23	<i>Little Grunt and the Big Egg</i> Fantasy Pp. 224A-255N
<ul style="list-style-type: none"> <li>To use strategies to decode multisyllable words</li> <li>To use contextual analysis to verify the accuracy and place of a word in a sentence</li> <li>Words with ough</li> <li>Singular possessive nouns</li> <li>To apply the writing process to a "How-To" essay</li> </ul> *Daily Guided Reading Groups <b>Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Use knowledge of phonics to decode and understand new words</li> <li>Use context clues to decode</li> <li>Edit writing using the conventions of language</li> <li>Write instructions</li> </ul>	3.2-4-Pg. 17 3.3-2,3-Pg. 25	<i>Rosie, a Visiting Dog's Story</i> Personal Narrative Pp. 256A-279N
<ul style="list-style-type: none"> <li>Reteaching and Review</li> </ul> *Daily Guided Reading Groups *Best practices/multicultural connections in Core Curriculum *Reteach, accelerate, enhance understanding as needed			

KALAMAZOO PUBLIC SCHOOLS

PLANNING AND SCHEDULING TIMELING LITERACY 3 FIRST SIX WEEKS			
TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO MORN AND CRITERON REFERENCE TESTS
BASED ON MASTERY*			
5 days	Books about the sea Read Aloud Transparencies 49-56 and F Question of the day Modeled Writing Literacy Work Stations Literacy-based cross-curricular centers		Basic understanding Analyze text Writing Strategies
5 days	Read Aloud poems Transparencies 59-66 and F Modeled Writing Comprehension Card 7 Literacy Work Stations Literacy-based cross-curricular centers		Basic understanding Word Analysis Writing Strategies
5 days	Books about wildlife Read Aloud Transparencies 69-75 and F Modeled Writing Comprehension Card 8 Literacy Work Stations Literacy-based cross-curricular centers		Basic understanding Evaluate and extend meaning Writing Strategies and Editing Skills
5 days	Read Aloud Transparencies 78-84 and F Modeled Writing Comprehension Card 9 Meet the Author and Illustrator Literacy Work Stations Literacy-based cross-curricular centers		Basic understanding Writing strategies
5 days	Books about animals Transparencies 87-93 and F Modeled Writing Comprehension Card 10 Literacy Work Stations Literacy-based cross-curricular centers		Basic understanding Identifying reading strategies Analyze text
5 days	Writing Express CD Trade Book Library <a href="http://www.harcourtschool.com">www.harcourtschool.com</a> Literacy Work Stations Literacy-based cross curricular centers		
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FIRST SIX WEEKS LITERACY 3 PLANNING AND SCHEDULING TIMELINE			
LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/STRUC TURED LESSONS
<i>Harcourt Trophies: Book 3.1 (Friends to Grow With)</i>			
<ul style="list-style-type: none"> <li>• To identify chronological order in stories</li> <li>• To understand that reading ahead can help a reader understand a character, plot, or story</li> <li>• Prefix + root</li> <li>• Plural possessive nouns</li> <li>• To write a persuasive paragraph</li> </ul> <p>*Daily guided Reading Groups</p>	<ul style="list-style-type: none"> <li>• Use text organization</li> <li>• Read and understand essential content</li> <li>• Use knowledge of phonics to decode and understand new words</li> <li>• Edit writing using the conventions of language</li> <li>• Write an opinion and support with facts</li> </ul>	<p>3.1-Pg. 5 3.3-2,3-Pg. 25 3.2-4-Pg. 17</p>	<p><i>The Stories Julian Tells</i> Realistic Fiction Pp. 282A-303P</p>
<ul style="list-style-type: none"> <li>• To use prefixes and suffixes to determine or clarify word meaning</li> <li>• To Understand that creating mental images while reading can help a reader understand characters and events</li> <li>• Word with augh</li> <li>• Abbreviations</li> <li>• To Write a well-developed speech</li> </ul> <p>*Daily Guided Reading Groups</p>	<ul style="list-style-type: none"> <li>• Use self-monitoring strategies</li> <li>• Use knowledge of phonics to decode and understand new words</li> <li>• Edit writing using the conventions of language</li> <li>• Write informational pieces</li> </ul>	<p>3.2-4-Pg. 17 3.3-3-Pg. 23</p>	<p><b>The Talent Show</b> Realistic Fiction Pp. 304A-329P</p>
<ul style="list-style-type: none"> <li>• To discriminate time-order clues</li> <li>• To understand the order of events in a story and summarize</li> <li>• Compound words</li> <li>• Singular and plural pronouns</li> <li>• To write a well-developed persuasive letter</li> </ul> <p>*Daily Guided Reading Groups</p>	<ul style="list-style-type: none"> <li>• Use text organization</li> <li>• Summarize the major ideas of the text</li> <li>• Use knowledge of phonics to decode and understand new words</li> <li>• Edit writing using the conventions of language</li> <li>• Write well-developed content</li> </ul>	<p>3.1-Pg. 5 3.2-4-Pg. 17</p>	<p><i>Centerfield Ballhawk</i> Realistic Fiction Pp.330A-355P</p>
<ul style="list-style-type: none"> <li>• To use prefixes and suffixes to determine or clarify word meaning</li> <li>• To understand that recognizing and blending sounds can read unfamiliar words</li> <li>• Root word + suffix</li> <li>• Subject pronouns</li> <li>• To apply the writing process to writing a review</li> </ul> <p>*Daily Guided Reading Groups</p>	<ul style="list-style-type: none"> <li>• Use word analysis</li> <li>• Use knowledge of phonics to decode and understand new words</li> <li>• Edit writing using the conventions of language</li> <li>• Revise writing</li> </ul>	<p>3.2-4-Pg. 17</p>	<p><b>Ramona Forever</b> Realistic Fiction Pp. 356A-387P</p>
<ul style="list-style-type: none"> <li>• To identify the problem/conflict and its resolution in a story</li> <li>• To make, confirm and revise predictions</li> <li>• Root word + root</li> <li>• Object pronouns</li> <li>• To apply the writing process to writing a persuasive letter</li> </ul> <p>*Daily Guided Reading Groups</p> <p><b>Benchmark Assessment</b></p>	<ul style="list-style-type: none"> <li>• Identify literary elements</li> <li>• Predict, revise predictions</li> <li>• Use knowledge of phonics to decode and understand new words</li> <li>• Edit using conventions of language</li> </ul>	<p>3.1-Pg. 5 3.3-3-Pg. 23 3.2-4-Pg. 17</p>	<p><i>Sayings We Share: Proverbs and Fables</i> Fables Pp. 388A-407N</p>
<ul style="list-style-type: none"> <li>• Reteaching and Review</li> </ul> <p>*Daily Guided Reading Groups</p> <p>*Best practices/multicultural connections in Core Curriculum</p> <p>*Reteach, accelerate, enhance understanding as needed</p>			<p>Pp. 407O-407T</p>

KALAMAZOO PUBLIC SCHOOLS

PLANNING AND SCHEDULING TIMELING LITERACY 3 FIRST SIX WEEKS			
TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO MORN AND CRITERON REFERENCE TESTS
BASED ON MASTERY*			
5 days	Books about friendships Read Aloud Transparencies 96-103 and C Comprehension Card 11 Modeled Writing Literacy Work Stations Literacy-based cross-curricular centers		Analyze Text Identify Reading Strategies Writing Strategies
5 days	Read Aloud Transparencies 106-112 and D Audio Text 3 Comprehension Card 12 Modeled Writing Literacy Work Stations Literacy-based cross-curricular centers		Word Analysis Identify Reading Strategies Writing Strategies
5 days	Read Aloud Transparencies 115-122 and C Audio Text 3 Comprehension Card 12 Meet the Author Modeled Writing Literacy Work Stations Literacy-based cross-curricular centers		Basic Understanding Evaluate and Extend Writing Strategies and Editing Skills
5 days	Books about family and growing up Read Aloud Transparencies 125-131 and D Audio Text 3 Comprehension Card 14 Literacy Work Stations Literacy-based cross curricular centers		Basic Understanding Word Analysis Writing Strategies and Editing Skills
5 days	Fables and Folktales Transparencies 134-140 and F Audio Text 3 Comprehension Card 15 Modeled Writing Literacy Work Stations Literacy-based cross-curricular centers		Evaluate and Extend Analyze Text Writing Strategies and Editing Skills
5 days	Writing Express CD Trade Book Library <a href="http://www.harcourtschool.com">www.harcourtschool.com</a> Literacy Work Stations Literacy-based cross curricular centers		

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KALAMAZOO PUBLIC SCHOOLS

FIRST SIX WEEKS LITERACY 3 PLANNING AND SCHEDULING TIMELINE			
LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/STRUC TURED LESSONS
<i>Harcourt Trophies: Book 3.1 (Tell Me a Story)</i>			
<ul style="list-style-type: none"> <li>To summarize important information in a text</li> <li>To understand that rereading can help readers clarify story events that are confusing</li> <li>Prefix + root word</li> <li>Adjectives</li> <li>To use effective sentences in a paragraph that compares</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Summarize the major ideas of the text</li> <li>Clarify ideas and understanding through rereading</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Write informational pieces</li> </ul>	3.2-Pg. 17	<i>Papa Tells Chita a Story</i> Historical Fiction Pp. 14A-35P
<ul style="list-style-type: none"> <li>To understand the use of comparison and contrast</li> <li>To understand the order of events in a story and summarize</li> <li>Words with ight and aight</li> <li>Adjectives for What kind</li> <li>To use effective sentences in a paragraph that contrasts</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Read and respond to fiction and nonfiction</li> <li>Summarize the major ideas of the text</li> <li>Use knowledge of phonics decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Write informational pieces</li> </ul>	3.1-1-Pg. 13 3.2-Pg. 17	<i>Coyote Places the Start</i> <b>Native American Tale</b> Pp. 36A-59P
<ul style="list-style-type: none"> <li>To summarize important information in a text</li> <li>To make, confirm and revise predictions</li> <li>Accent marks</li> <li>Adjectives for How many</li> <li>To apply the writing process to write a paragraph that explains</li> </ul> *Daily Guided Reading Groups *Best practices/multicultural connections in Core Curriculum	<ul style="list-style-type: none"> <li>Summarize the major ideas of the text</li> <li>Predict, revise predictions</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Write informational pieces</li> </ul>	3.3-3-Pg. 23 3.2-Pg. 17	<i>Why Mosquitoes Buzz</i> West African Tale PP. 60A-93P
<ul style="list-style-type: none"> <li>To classify likenesses and differences across texts</li> <li>To understand the order of events in a story and summarize</li> <li>Prefix + root word</li> <li>Articles</li> <li>To apply the writing process to a compare and contrast essay</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Read and respond to fiction and nonfiction</li> <li>Summarize the major ideas of the text</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Revise writing</li> </ul>	3.2-4-Pg. 21 3.2-Pg. 17	<b>Lon Po Po</b> Folktale Pp. 94A-117N
<ul style="list-style-type: none"> <li>To compare author's purposes</li> <li>To use headings, stage directions, and other text features to understand events in a play</li> <li>Root word + suffix</li> <li>Adjectives that compare</li> <li>Use various forms of writing to respond to the story</li> </ul> *Daily Guided Reading Groups <b>Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Use self-monitoring strategies</li> <li>Identify literary elements</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit using conventions of language</li> </ul>	3.3-3-Pg. 23 3.1-Pg. 5 3.2-Pg. 17	<i>The Crowded House</i> Play Pp. 118A-143P
<ul style="list-style-type: none"> <li>Reteaching and Review</li> </ul> *Daily Guided Reading Groups *Best practices/multicultural connections in Core Curriculum *Reteach, accelerate, enhance understanding as needed			Pp. 143Q-153V

KALAMAZOO PUBLIC SCHOOLS

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TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO MORN AND CRITERON REFERENCE TESTS
BASED ON MASTERY*			
5 days	Books about storytelling Read Aloud Transparencies 143-150 and D Comprehension Card 16 Modeled Writing Literacy Work Stations Literacy-based cross-curricular centers		Basic Understanding Identify Reading Strategies Writing Strategies
5 days	Read Aloud Transparencies 153-159 and E Modeled Writing Comprehension Card 17 Literacy Work Stations Literacy-based cross-curricular centers		Analyze Text Basic Understanding Writing Strategies
5 days	Trickster Tales Read Aloud Transparencies 162-168 and F Modeled Writing Literacy Work Stations Literacy-based cross-curricular centers		Basic Understanding Analyze Text Writing Strategies and Editing Skills
5 days	Read Aloud Transparencies 171-177 and B Modeled Writing Comprehension Card 19 Literacy Work Stations Literacy-based cross-curricular centers		Analyze Text Basic Understanding Writing Strategies and Editing Skills
5 days	Transparencies 180-186 and B Comprehension Card 20 Meet the Author Modeled Writing Literacy Work Stations Literacy-based cross-curricular centers		Basic Understanding Writing Strategies and Editing Skills
5 days	Writing Express CD Trade Book Library <a href="http://www.harcourtschool.com">www.harcourtschool.com</a> Literacy Work Stations Literacy-based cross-curricular centers		

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LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/STRUC TURED LESSONS
<i>Harcourt Trophies: Book 3.1 (Good Neighbors)</i>			
<ul style="list-style-type: none"> <li>To distinguish between facts and opinions</li> <li>To understand that self-questioning while reading can help a reader understand important ideas</li> <li>Compound words</li> <li>Action verbs</li> <li>To take notes</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Use self-monitoring strategies</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Take notes in a structured format</li> </ul>	3.3-2,3-Pg. 25 3.3-3-Pg. 23 3.2-4-Pg. 17	<b>Leah's Pony</b> Historical Fiction Pp. 146A-167N
<ul style="list-style-type: none"> <li>To distinguish main idea and supporting details</li> <li>To use contextual analysis to verify the accuracy and fit of a word in a sentence</li> <li>VCCV Syllable pattern</li> <li>Main and helping verbs</li> <li>To write an outline</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Differentiate between essential and nonessential information</li> <li>Use context clues</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Gather and organize information</li> </ul>	3.3-2,3-Pg. 25 3.2-4-Pg. 17	<b>Yippe-Yay!</b> <b>Expository Nonfiction</b> Pp. 168A-193P
<ul style="list-style-type: none"> <li>To distinguish between facts and opinions</li> <li>To use the self-question strategy to clarify understanding</li> <li>VCV Syllable pattern</li> <li>Present-tense verbs</li> <li>To write a draft of a research report</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Differentiate fact from opinion with text</li> <li>Use self-monitoring strategies</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Write using well-developed content</li> </ul>	3.3-2,3-Pg. 25 3.3-3-Pg. 23 3.2-4-Pg. 17	<b>Boomtown</b> Historical Fiction Pp. 194A-221P
<ul style="list-style-type: none"> <li>To determine likenesses and differences within and across texts</li> <li>To understand that creating mental images while reading can help a reader understand characters and story events</li> <li>Root word + inflection -ed, -ing</li> <li>Past-tense verbs</li> <li>To edit a research report</li> </ul> *Daily Guided Reading Groups	<ul style="list-style-type: none"> <li>Read and respond to fiction and nonfiction</li> <li>Use self-monitoring strategies</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> </ul>	3.2-4-Pg. 21 3.3-3-Pg. 23	<b>Cocoa Ice</b> Historical Fiction Pp. 222A-261P
<ul style="list-style-type: none"> <li>To identify a stated and unstated main idea and supporting details</li> <li>To read factual material more slowly and carefully than fiction</li> <li>Root word + suffix</li> <li>Irregular verbs</li> <li>To publish a research report</li> </ul> *Daily Guided Reading Groups <b>Benchmark Assessment</b>	<ul style="list-style-type: none"> <li>Differentiate between essential and nonessential information</li> <li>Use self-monitoring strategies</li> <li>Use knowledge of phonics to decode and understand new words</li> <li>Edit writing using the conventions of language</li> <li>Present or defend written work for publication</li> </ul>	3.3-2,3-Pg. 25 3.3-3-Pg. 23 3.2-4-Pg. 17	<i>If You Made a Million</i> <b>Expository Nonfiction</b> Pp. 262A-297P
<ul style="list-style-type: none"> <li>Reteaching and Review</li> </ul> *Daily Guided Reading Groups *Best practices/multicultural connections in Core Curriculum *Reteach, accelerate, enhance understanding as needed			Pp. 297Q-297V

KALAMAZOO PUBLIC SCHOOLS

PLANNING AND SCHEDULING TIMELING LITERACY 3 FIRST SIX WEEKS			
TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO MORN AND CRITERON REFERENCE TESTS
BASED ON MASTERY*			
5 days	Read Aloud Transparencies 189-195 and F Comprehension Card 21 Modeled Writing Literacy Work Stations Literacy-based cross-curricular centers		Analyze Text Identify Reading Strategies Writing Strategies
5 days	Books about life in the West Read Aloud Transparencies 198-205 and F Modeled Writing Comprehension Card 22 Literacy Work Stations Literacy-based cross-curricular centers		Basic Understanding Writing Strategies
5 days	Read Aloud Transparencies 208-214 and F Modeled Writing Comprehension Card 23 Meet the Author Literacy Work Stations Literacy-based cross-curricular centers		Analyze Text Identify Reading Strategies Writing Strategies and Editing Skills
5 days	Books about different communities Read Aloud Transparencies 217-224 and B Modeled Writing Comprehension Card 24 Literacy Work Stations Literacy-based cross-curricular centers		Analyze Text Identify Reading Strategies Writing Strategies and Editing Skills
5 days	Transparencies 227-232 and F Modeled Writing Comprehension Card 25 Literacy Work Stations Literacy-based cross-curricular centers		Basic Understanding Identify Reading Strategies Writing Strategies and Editing Skills
5 days	Writing Express CD Trade Book Library <a href="http://www.harcourtschool.com">www.harcourtschool.com</a> Literacy Work Stations Literacy-based cross-curricular centers		

*\*Modification of materials, pacing, and/or methodology may be needed for advanced academic students, ESL, and students with disabilities.*

## KALAMAZOO PUBLIC SCHOOLS

FIRST SIX WEEKS LITERACY 3 PLANNING AND SCHEDULING TIMELINE			
LESSON PLANNING WHAT I WILL TEACH	CONTENT/PERFORMANCE DESCRIPTOR (S): Teaching to proficiency	KPS OBJECTIVE	TEXTUAL REFERENCE/STRUC TURED LESSONS
<i>Harcourt Trophies: Book 3.1 (Celebrate Our World)</i>			
<ul style="list-style-type: none"> <li>• To summarize important information in a text</li> <li>• To understand and enjoy a poem by creating mental pictures of setting and events</li> <li>• Prefix + root word + suffix</li> <li>• More irregular verbs</li> <li>• To use good word choice to write a poem</li> </ul> <p>*Daily Guided Reading Groups</p>	<ul style="list-style-type: none"> <li>• Summarize the major ideas of the text</li> <li>• Use self-monitoring strategies</li> <li>• Use knowledge of phonics to decode and understand new words</li> <li>• Edit writing using the conventions of language</li> <li>• Write narrative pieces</li> </ul>	<p>3.3-3-Pg. 23 3.2-4-Pg. 17</p>	<p><i>I'm in Charge of Celebrations</i> Poem Pp. 300A-323N</p>
<ul style="list-style-type: none"> <li>• To recognize cause and effect relationships</li> <li>• To read ahead to clear up any confusion</li> <li>• Root word + inflection</li> <li>• The verb Be</li> <li>• To use good word choice to write a thank-you letter</li> </ul> <p>*Daily guided Reading Groups</p>	<ul style="list-style-type: none"> <li>• Read and respond to fiction and nonfiction</li> <li>• Read and understand essential content</li> <li>• Use knowledge of phonics to decode and understand new words</li> <li>• Edit writing using the conventions of language</li> <li>• Write narrative pieces</li> </ul>	<p>3.1-1-Pg. 13 3.3-2,3-Pg. 25 3.2-4-Pg. 17</p>	<p><b>Alejandro's Gift</b> Realistic Fiction Pp. 324A-347N</p>
<ul style="list-style-type: none"> <li>• To use book parts to locate information</li> <li>• To read factual information more slowly and carefully than fiction</li> <li>• Schwa</li> <li>• Contractions</li> <li>• Apply the writing process to writing a play</li> </ul> <p>*Daily Guided Reading Groups</p>	<ul style="list-style-type: none"> <li>• Locate information using appropriate sources and strategies</li> <li>• Use self-monitoring strategies</li> <li>• Use knowledge of phonics to decode and understand new words</li> <li>• Edit writing using the conventions of language</li> <li>• Write using well-developed content</li> </ul>	<p>3.3-3-Pg. 23 3.2-4-Pg. 17</p>	<p><i>Rocking and Rolling</i> Nonfiction Pp. 348A-369P</p>
<ul style="list-style-type: none"> <li>• To recognize cause and effect relationships</li> <li>• To understand that rereading can clarify story events</li> <li>• Unaccented syllables</li> <li>• Adverbs</li> <li>• Apply the writing process to writing an invitation</li> </ul> <p>*Daily Guided Reading Groups</p>	<ul style="list-style-type: none"> <li>• Read and respond to fiction and nonfiction</li> <li>• Use self-monitoring strategies</li> <li>• Use knowledge of phonics to decode and understand new words</li> <li>• Edit writing using the conventions of language</li> <li>• Revise writing and edit</li> </ul>	<p>3.1-1-Pg. 13 3.3-3-Pg.23 3.2-4-Pg. 17</p>	<p><i>Armadillo from Amarillo</i> <b>Informational Narrative</b> Pp. 370A-399P</p>
<ul style="list-style-type: none"> <li>• To use book parts to locate information</li> <li>• To use headings, captions, and other text features to predict content and monitor comprehension</li> <li>• Cle syllable pattern</li> <li>• Comparing with adverbs</li> <li>• Apply the writing process to writing a story</li> </ul> <p>*Daily Guided Reading Groups</p> <p><b>Benchmark Assessment</b></p>	<ul style="list-style-type: none"> <li>• Locate information using appropriate sources and strategies</li> <li>• Use self-monitoring strategies</li> <li>• Use knowledge of phonics to decode and understand new words</li> <li>• Edit writing using the conventions of language</li> <li>• Revise and edit using conventions of language</li> </ul>	<p>3.3-3-Pg. 23 3.2-4-Pg.17</p>	<p><i>Visitors from Space</i> Nonfiction Pp. 400A-417P</p>
<ul style="list-style-type: none"> <li>• Reteaching and Review</li> </ul> <p>*Daily Guided Reading Groups</p> <p>*Best practices/multicultural connections in Core Curriculum</p> <p>*Reteach, accelerate, enhance understanding as needed</p>			<p>Pp. 417O-417T</p>

KALAMAZOO PUBLIC SCHOOLS

PLANNING AND SCHEDULING TIMELING LITERACY 3 FIRST SIX WEEKS			
TIME/ PACING	OTHER REFERENCES/TECHNOLOGY	SAMPLE MEAP ASSESSMENT ITEMS	ALIGNED TO MORN AND CRITERON REFERENCE TESTS
BASED ON MASTERY*			
5 days	Books about desert life Read Aloud Transparencies 235-240 and E Comprehension Card 26 Modeled Writing Literacy Work Stations Literacy-based cross-curricular centers		Basic Understanding Identify Reading Strategies Writing Strategies
5 days	Read Aloud Transparencies 243-249 and F Modeled Writing Comprehension Card 27 Literacy Work Station Literacy-based cross-curricular centers		Analyze Text Identify Reading Strategies Writing Strategies
5 days	Read Aloud Transparencies 252-259 and G Modeled Writing Comprehension Card 28 Meet the Author Literacy Work Station Literacy-based cross-curricular centers		Basic Understanding Identify Reading Strategies Writing Strategies and Editing Skills
5 days	Books about the earth Read Aloud Transparencies 262-267 and F Modeled Writing Comprehension Card 29 Literacy Work Station Literacy-based cross-curricular centers		Analyze Text Identify Reading Strategies Writing Strategies and Editing Skills
5 days	Transparencies 270-275 and G Modeled Writing Comprehension Card 30 Literacy Work Station Literacy-based cross-curricular centers		Basic Understanding Analyze Text Writing Strategies and Editing Skills
5 days	Writing Express CD Trade Book Library <a href="http://www.harcourtschool.com">www.harcourtschool.com</a> Literacy Work Station Literacy-based cross-curricular centers		

*\*Modification of materials, pacing, and/or methodology may be needed for advanced academic students, ESL, and students with disabilities.*

**GRADE 3: LITERACY**

**3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.**

**3.1A Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures, and conceptual understanding.**

**Performance Content Descriptors**  
(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**  
COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

R.NT.03.01  
R.NT.03.02  
R.IT.03.01  
R.IT.03.02  
R.IT.03.03

**The purpose of this objective is to ensure students know there are three essentials purposes for reading.**

**Before Reading**, effective readers set a purpose for reading. Readers think and use text differently depending on the types of text and their purpose for reading.

**Reading for literacy experience**

- Involves reading novels, short stories, poems, plays essays
- Requires exploring the human condition and the interplay among events emotions, and possibilities
- Requires knowing what and how an author might write a specific genre and expectations of how the text will be organized.
- Involves looking for how the author explores or uncovers experiences
- Requires engaging in vicarious experiences through the text

**Reading for information**

- Involves reading articles in magazines and newspapers, chapters in textbooks, entries in encyclopedias and catalogs, and entire books on particular topics
- Requires awareness and interpretation of the features found in this type of text like topographic and visual aids such as charts, footnotes, diagrams, subheadings, and tables
- Requires obtaining general information as when glancing through a magazine article or obtaining information for specific purposes such as is needed in preparing a research project

**Reading to perform a task**

- Involves reading documents such as bus or train schedules; directions for games; classroom and laboratory procedures; tax or insurance forms; recipes; voter registration materials; maps referenda; consumer warranties; and office memos
- Requires understanding of the purpose and structure of a document that guide the selection, understanding, and application of information

**Each time a reading selection is introduced**, the teacher guides students in identifying the type of text and talks informally about its characteristics.

**Before and During Read Alouds** and Shared Reading draw attention to the text format clues. Teach how these features give information about the type of text. Use questions, illustrations, and predictions to identify the type of text and its purpose. Activities to help children distinguish between literary and informational text are:

- Book talks
- Develop charts with students, identifying types of text
- Use checklists with descriptors of types of texts
- Sort classroom books into literary or informational categories
- Keep a class record of types of texts read during Read Alouds and Shared Reading

**During Guided Reading and discussion** students demonstrate their understanding of types of texts.

GRADE 3: LITERACY		
<p><b>3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.</b></p> <p><b>3.1A Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures, and conceptual understanding.</b></p>		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><b>Shared Reading</b>  <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Theme 1 T42J, 44-62                      Theme 2 T156I, 158-177, 180-181                      Theme 3 T388J, 390-403                      Theme 4 T118I-J, 120-139                      Theme 5 T400J, 402-413</p> <p><b>Social Studies/Science Connections</b>  <i>Angel Child, Dragon Child</i>                      by Michele Marie Surat</p> <p><i>Anansi Does the Impossible</i>  <i>An Anshanti Tale</i>                      by Verna Aardema</p> <p><i>Aunt Flossie’s Hats (and Crab Cakes Later)</i>                      by Elizabeth Fitzgerald Howard</p> <p><i>The Bat Boy and His Violin</i>                      Gavin Curtis</p> <p><i>A Birthday Basket for Tia</i>                      by Pat Mora</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>• MEAP writing rubric – part 2</li> <li>• DIBELS</li> <li>• MLPP Comprehension – Section IV</li> <li>• TBA: ELA Grade level appropriate</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><b>For Student on the Advanced Level</b>                      Provide opportunities for students to select different types of text and establish the purpose for using that type of text.</p>	<p><b>English Language Learners</b>                      Previewing text features, sentences structure, graphic features, and vocabulary before reading will support comprehension particularly for ELL students. Have them set a purpose for reading: <i>I want to know</i>_____.</p> <p><b>Students with Disabilities</b>                      All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.                      [IDEA 300.121.9(d) (3) (i)]                      For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b>                      Read and discuss with your child the purposes for game directions, application forms, maps, and table of contents.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP: Participant Handbook Fluent Reader Section</li> <li>• LETRS: Book 2 – Modules 5 &amp; 6</li> <li>• “Mosaic of Thought” - Keene and Zimmerman</li> <li>• “Reading With Meaning” - Miller</li> </ul>

**GRADE 3: LITERACY**

**3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.**

**3.1B Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.**

**All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.**

**Performance Content Descriptors**

(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:  
COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP**

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

**Introduce various types of media** (e.g., VHS, DVD, tape recorder, computer programs, television, radio) when appropriate during your regular classroom instruction.

- Use videos or filmstrips to accompany a social studies or science lesson
- Compare a video to a book of the same title
- Listen to stories on tape, CD or CD-ROM
- Use the computer to convey a message or response

**Model and demonstrate** how to access the Internet for research. Students will write and illustrate stories using computer software such as, Appleworks, KIDPIX, KIDSPIRATION, and SUPERPRINT. Students will write and illustrate creative stories or reports based on content.

**Television is far more powerful** in a controlled environment-namely, the classroom, when a teacher guides children through viewing with careful questioning.

**Teacher and students** will view a documentary. Teacher divides the documentary into small, manageable chunks allowing children to process and talk. Teacher, after 5 minutes, stops the video and asks children to tell what they have learned. The information is recorded onto chart paper and later used for a report or project.

**Select and view appropriate commercials**, television segments or programs to help students discuss and distinguish between facts and misleading information. Identify how the vocabulary, the music, characters, and props can contribute to misleading information.

**This standard can be supported** by producing a classroom project which results from content inquiry. The project is a collaborative effort involving the teacher and students in all phases of the investigation that lead to the completion of the project.

**Brainstorm a list of possible topics of interest** for projects.

- Consider topics related to science or social studies
- Read a variety of books on the selected topics
- Decide which topic to develop into a class project
- Access appropriate type of media to support the project

**Use electronic media** to research the selected topics.

**Model, Think Aloud and demonstrate** how to gather and organize the information from books and from appropriate media resources

- Internet sites
- Videos
- Films
- CD-Roms

**Teacher and students** will collaborate on the objectives and targeted audience for the projects and devise a rubric to assess the quality of the media projects.

GRADE 3: LITERACY		
<p><b>3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.</b></p> <p><b>3.1A Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</b></p> <p>All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.</p>		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i>  <b>Trophies Pupil Anthology and Teacher’s Editions</b></p> <p>Theme 1 14E                      Theme 2 256F                      Theme 3 T388E                      Theme 4 T60E                      Theme 5 T146E-F                      Theme 6 T400E-F</p> <p>Trophies Audio text Collection – Audio tape for each selection</p> <p><i>Social Studies/Science Connections</i>                      A Movie in My Pillow by Jorge Argueta</p> <p>Mufaro’s Beautiful Daughters by John Steptoe</p> <p>Just the Two of Us by Will Smith</p> <p>Tug of War Video Series Family Communications</p> <p>Yeh Shen by Al-Ling Louie</p> <p>Cinderella Video</p> <p><i>Intervention Resources</i></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>• <b>MLPP: Comprehension Section IV</b></li> <li>• DIBELS</li> <li>• DRA</li> </ul> <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> </ul> <p><b>For Students on the Advanced Level</b>                      Provide opportunities for students to compare/contrast the quality of media projects and identify the criteria needed to design them.</p>	<p><b>English Language Learners</b>                      Provide opportunities for ELL students to create media projects which are culturally relevant to their backgrounds. Allow students in a class to use media to celebrate their diversity.</p> <p><b>Students with Disabilities</b>                      All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.                      [IDEA 300.121.9(d) (3) (i)]                      For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Show your child how to use a variety of media at home such as the DVD, movie camera, CD-ROM, and e-mail or VCR.</li> <li>• Have your child help you make a TV list of programs the family will watch for the week.</li> </ul> <p><b>Strategic Resources:</b></p> <ul style="list-style-type: none"> <li>• MLPP Participants Handbook Developmentally Appropriate Practices</li> <li>• LETRS: Book 2 – Module 6</li> <li>• “Mosaic of Thought” - Keene and Zimmerman</li> <li>• “Reading With Meaning” - Miller</li> </ul>

**GRADE 3: LITERACY**

**3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.**

**3.1A Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures, and conceptual understanding**

**Performance Content Descriptors**  
(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**  
COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

R.NT.03.01  
R.NT.03.02  
R.CM.03.02

**The purpose of this objective is to ensure that the student can identify literary elements in narrative texts** (e.g. characters, setting, and plot.)

**Before Reading strategies help students** preview literary elements to make predictions about text, activate prior knowledge of topic, author and illustrator, and set a purpose for reading.

**Model, demonstrate and teach students** how to identify and describe these elements during Shared Reading and Interactive Read Aloud. Identifying literary elements strengthens students recall of story events.

**Characters are the people or animals** portrayed in a story. Students learn:

- To identify major and minor characters
- To recognize how and why characters change or develop through a story

**Activities** to help students identify and focus on setting include:

- Drawing the setting and writing an explanation (e.g., scenery on butcher block paper)
- Changing the setting and explaining the effects of the change
- Pantomime or reenactment

**Plot is the series of related events** that make up the story. Most plots are a series of events that lead to a conflict. This conflict then reaches a climax before the story is resolved and the problem is solved.

**During Shared Reading,** discuss and gather details to help students identify, organize and describe characters, setting and plot by using the following:

- Character webs      • Story Maps      • Partner prediction
- Dialogue journals      • Plot chart      • Story boards      • Think-Pair-Share

**After Reading,** book talks and written responses provide opportunities for students to describe their understanding of characters, setting and plot. These graphic organizers can be used to help students demonstrate their understanding and support their writing:

- Retelling                      • Pocket character                      • Follow the character
- Readers Theater      • Guided imagery                      • Dialogue journal

**Expressive arts** (visual arts, dance, music, rap, and poetry) are a rich part of many cultures and provide a valuable vehicle for demonstrating comprehension and generating interest and enthusiasm. Students enjoy and need opportunities to respond to reading through the expressive arts.

GRADE 3: LITERACY		
3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.		
3.1A Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures, and conceptual understanding		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Theme 1 T421, 44-63, 66-67, 67M-67-O</p> <p>Theme 1 T100I, 192-121, 128-19, 129K-M</p> <p>Theme 2 T158-175</p> <p>Theme 3 T388I, 390-403, 406-7</p> <p>Theme 4 T94I, 96-113</p> <p>Theme 5 T222I, 224-255, 260-61</p> <p>Theme 6 T372-393</p> <p>Comprehension Cards-Theme Resources tab</p> <p>Additional Support Activities-tab</p> <p>Alternative teaching Strategies-Theme Resources tab</p> <p><b>Trophies Reaching All Learners-</b> Below level, On-Level, Challenge Books for all selections</p> <p>Intervention T.E. and Readers- One story for each selection in pupil book</p> <p>Additional Support Activities – Behind 1<sup>st</sup> blue tab</p> <p><b>Social Studies/Science Connections</b> <i>The Legend of the Indian Paintbrush</i> by Tomie de Paola</p> <p><i>Raymond’s Perfect Present</i> by Theresa On Louie</p> <p><i>The Mud Pony</i> by Caron Lee Cohn</p> <p><i>The Jones Family Express</i> by Javaka Steptoe</p> <p><i>Nettie’s Trip South</i> by Ann Turner</p> <p><i>Night Bird</i> By Katheleen Kudlinski</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP: Comprehension Section IV</li> <li>• DIBELS</li> <li>• DRA</li> </ul> <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><i>For Students on the Advanced Level</i></p> <p>Provide opportunities for students to identify literary elements in stories including theme and point of view.</p>	<p><b>English Language Learners</b></p> <p>Ells must be guided through the process of identifying literary elements. Provide ELL students with background information on characterization, setting, plot, theme, point of view, tone, and style. Model using literature which highlights the literary element being taught.</p> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum.</p> <p>[IDEA 300.121.9 (d) (3) (i)]</p> <p>For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b></p> <p>Make individual cards that have one character, situation, setting or prop written on each card. Have your child select one from each category and act them out (Example: character-athlete, setting-farm, situation-hungry, prop-box).</p> <p><b>Strategic Resources:</b></p> <ul style="list-style-type: none"> <li>• MLPP Participant Handbook Comprehension Section</li> <li>• LETRS: Book 2 – Module 6 Fluent Reader Section</li> <li>• “<i>Mosaic of Thought</i>” - Keene and Zimmerman</li> <li>• “<i>Reading With Meaning</i>” - Miller</li> </ul>

GRADE 3: LITERACY	
3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
R.NT.03.04	<p><b>The purpose of this objective is to ensure that the student can identify literary devices in stories (e.g. rhyme, rhythm, personification).</b></p> <p><b>Provide opportunities</b> to read and respond to texts that contain literary devices:  <b>rhyme</b> – identical or very similar recurring final sounds in words or at the end of lines of verse.  <b>rhythm</b> – the pattern of recurring strong and weak syllabic stress in speech.  <b>personification</b> – figure of speech in which animals, ideas, things, etc., are represented as having human qualities.</p> <p><b>Think Aloud/model genres which are</b> especially effective for teaching literary devices: poetry, plays, novels, folk tales, songs (e.g., <i>The People Could Fly</i> by Virginia Hamilton, <i>Life Doesn't Frighten Me</i> by Maya Angelou, <i>Why Mosquitoes Buzz in Peoples Ears</i>, retold by Aardema)</p> <p><b>Poetry can be defined</b> as writing that formulates a concentrated imaginative awareness of experience using language chosen and arranged to create a specific emotional response through its meaning, sound, and rhythm. Poetry is emotional, lyrical, imaginative, and appreciative of beauty in all its forms. Ultimately, the purpose of poetry is to please by appealing to various senses and emotions. Have students discuss in small groups or maintain a response log or journal of their favorite selections.</p> <p><b>Writers use literary devices</b> such as personification to encourage readers to look at something in a new way or to bring a scene to life. Develop with students a list of examples discovered in texts read in class.</p> <p><b>Literary devices can best be taught</b> through a rich variety of literature that provides examples of rhyme, rhythm, and personification. Literary devices are often based on specific cultural references that may need explanation and elaboration for students from other cultures. Students may keep a self-generated notebook containing examples of literary devices from their class or independent reading.</p> <p><b>Invite students to examine</b> how rhyme, rhythm, and repetition are used in their favorite popular songs and dances to create an effective composition. Describe the sound techniques of songs from various cultures.</p> <ul style="list-style-type: none"> <li>• Jazz, Blues, Hip-Hop, Salsa, Rap, Line Dancing</li> </ul> <p><b>During Shared Reading teachers should</b> review rhyme, rhythm, and introduce personification. Instructional strategies that support students ability to identify literary devices are:</p> <ul style="list-style-type: none"> <li>• Double entry journals</li> <li>• T-charts</li> <li>• Charts</li> <li>• Marking texts</li> </ul>

GRADE 3: LITERACY		
3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T44-63 (T57) Theme 2 T226-245 Theme 3 T306-320 (319) Theme 4 T62-85 Theme 5 T188-189 Theme 6 T302-317</p> <p><b>Trophies Reaching All Learners-</b> Below Level, On-Level, Challenge Books for all selections</p> <p><b>Social Studies/Science Connections</b> <i>Sidewalk Chalk Poems of the City</i> by Carol Boston Weatherford</p> <p><i>Goin' Somewhere Special</i> by Patricia McKissack</p> <p><i>Tomas and the Library Lady</i> by Pat Mora</p> <p><i>Wings</i> By Christopher Myers</p> <p><i>Why Mosquitoes Buzz in Peoples Ears</i> by Verna Aardema</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP Comprehension Section IV</li> <li>• DIBELS</li> <li>• DRA</li> </ul> <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Log</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><i>For Students on the Advanced Level</i> Provide opportunities for students to write stories using sound technique (alliteration) and figurative language (e.g., personification, simile, metaphor and hyperbole).</p>	<p><b>English Language Learners</b> Literary devices can best be taught to ELLs by giving them opportunities to create original examples.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student's Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b> Have your child read poetry written by people from different cultures. Discuss the meanings with him/her.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP Participant Handbook Developmentally Appropriate Practices Oral Language Section</li> <li>• LETRS: Book 2 – Module 4</li> <li>• "The Fluent Reader" -Rasinski</li> </ul>

GRADE 3: LITERACY	
3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>R.WS.03.06 R.WS.03.07</p>	<p><b>The purpose of this objective is to ensure that the student will identify the structure in poetry (e.g., pattern books, predictable books, nursery rhymes).</b></p> <p><b>Read Alouds and Shared Reading</b> provide opportunities for students to listen to and identify poetic structures. Use:</p> <ul style="list-style-type: none"> <li>• Predictable books with rhyme and rhythm, repetition, picture support, cumulative pattern, and familiar sequence to help students read with greater ease.</li> </ul> <p><b>Nursery rhymes and predictable books</b> with repetitive patterns help students develop sight vocabulary, reading fluency and the ability to recognize and use rhymes.</p> <p><b>Through Read Alouds and Shared Reading,</b> teachers will model and demonstrate various types of poetic structures.</p> <p><b>Rhyme is the identical</b> or very similar recurring final sounds in words within or, more often, at the end of lines of verse. This correspondence of sound is based upon the vowels and succeeding consonants of the accented syllables.</p> <p><b>Word learning</b> can be enhanced by the manner in which a predictable text is used and by the follow-up strategies that are used.</p> <p><b>Effective strategies are:</b></p> <ul style="list-style-type: none"> <li>• Text innovation: Using a familiar pattern book, students will create their own story using the pattern from the text. Teachers demonstrate this process during modeled, shared, and interactive writing (e.g., Over in the Meadow becomes “Over in the Playground”; “A” my name is _____ and my friend’s name is _____; “B”...).</li> <li>• Cloze activities: The teacher guides students in reading text in which key words relating to the pattern or rhyme have been omitted (e.g., Jack and Jill went up the _____).</li> </ul> <p><b>Word Play</b> remains important in building an extensive reading and writing vocabulary and in developing the ability to recognize and use structural features of words. Provide opportunities for students to manipulate and complete familiar and new rhymes and patterns.</p>

GRADE 3: LITERACY		
3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Theme 1 148-150 Theme 2 T187 Theme 3 T356G Theme 4 T60G Theme 5 T256-257 Theme 6 T370G-H</p> <p>Sharing Literature in every selection</p> <p><i>Social Studies/Science Connections</i> The Book of Black Heroes from A to Z by Wade Hudson &amp; Valerie Wilson Wesley</p> <p><i>Dare to Dream</i> by Angela Shelf Medlars</p> <p><i>The Palm of My Heart Poetry of African-American Children</i> by Davida Aedejouma</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP: Comprehension, Section IV</li> <li>• DIBELS</li> </ul> <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><i>For Students on the Advanced Level</i> Provide opportunities for students to write poetry exploring the effects of sound and structure using alliteration, rhyme, verse form.</p>	<p><b>English Language Learners</b> Provide many opportunities for ELL students to identify culturally relevant poetry.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Have many pattern or predictable books for your child to read. Let your child tell you what the patterns are. Let him/her predict what will come next.</li> <li>• Write pattern books with him/her</li> </ul> <p><b>Strategic Resources:</b></p> <ul style="list-style-type: none"> <li>• MLPP Participant Handbook Developmentally Appropriate Practices</li> <li>• “Guided Reading” - Fountas and Pinnell</li> </ul>

GRADE 3: LITERACY	
3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>R.NT.03.01 R.NT.03.02 R.NT.03.03 R.CM.03.03</p>	<p><b>The purpose of this objective is to ensure that the student can identify the structures in drama (e.g., dialogue, story enactment, acts, scenes).</b></p> <p><b>Drama</b> is the form of literature known as plays; it is a highly dynamic artistic response that brings together reading, writing and language.</p> <p><b>Teachers model and demonstrate</b> how to dig for details about the story setting and investigate the tools and resources the characters used.</p> <p><b>During Interactive Read Alouds and Shared Reading of dramas</b> teachers demonstrate ways to help students recognize dialogue and help them understand how dialogue helps drive the story action.</p> <ul style="list-style-type: none"> <li>• Teachers demonstrate an exaggerated use of voice change for characters and narrator</li> <li>• Teachers demonstrate how to recognize dialogue in text (e.g., quotation marks, speech bubbles, or placement on page)</li> <li>• Students participate by rereading familiar dramas in the voice of the character</li> <li>• Students participate by using puppets, role play and Readers Theater</li> </ul> <p><b>Using creative expression</b> to demonstrate an understanding of dialogue, story action, acts and scenes in dramas. Consider using:</p> <ul style="list-style-type: none"> <li>• Readers Theater</li> <li>• Speech bubbles – students add the words they think characters would say</li> </ul> <p><b>During Modeled and Shared Writing,</b> model, Think Aloud and demonstrate how to construct a drama that includes story, acts, and scenes as well as play format. Students participate by performing the finished product as part of learning Readers Theater.</p>

GRADE 3: LITERACY		
3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 70-95 (T93) Theme 2 T243 Theme 3 T358-381 (379) Theme 4 T118J, 120-139 Theme 5 T148-161 (159) Theme 6 T372-393</p> <p>Rereading For Fluency in every fiction selection containing dialogue <b>Trophies Reaching All Learners-</b> Below level, On-Level, Challenge Books for all selections</p> <p><i>Social Studies/Science Connections</i> In the Time of Drums by Kim L. Siegelson</p> <p>Rain Is Not My Indian Name by Cynthia Leitich Smith</p> <p>My Very Own Room by Amanda Irma Perez</p> <p>Breaking Through by Francisco Jimenez</p> <p>What's Wrong With Timmy by Maria Shriver</p> <p><i>Intervention Resources</i></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP: Comprehension-Section IV</li> <li>• DIBELS</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><i>For Students on the Advanced Level</i> Provide opportunities for students to write original stories and plays that entertain and inform for small or whole group presentation</p>	<p><b>English Language Learners</b> ELLs need extensive exposure to a variety of structures of drama in order to understand the purpose of drama as a source of information and entertainment.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student's Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b> Read different plays, make character cards for your child to color. Make character fantasy quotes and tell your child to match the characters with the things he/she is likely to say.</p> <p><b>Community Connections</b> Help your child to put on a puppet show for a group of senior citizens. Make the puppets, the costumes and create the play with dialogue between characters.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP Participant Handbook: Fluent Reader Section Oral Language Section</li> <li>• "The Fluent Reader" - Rasinski</li> </ul>

GRADE 3: LITERACY	
3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.	
Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures, and conceptual understanding.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>R.NT.03.0 R.MT.03.01 R.CM.03.03</p>	<p><b>The purpose of this objective is to ensure that the student can read and respond to nonfiction and fiction including poetry and drama.</b></p> <p><b>During Interactive Read Alouds and Shared Reading</b>, teacher reads poetry, fiction and nonfiction texts. Students read fiction and nonfiction books daily during independent reading time. Encourage students to reread, discuss and respond to books.</p> <p>Some effective ways to demonstrate comprehension are:</p> <ul style="list-style-type: none"> <li>• Book talks</li> <li>• Response journals</li> <li>• Guided Discussions</li> <li>• Buddy reading</li> <li>• Readers Theater</li> <li>• Learning logs</li> <li>• Art Projects</li> <li>• Illustrated report</li> </ul> <p><b>Fiction text</b> characteristics are:</p> <ul style="list-style-type: none"> <li>• Predictable story structure</li> <li>• Plot</li> <li>• Setting</li> <li>• Events</li> <li>• Character development</li> </ul> <p><b>Nonfiction</b> texts allow students to draw on their prior knowledge and experiences to construct meaning. Using nonfiction texts allows students to broaden their world experience and increase their conceptual knowledge and vocabulary.</p> <p>Nonfiction text characteristics are:</p> <ul style="list-style-type: none"> <li>• Photographs/illustrations, diagrams, maps, charts</li> <li>• Captions, labels</li> <li>• Features real people, places, things and events</li> <li>• Text features table of contents, glossaries, headings</li> </ul> <p><b>Use twin texts</b>, a fiction and a nonfiction book on the same topic. Examples of twin texts are:</p> <ul style="list-style-type: none"> <li>• Stellaluna (Cannon) and Bats (Bland)</li> <li>• Red Leaf, Yellow Leaf (Ehlert) and Why Do Leaves Change Color? (Maestro)</li> <li>• The Butter Battle Book (Dr. Seuss) and Always to Remember: The Story of the Vietnam Veterans Memorial (B &amp; J Ashabranner)</li> </ul> <p><b>Students demonstrate comprehension</b> by discussing and comparing the similarities and differences between the texts.</p> <p><b>Interactive class strategies</b> that support comprehension of fiction and nonfiction are:</p> <ul style="list-style-type: none"> <li>• Venn diagram</li> <li>• Webbing</li> <li>• K-W-L Plus</li> <li>• Feature Analysis Chart</li> </ul> <p><b>Poetry</b> brings together sounds and words in unique, intriguing ways that may evoke intense feelings and profound meaning. When you immerse students in rich lively poetry, you introduce them to concise skillfully crafted language.</p> <p><b>Read Alouds</b> of poetry, provide opportunities for meaningful discussion. Use open-ended questions to encourage students to express their deep feelings (e.g., What does the poem say to you?; Were there any words or phrases you especially liked?; What do you think the author was thinking?).</p>

GRADE 3: LITERACY		
3.1 TLW read and analyze classic and contemporary realistic and fantasy selections to identify story elements.		
Use reading for multiple purposes, such as enjoyment, gathering information, and learning new procedures, and conceptual understanding.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T44-63 Theme 2 T258-275 (T263) Theme 3 T332-351 Theme 4 T38-55, 56-57 Theme 5 T264-289, 294-295 Theme 6 T302-317</p> <p>Additional Support Activities – Behind 1<sup>st</sup> blue tab Alternative Teaching Strategies- Behind 2<sup>nd</sup> blue tab Trophies Intervention Teacher's Manual and Intervention Reader <b>Trophies Reaching all Learners – Below Level, On-Level, Challenge Books for all selections</b></p> <p><b>Social Studies/Science Connections</b> <b>Ashanti to Zulu: African Traditions</b> by Margaret Musgrove</p> <p>A Place Called Freedom by Scott Russell Sanders</p> <p>How My Parents Learned to Eat by Ina Friedman</p> <p><b><i>Song of the Swallows</i></b> by Leo Politi</p> <p><b><i>For the Love of the Game</i></b> by Eloise Greenfield</p> <p><i>Intervention Resources</i></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Reading Naturally</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP: Comprehension, Section IV</li> <li>• DIBELS</li> <li>• DRA</li> </ul> <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><i>For Students on the Advanced Level</i> Provide opportunities for students to respond to literature through creative expression in the performing arts (e.g., drama, dance).</p>	<p><b>English Language Learners</b> ELL students will benefit most from oral and written response to nonfiction and fiction.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student's Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b> Interview your child when he/she is dressed up as a character. Use as sources: nonfiction, fiction, poetry and plays. Have him/her answer the questions as if he/she were the character.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP Participant Handbook Developmentally Appropriate Practices</li> <li>• <i>“Mosaic of Thought”</i> - Keene &amp; Zimmermann</li> <li>• <i>“Reading with Meaning”</i> - Miller</li> <li>• <i>“The Fluent Reader”</i>- Rasinski</li> </ul>

**GRADE 3: LITERACY**

**3.2 TLW use multiple strategies to construct meaning when reading narrative and informational text.**

**Performance Content Descriptors**

(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:  
COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP**

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

R.NT.03.02  
R.IT.03.01  
R.MT.03.01

**The purpose of this objective is to ensure students in grade 3 have many opportunities to become familiar with books and their formats.**

**Previewing text features is essential** because it enables the reader to locate information in the text. Previewing also gives readers some information about the topic, and knowing this makes reading easier because the reader is able to anticipate vocabulary and meaning.

**Before reading**, effective readers quickly perform certain interrelated tasks. Previewing is a way of introducing the text and includes:

- Setting a purpose for reading
- Activating background or personal knowledge of the subject
- Predicting the information to be read in the selection by surveying chapter chapter headings in the table of contents

Teachers need to employ techniques to foster the independent development of these behaviors by their students.

**Recommended steps in previewing/surveying:** read the title, identify the author, read the back of the book for information, examine the table of contents and chapter headings, examine any accompanying visual aids such as maps, charts, graphs, illustrations, photographs, examine any words in italics and boldface print

**During Read Alouds and Shared Reading**, demonstrate and model how the process of previewing varies according to the type of text and enables the reader to locate information in the text.

**Develop and post charts with children** listing previewing/surveying questions to guide students.

**Students apply previewing/surveying** strategies during Guided Reading by seeking answers to questions such as:

- What does this text seem to be about?
- What do I already know about this author/story/subject?
- What kind of text is this?
- What do the highlighted words/phrases tell me?
- What clues do the visual aids give me about the text?

GRADE 3: LITERACY		
3.2 TLW use multiple strategies to construct meaning when reading narrative and informational text.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Theme 1 xxxiv Theme 4 xxxiv</p> <p><i>Social Studies/Science Connections</i> I Have A Dream The Story of Martin Luther King by Margaret Davidson</p> <p>The Story Of The Americas by Betsy &amp; Giulio Maestro</p> <p>First in The Field Baseball Hero Jackie Robinson by Derek T. Dingle</p> <p>Frederick Douglass’ Fights For Freedom by Margaret Davidson</p> <p>NBA Fun Facts And Trivia by Howard Blatt</p> <p><i>Intervention Resources</i></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP: Comprehension Section IV</li> <li>• DIBELS</li> <li>• DRA</li> </ul> <p><i>Class-based Assessments</i></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Performance Tests</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><i>For Students on the Advanced Level</i> Provide opportunities for students to compare and contrast text formats to select appropriate text for a particular purpose. Students can complete a T-chart comparing and contrasting their text selections.</p>	<p><b>English Language Learners</b> Creating graphic organizers will identify common organizational structures for the students. This will facilitate comprehension.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b> Before reading a book with your child, preview the parts of the book like: the title, author, table of contents, chapters, and headings.</p> <p><b>Strategic Resources:</b></p> <ul style="list-style-type: none"> <li>• MLPP: Participant Handbook Fluent Reader Section</li> <li>• LETRS: Book 2 – Modules 5 &amp; 6</li> <li>• “Mosaic of Thought” - Keene and Zimmerman</li> <li>• “Reading With Meaning”- Miller</li> <li>• “Guided Reading” - Fountas and Pinnel</li> </ul>

GRADE 3: LITERACY	
<p><b>3.2 TLW use multiple strategies to construct meaning when reading narrative and informational text.</b>  <b>3.2A Students will employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.</b></p>	
<p><b>Performance Content Descriptors</b>  <small>(MDE Academic Objectives and tested on MEAP)</small></p>	<p><b>LITERACY INSTRUCTIONAL MODEL:</b>                      COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP</p>
<p><i>RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE</i></p>	
<p>R.WS.03.01                      R.WS.03.02                      R.WS.03.06                      R.WS.03.08</p>	<p><b>The purpose of this objective is to ensure that the student uses a variety of strategies to decode and understand new words.</b></p> <p><b>Vocabulary development</b> is a critical component of reading comprehension. Vocabulary can be learned independently by extensive reading, through direct instruction, and also by employing various strategies for learning vocabulary.</p> <p><b>During Shared Reading and Guided Reading</b> teachers model and demonstrate how to use phonics, root words, prefixes, suffixes, syllabication, context clues and picture clues to decode and understand new words.</p> <p><b>Provide focused mini-lessons</b> on strategies for using phonics, syllabication, roots, prefixes, suffixes, context clues and picture clues. Teaching problem-solving strategies to take words apart and understand word meaning while reading text includes learning to:</p> <ul style="list-style-type: none"> <li>• Use letters and letter clusters at the beginning, middle and end of words</li> <li>• Use syllables to break up words for analysis</li> <li>• Use known words, word parts, and root words</li> <li>• Combine word-solving strategies in flexible ways</li> <li>• Use language and text meaning to gain individual word meaning</li> </ul> <p><b>Develop, and display</b> charts that are helpful in solving unfamiliar words.</p> <ul style="list-style-type: none"> <li>• Latin roots</li> <li>• Greek roots</li> <li>• Prefixes</li> <li>• Test-taking words</li> <li>• Suffixes</li> </ul> <p><b>Teach high-frequency words.</b> High frequency words are words that occur often in our written language. Students need to be able to recognize these words quickly.</p> <p><b>Teachers can improve</b> vocabulary and comprehension by pre-teaching various words that are important to the meaning of a text and by reinforcing the meaning after the text has been read.</p> <p><b>Students practice</b> word recognition by reading and rereading texts that are on their independent level and instructional level.</p>

GRADE 3: LITERACY		
3.2 TLW use multiple strategies to construct meaning when reading narrative and informational text. 3.2A Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T14D, 16-40-41, 41K-M</p> <p>Theme 1 T68I, 70-95, 98-99, 99M-O</p> <p>Theme 2 T182J, 184-199, 205C</p> <p>Theme 3 T304I, 306-321 328-329</p> <p>Theme 4 T117A</p> <p>Theme 5 T297C</p> <p>Theme 6 T323A</p> <p><i>Social Studies/Science Connections</i> <i>The First Bear of Africa!</i> by Satomi Ichikawa</p> <p><i>The Girl Who Loved Wild Horses</i> by Paul Goble</p> <p><i>Gracias, the Thanksgiving Turkey</i> by Joy Cowley</p> <p><i>It Takes a Village</i> by Jane Cowen-Fletcher</p> <p><i>Khan's Daughter</i> by Lawrence Yep</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Reading Naturally</li> <li>• Saxon Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP: Comprehension, Section IV</li> <li>• DIBELS</li> <li>• DRA</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><b>For Students on the Advanced Level</b></p> <p>Provide opportunities for students to apply their word analysis skills, context clues and dictionary use to decode and understand new words during reading.</p>	<p><b>English Language Learners</b></p> <p>Activities in which students use familiar word parts to figure out unknown words are helpful for ELL students. This instruction may be provided through the use of word families such as -ock, -unk, -ight, etc.</p> <p><b>Students with Disabilities</b></p> <p>All teachers working with identified students with disabilities must review the student's Individual Education(IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] For more details on accommodations and/or modifications see Resources/References</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Help your child solve new words by breaking the words into smaller parts or syllables.</li> <li>• Help your child to solve the meaning of new words by using the new words in the sentence.</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP: Participant Handbook Fluent Reader Section Expository Text Section Oral Language Section</li> <li>• LETRS: Book 2 – Module 4</li> <li>• "Guided Reading" - Fountas and Pinnell</li> </ul>

GRADE 3: LITERACY	
<p><b>3.2 TLW use multiple strategies to construct meaning when reading narrative and expository text.</b>  <b>3.2A Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.</b>  <b>3.2B Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</b></p>	
<p><b>Performance Content Descriptors</b>                      (MDE Academic Objectives and tested on MEAP)</p>	<p><b>LITERACY INSTRUCTIONAL MODEL:</b>                      COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP</p>
<p><b>RECOMMENDED BEST PRACTICES AND MULTICULTURAL CONNECTIONS</b></p>	
<p>R.WS.03.02                      R.WS.03.03                      R.WS.03.04                      R.WS.03.05                      R.WS.03.06</p>	<p><b>The purpose of this objective is to ensure that students extend their reading and writing vocabularies to the greatest extent possible. Teachers will:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for extensive reading</li> <li>• Teach words in related clusters</li> <li>• Provide multiple opportunities for active student involvement with new words</li> </ul> <p><b>Synonyms</b> are words that have similar meanings.  <b>Antonyms</b> are words that have the opposite meanings or are unlike in meaning.</p> <p><b>During Shared Reading and sometimes Read Alouds</b> model what to do when a reader encounters an unfamiliar word</p> <ul style="list-style-type: none"> <li>• Model using a known word pattern to identify a new word and its meaning</li> <li>• Model how to use word parts to determine word meanings</li> <li>• Model how to use context clues to identify words and their meaning</li> <li>• Model how to use word relationships to expand vocabulary and extend meaning</li> </ul> <p><b>During Guided Reading</b> observe students as they practice and apply strategies to determine the meaning of unknown words.</p> <p><b>During Shared Reading and Shared Writing</b> use direct and explicit instruction of context clues to determine the meanings of unfamiliar words. Explain how writers provide clues to the meanings of words through linked synonyms and the comparison and or contrast of antonyms or a phrase with the opposite meaning. Demonstrate the use of a dictionary to locate unknown words as they are encountered in books.</p> <p><b>Provide daily discussions with whole and small groups and provide opportunities</b> for word building – teaching experiences designed to help students acquire reading and writing vocabularies which include high frequency words, synonyms and antonyms.</p> <p><b>Empower children</b> to acquire vocabulary through activities such as:</p> <ul style="list-style-type: none"> <li>• <b>Word Walls</b> – a place where high frequency words are listed alphabetically by first letters. They are developed and used through the year as students encounter new words in reading and writing. Word walls are a valuable resource and teaching tool. Develop charts of helpful words, and a chart of synonyms (e.g., Other ways to say: nice, like, etc.).</li> <li>• <b>Semantic Feature Analysis</b> – focus the students’ attention on the relationship of words within categories, illustrating how words are both similar and different.</li> <li>• <b>Making Words</b> – a word study activity in which students manipulate and arrange letters to make words. Students learn to look for patterns in words.</li> <li>• <b>Word Sorting</b> – a word study activity in which students compare and sort words according to specific features (e.g., patterns, sound, meaning categories).</li> <li>• <b>Word Splash</b> – a compilation of words around a written topic where the students have to determine how each word relates to the topic.</li> <li>• <b>Use Graphic Organizers</b> – to depict word relationships.</li> </ul>

GRADE 3: LITERACY		
<p><b>3.2 TLW use multiple strategies to construct meaning when reading narrative and expository text.</b></p> <p><b>3.2A Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.</b></p> <p><b>3.2B Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</b></p>		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 14J, 16-37 Theme 2 182I, 184-201 204-205 Theme 3 T356L-357,387K Theme 4 T35K Theme 5 T194-195 Theme 6 T370L,370</p> <p>Vocabulary Power: Each selection Vocabulary Transparency for each selection</p> <p><i>Social Studies/Science Connections</i> <i>Busy Toes</i> by C. W. Bowie</p> <p><i>Caribbean Dream</i> by Rachel Isadora</p> <p><i>A Chair for My Mother</i> by Vera B. Williams</p> <p><i>Cherries and Cherry Pits</i> by Vera B. Williams</p> <p><i>Chicken Sunday</i> by Patricia Polacco</p> <p><i>Come On, Rain</i> by Karen Hess</p> <p><i>Intervention Resources</i></p> <ul style="list-style-type: none"> <li>Harcourt Intervention Kit</li> <li>Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>MLPP: Comprehension Section IV</li> <li>DIBELS</li> <li>DRA</li> </ul> <p><b>Class-Based Assessments</b></p> <ul style="list-style-type: none"> <li>Teacher Observations</li> <li>Anecdotal Records</li> <li>Graphic Organizers</li> <li>Response Logs</li> <li>Teacher-made Tests</li> <li>Retelling Rubrics</li> <li>Writing Assessment Rubric</li> </ul> <p><b>For Students on the Advanced Level</b> Provide opportunities for students to use a dictionary and thesaurus when identifying and correctly using words in their reading and writing.</p>	<p><b>English Language Learners</b> ELLs will benefit from charts listing categories of words. In addition, interactive Read Alouds have been found to be highly effective in supporting comprehension and vocabulary development in ELL students. By hearing literature read, ELL students are supported in refining their reading and speaking skills.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student's Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)]</p> <p><b>Home Connections</b> Write a note to your child using high frequency words. Put the note in his/her lunch bag or schoolbag.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>MLPP: Participant Handbook Fluent Reader Section Expository Text Section</li> <li>LETRS: Book 2 – Module 4</li> <li>"Guided Reading" - Fountas and Pinnell</li> </ul>

GRADE 3: LITERACY	
3.2 OBJECTIVE: The Learner will use multiple strategies to construct meaning when reading narrative and expository text.	
3.2A Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>R.WS.03.06 R.WS.03.01 R.WS.03.02 R.WS.03.08</p>	<p><b>The purpose of this objective</b> is to ensure that students have strategies to understand new vocabulary in all subject areas and articulate the meaning of those same vocabulary words in a variety of other subjects. Students should be able to use context to determine the meanings of unfamiliar words and understand the relationships between words like synonyms and words with multiple meanings.</p> <p><b>Model, Think Aloud, and demonstrate</b> various vocabulary building strategies to help students problem solve the meaning and monitor their understanding of new vocabulary words in a variety of subject areas. The students practice these strategies daily in whole class and small group instruction. These strategies would include:</p> <ul style="list-style-type: none"> <li>• Using context clues to understand the meaning of new words</li> <li>• Understanding the concept of prefixes, suffixes and root words to unlock the meaning of new vocabulary</li> <li>• Using prefixes and suffixes to create new vocabulary words</li> <li>• Using a dictionary to unlock the meaning of new words and how to use guide words</li> <li>• Using the Word Wall to help students read, write and create new words</li> </ul> <p><b>Directly teach and model</b> the use of new vocabulary during daily Read Alouds, Shared Reading, modeled and Shared Writing, and follow up discussions.</p> <p><b>Provide daily opportunities</b> throughout all content areas for vocabulary development. Research has shown that students need to encounter a word several times before it is known well enough to support comprehension.</p> <p><b>Discuss the meaning</b> and purpose of vocabulary in subject areas.</p> <ul style="list-style-type: none"> <li>• Develop Word Walls and charts to build vocabulary in the content areas</li> <li>• Math: function words like sum, less than, more</li> <li>• Science: use a Concept Map highlighting key words that build meaning</li> <li>• Social Studies: have students create posters that illustrate key ideas and use specialized vocabulary about a particular event or place</li> <li>• Word Splash: highlight new vocabulary for the selection by asking students to write/tell how the vocabulary words will relate to the topic</li> </ul> <p><b>Use prose, poetry, thymes and songs</b> from men and women in the African-American culture to demonstrate how new vocabulary can be used in a variety of subject areas to express thoughts and feelings. A good source is <i>Teaching Multicultural Literature</i> in Grades K-8 by Violet Harris.</p> <p><b>Use graphic organizers</b> to make connections in understanding the meaning of new vocabulary words and using the new words in writing (the “reciprocity” between reading and writing).</p> <p><b>Use journals</b> to encourage students to write new vocabulary in various subject areas.</p>

GRADE 3: LITERACY		
<b>3.2 OBJECTIVE: The Learner will use multiple strategies to construct meaning when reading narrative and expository text.</b>		
<b>3.2A Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.</b>		
CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <i>Trophies Pupil Anthology and Teacher's Editions</i></p> <p>Theme 1 T122-125 Theme 2 T256I-J, 258-275,279I Theme 3 T350-353 Theme 4 T36K, 52-55 Theme 5 T168L-169, T170-187 Theme 6 T348L, 348-349</p> <p>Vocabulary Power: Each selection Vocabulary Transparency: Each selection Extend vocabulary: Each selection</p> <p><i>Social Studies/Science Connection</i> On the Day I was Born by Deborah Newton Chocolate</p> <p><i>The Girl Who Loved Wild Horses</i> by Paul Goble</p> <p><i>The Fisher</i> by Yep Lawrence</p> <p><i>The Talking Egg</i> by Robert D. San Sauci</p> <p><i>Civil War Ghosts</i> by Daniel Cohen</p> <p><i>A Drop of Water</i> by Walter Wick</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Read Naturally</li> <li>• Saxon Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP: Comprehension Section IV</li> <li>• DIBELS</li> <li>• DRA</li> </ul> <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><i>For Students on the Advanced Level</i> Provide opportunities for students to determine meanings of unknown words from knowledge of vocabulary and context clues across the content areas. Students will create a self-selected vocabulary notebook.</p>	<p><b>English Language Learners</b> ELL students should be given the opportunity to discuss and use vocabulary in context by using visuals and other aids. Using key vocabulary in a sentence is a strategy that will allow students to review words which they may encounter in various subject areas. Role playing gives students the opportunity to see words used in context and to demonstrate several different contexts in which words can be used appropriately.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student's Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b> When you read with your child, identify new vocabulary words and look them up in the dictionary using the guide words.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP Participant Handbook: Fluent Reader Section Expository Text Section Oral Language Section</li> <li>• LETRS: Book 2 - Module 4</li> </ul>

GRADE 3: LITERACY	
<p><b>3.3 OBJECTIVE: The Learner will read informational selection constructing meaning by using a variety of reading strategies and will analyze and summarize those selections to identify central purpose, major ideas and supporting details.</b></p> <p><b>3.3A Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.</b></p>	
<p><b>Performance Content Descriptors</b> (MDE Academic Objectives and tested on MEAP)</p>	<p><b>LITERACY INSTRUCTIONAL MODEL:</b> COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP</p>
<p><b>RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE</b></p>	
<p>R.CM.03.02 R.IT.03.02 R.IT.03.03</p>	<p><b>The purpose of this objective</b> is to ensure that students in grade 3 develop self-monitoring (checking on oneself) strategies that support the understanding of text during reading.</p> <p><b>Students self-monitor</b> when they know how to:</p> <ul style="list-style-type: none"> <li>• Search for more information in reading and writing</li> <li>• Use what they know to figure out what they do not know</li> <li>• Use text organization to gain added meaning</li> <li>• Look for answers in other sources such as charts, Word Walls and dictionaries</li> <li>• Ask themselves good questions while reading in order to check understanding</li> <li>• Reread to confirm their predictions</li> <li>• Reread and adjust their rate of reading to gain meaning</li> </ul> <p><b>Before reading, have students</b> activate prior knowledge, preview texts, make connections and predictions.</p> <p><b>Teach, Think Aloud, and model during Shared Reading</b> strategies that are used to activate prior knowledge and support students in self-monitoring their reading. Students need direct explanations of the strategy, how it aids comprehension, and when to use it. Some specific strategies are:</p> <p><b>Ask Questions:</b> Good readers ask questions in an effort to understand characters and events, looking for answers as they continue to read.</p> <p><b>Clarify Text:</b> Readers stop to reflect on what they know, to make inferences about what is happening, and to better understand what they are reading.</p> <p><b>Make Connections:</b> Students are encouraged to make text-to-self connections, text-to-text connections, and text-to-world connections.</p> <p><b>During reading, students monitor</b> their understanding by applying a variety of comprehension strategies. Some additional self-monitoring strategies are:</p> <ul style="list-style-type: none"> <li style="margin-right: 20px;">•Hot Spots</li> <li style="margin-right: 20px;">•Revising Predictions</li> <li style="margin-right: 20px;">•SQ3R</li> <li>•Marking text</li> </ul> <p><b>During Guided Reading</b> observe students as they apply self-monitoring strategies that help support their understanding of text.</p> <p><b>Activities that develop</b> self monitoring skills include:</p> <ul style="list-style-type: none"> <li style="margin-right: 20px;">• Cloze activities</li> <li style="margin-right: 20px;">• Guess the covered word</li> <li style="margin-right: 20px;">• Use of monitoring checklists</li> <li>• Marking text</li> </ul> <p><b>After reading,</b> encourage students to identify and share which strategies they used.</p>

**GRADE 3: LITERACY**

**3.3 OBJECTIVE: The Learner will read informational selection constructing meaning by using a variety of reading strategies and will analyze and summarize those selections to identify central purpose, major ideas and supporting details.**

**3.3A Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.**

CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Theme 1 68J, 70-95 Theme 1 100J, 102-121 Theme 2 224J, 226-245m 255B Theme 3 T2821-J, 284-299 Theme 4 T141-J, 16-29, 34-35 Theme 5 T1681-J, 170-187 192-193 Theme 6 T348J, 350-365, 369D</p> <p>Themes 1-6 xxxix-xl</p> <p><i>Multicultural Literature</i> Black Hole and Other Space Phenomena by Philip Steele</p> <p>Burp by Diane Swanson</p> <p>Can You Believe Hurricanes? by Sandra Markle</p> <p>Incredible Inventions by Nick Griffith</p> <p>The Magic School Bus Gets a Big Idea by Nancy White</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Read Naturally</li> <li>• Saxon Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP: Comprehension Section IV</li> <li>• DIBELS</li> <li>• DRA</li> </ul> <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><i>For Students on the Advanced Level</i> Provide opportunities for students to use prior knowledge and ideas presented in text (e.g., illustrations, titles, topic sentences and keywords) to make predictions.</p>	<p><b>English Language Learners</b> Teach, Think Aloud and model strategies to identify basic facts in text. Make connections by asking students to connect background knowledge to the text. Students should make text-to-self, text-to-text, and text-to-world connections.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Have your child read to you. Do not correct him/her immediately. Ask him/her if what he/she reads makes sense.</li> <li>• If your child gets stuck on a word, encourage him/her to solve it himself/herself.</li> <li>• Send your child on a treasure hunt for a “surprise.”</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP Participant Handbook Oral Language Section Expository Text Section</li> <li>• “<i>Mosaic of Thought</i>” - Keene and Zimmerman</li> <li>• “<i>Reading With Meaning</i>” - Miller</li> </ul>

**GRADE 3: LITERACY**

**3.3 OBJECTIVE: The Learner will read informational selection constructing meaning by using a variety of reading strategies and will analyze and summarize those selections to identify central purpose, major ideas and supporting details.**

**3.3A Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.**

CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Theme 1 68J, 70-95 Theme 1 100J, 102-121 Theme 2 224J, 226-245, 255B Theme 3 T282I-J, 284-299 Theme 4 T14I-J, 16-29, 34-35 Theme 5 T168I-J, 170-187 192-193 Theme 6 T348J, 350-365, 369D</p> <p>Themes 1-6 xxxix-xl</p> <p><i>Social Studies/Science Connection</i> Black Hole and Other Space Phenomena by Philip Steele</p> <p>Burp by Diane Swanson</p> <p>Can You Believe Hurricanes? by Sandra Markle</p> <p>Incredible Inventions by Nick Griffith</p> <p>The Magic School Bus Gets a Big Idea by Nancy White</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Read Naturally</li> <li>• Saxon Phonics</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP: Comprehension Section IV</li> <li>• DIBELS</li> <li>• DRA</li> </ul> <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><i>For Students on the Advanced Level</i> Provide opportunities for students to use prior knowledge and ideas presented in text (e.g., illustrations, titles, topic sentences and keywords) to make predictions.</p>	<p><b>English Language Learners</b> Teach, Think Aloud and model strategies to identify basic facts in text. Make connections by asking students to connect background knowledge to the text. Students should make text-to-self, text-to-text, and text-to-world connections.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Have your child read to you. Do not correct him/her immediately. Ask him/her if what he/she reads makes sense.</li> <li>• If your child gets stuck on a word, encourage him/her to solve it himself/herself.</li> <li>• Send your child on a treasure hunt for a “surprise.”</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP Participant Handbook Oral Language Section Expository Text Section</li> <li>• “Mosaic of Thought” - Keene and Zimmerman</li> <li>• “Reading With Meaning” - Miller</li> </ul>

**GRADE 3: LITERACY**

**3.3 OBJECTIVE: The Learner will read informational selection constructing meaning by using a variety of reading strategies and will analyze and summarize those selections to identify central purpose, major ideas and supporting details.**

**3.3A Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.**

**3.3B Apply new learning by forming questions and setting learning goals that will aid in self-regulation**

*Performance Content Descriptors*  
(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:  
COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP**

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

R.IT.03.01  
R.IT.03.02  
R.IT.03.03  
R.MT.03.01

**The purpose of this objective is to ensure students become adept at detecting the relationships among the main ideas and their supporting details in order to read informational materials effectively.**

**Informational texts**

- Include real world topics which children find interesting and accessible
- Feature real places, things and events
- Are often easier to relate to and understand than fantasy topics
- Allow children to draw on their prior knowledge and experience to make meaning
- Build a foundation for reading in the content area

**A fact is something you know to be true**, something you have read or seen with your own eyes. Writers write facts when they:

- Observe – take notes
- Read what other writers wrote
- Interview and take notes

**An opinion** is something you think or feel.

**During Reading strategies** help students monitor their understanding as they read.

**Teach, model and demonstrate** how to make inferences, draw conclusions, and determine the difference between fact and opinion during Shared Reading. Observe students apply and practice these skills as they revisit and discuss their Guided Reading text as well as after Shared Reading and Read Alouds.

**Use Graphic Organizers** to help students identify and describe: essential information, fact and opinion within text, and organizational structures of text. Some effective graphic organizers are:

- Webbing
- Story maps
- Ideas/details chart
- T-chart

**Use Cooperative Learning strategies** to provide opportunities for students to discuss the content of the text.

- Turn to your neighbor
- Think-Pair-Share
- Think-Write-Pair-Share

**After Reading strategies** help students to summarize their reading and identify essential information related to organizational structure of text. Some effective summarizing strategies are:

- Magnet summaries
- 3-2-1
- Outlining

**GRADE 3: LITERACY**

**3.3 OBJECTIVE: The Learner will read expository selection constructing meaning by using a variety of reading strategies and will analyze and summarize those selections to identify central purpose, major ideas and supporting details.**

**3.3A Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.**

**3.3B Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.**

CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <b><i>Trophies Pupil Anthology and Teacher’s Editions</i></b></p> <p><i>Theme 1 T132-147</i> <i>Theme 2 206J, 208-220</i> <i>Theme 3 T332-349</i> <i>Theme 4 T-52-55, 56-57</i> <i>Theme 5 TT194I</i> <i>Theme 6 T348I, 350-365</i></p> <p><b><i>Read Across Texts for many selections Trophies Reaching All Learners – Below Level, On-Level, Challenge Books for all selections</i></b></p> <p><b><i>Social Studies/Science Connection</i></b> I can Hear the Sun <i>by Patricia Polacco</i></p> <p>Eboni and the Dinosaur <i>by Derrick Gantt</i></p> <p>Crow Boy <i>by Taro Yashima</i></p> <p>The Moon Was at a Fiesta <i>by Mathew Collub</i></p> <p>The Name of the Tree <i>by Cecelia B. Lott Ridge</i></p> <p>Something on My Mind <i>by Nikki Grimes</i></p> <p><b><i>Intervention Resources</i></b></p> <ul style="list-style-type: none"> <li><i>Small Group Instruction</i></li> <li><i>Harcourt Intervention Kit</i></li> <li><i>Read Naturally</i></li> </ul>	<ul style="list-style-type: none"> <li>MLPP: Comprehension Section IV</li> <li>DIBELS</li> <li>DRA</li> </ul> <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> <li>Teacher Observations</li> <li>Anecdotal Records</li> <li>Graphic Organizers</li> <li>Response Logs</li> <li>Teacher-made Tests</li> <li>Retelling rubrics</li> <li>Writing Assessment Rubric</li> </ul> <p><i>For Students on the</i> <b>Advanced Level</b> Provide opportunities for students to select different types of text and establish the purpose for using that type of text.</p>	<p><b>English Language Learners</b> Linguistic modifications such as simplified speech and controlled vocabulary that are necessary for comprehensible input should be used to make content meaningful for ELL students. Use a word web to organize key terms in the text. Use a T-chart to help students sort fact and opinion, essential and nonessential information.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>Have your child read various types of books to you. Help him/her to phrase correctly and increase the speed with which he reads to improve.</li> <li>Help your child to practice reading silently more often and check his/her understanding.</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>MLPP Participant Handbook Fluent Reader Section Expository Text Section</li> <li>“<i>Mosaic of Thought</i>” - Keene and Zimmerman</li> <li>“<i>Reading With Meaning</i>” - Miller</li> </ul>

GRADE 3: LITERACY	
<b>3.4 OBJECTIVE: The Learner will read a variety of text with accuracy, appropriate rate and expression.</b>	
<b>3.4A Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.</b>	
<i>Performance Content Descriptors</i> (MDE Academic Objectives and tested on MEAP)	<b>LITERACY INSTRUCTIONAL MODEL:</b> COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
<b>RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE</b>	
<p>R.WS.03.07 R.WS.03.04 R.WS.03.05</p>	<p><b>The purpose of this objective</b> is to ensure that third grade students read at least 25 books or book equivalents. The materials are drawn from a variety of genres and content areas. Students will read accurately, quickly, with expression and comprehension. Fluency frees students to understand what they read.</p> <p><b>Round Robin (the practice of having every student sit with a book open to the same page while one student after another reads aloud), is not recommended. This unrehearsed reading interferes with comprehension because the student is focused on his performance rather than the content of the material.</b></p> <p><b>Rhythm</b> – Pattern of recurring strong and weak syllabic stress in speech, beat or cadence  <b>Meter</b> – rhythmical patterns in verse, made up of stressed and unstressed syllables  <b>Pronunciation</b> – the accents of speech sound in spoken language</p> <p><b>Fluent readers make connections</b> between the ideas in the text and their background knowledge. They read automatically and with a rate appropriate for the text.</p> <p><b>Children gain reading fluency</b> when they:</p> <ul style="list-style-type: none"> <li>• Read independently at their independent level on a daily basis</li> <li>• Master word recognition to the point of over learning (automaticity with the code)</li> <li>• Read effortlessly and with expression</li> <li>• Develop reading rate, accuracy, and comprehension</li> <li>• Determine where to place emphasis or pause to make sense of a text</li> <li>• Read at a speech-like pace (make it sound like talking)</li> </ul> <p><b>During Read Alouds and Shared Reading</b>, use a variety of genres and types of text to model fluency. Read with expression by breaking text into meaningful phrases. Model how to pay attention to reading and recognize when something doesn't make sense.</p> <p><b>Promote fluency by providing:</b></p> <ul style="list-style-type: none"> <li>• Texts from various genres (e.g., poems with rhyme, text with rhythm like songs)</li> <li>• Practice oral reading familiar texts with the help of audio tapes and buddy readers</li> <li>• Oral rereading of familiar independent level texts</li> <li>• Opportunities for choral reading of poetry or other appropriate material</li> <li>• Use fix-it strategies to self correct mistakes</li> </ul> <p><b>Teach and model the QAR strategy</b> (Questions – Answer Relationships) to support students' ability to answer comprehension questions based on the material read.</p> <p><b>After reading, students demonstrate</b> understanding and interpretation of both fiction and nonfiction text through oral and written responses.</p> <p><b>Teach, Model and Demonstrate</b> comprehension through paraphrasing</p> <p><b>Students</b> will retell in their own words (paraphrase) material read by:</p> <ul style="list-style-type: none"> <li>• Remembering to tell what is important in a way that makes sense</li> <li>• Trying not to tell too much</li> </ul>

**GRADE 3: LITERACY**

**3.4 OBJECTIVE: The Learner will read a variety of text with accuracy, appropriate rate and expression.**

**3.4A Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.**

CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Theme 1 102-121 (T117) Readers Theater</p> <p>Theme 2 T173 Rereading for Fluency</p> <p>Theme 3 T401 Rereading for Fluency</p> <p>Theme 4 T120-139 (133) Rereading for Fluency</p> <p>Theme 5 T148-163 (159) Rereading for Fluency</p> <p>Theme 6 T302-317 (315) Rereading for Fluency</p> <p><i>Social Studies/Science Connection</i> Stone Wall Secrets by Kristine &amp; Robert Thorsen</p> <p>Rain Is Not My Indian Name by Cynthia Leitich Smith</p> <p><b>In the Time of the Drums</b> by Kim L. Siegleson</p> <p>Paper Lanterns by Stefan Czernecki</p> <p>Zora Hurston and the Chinaberry Tree By William Miller</p> <p>Bottles Break by Nancy Marie</p> <p><i>Intervention Resources</i></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>• DIBELS</li> <li>• DRA</li> </ul> <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><i>For Students on the Advanced Level</i> Provide opportunities for students to read a variety of genres and to demonstrate fluency through the appropriate rhythm, flow, meter and pronunciation of familiar material.</p>	<p><b>English Language Learners</b> For ELL students, readings should contain a limited number of new words. It is also important to introduce the vocabulary before reading the text. Read aloud the selection or have the students listen to it on the audiotape. Then have students read aloud-selected passages as a group to develop oral fluency.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• Have your child read various types of books to you. Help him/her to phrase correctly and increase the speed with which he reads to improve.</li> <li>• Help your child to practice reading silently more often and check his/her understanding</li> </ul> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP Participant Handbook Fluent Reader Section</li> <li>• LETRS: Book 2 – Module 6</li> <li>• “The Fluent Reader” - Rasinski</li> </ul>

GRADE 3: LITERACY	
3.4 OBJECTIVE: The Learner will read a variety of text with accuracy, appropriate rate and expression.	
3.4A Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.	
Performance Content Descriptors <small>(MDE Academic Objectives and tested on MEAP)</small>	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
<p>R.CM.03.01 R.CM.03.02 R.CM.03.03</p>	<p><b>The purpose of this objective is to ensure that students read and understand works of literature.</b></p> <p><b>The background or prior knowledge</b> that a student brings to the reading of a selection may be the most important factor affecting how well they comprehend.</p> <p><b>Teachers model a Pre-Reading Plan</b> which provides a framework for activating an extending prior knowledge.</p> <ul style="list-style-type: none"> <li>Identify and introduce the central concept in the selection by asking, “What comes to your mind when you hear _____?”</li> <li>As students give their associations, make a composite list of all the different responses</li> <li>Get students to reflect on why each association was made by asking, “What made you think of _____? As students explain what they know, a shared group background knowledge is developed.</li> <li>Provide an opportunity for new insights by concluding with the statement, “As a result of our discussion, can you think of any other information that you know about this topic?”</li> </ul> <p><b>Read Aloud/Interactive Read Aloud and Shared Reading</b> offer opportunities for children to respond orally or in writing to a variety of works of literature.</p> <p><b>During Interactive Read Aloud</b>, the teacher actively engages students in the listening</p> <ul style="list-style-type: none"> <li>By asking questions such as: “Knowing what you do about this genre, what do you think will happen?” “Does this remind you of another story by this author?” “How is the character the same as, or different from _____?”</li> <li>By soliciting comments</li> <li>By guiding brief whole class or small group discussions</li> </ul> <p><b>Think Aloud, model and demonstrate</b> how an experienced reader engages with, and thinks about text while reading.</p> <p><b>After Reading</b>, a discussion of the book or selection will follow. Written responses to open-ended questions are also appropriate.</p> <p><b>During Shared Reading</b>, teach important concepts about reading. Shared Reading provides students the opportunity to practice effective reading behaviors in a group-assisted activity. Teacher poses questions that require students to make text-to-text connections noting similarities and differences.</p> <p><b>Guided Discussion promotes</b> understanding and comprehension within a social process. The teacher shapes these conversations by creating norms, modeling and encouraging students to cite evidence from the text and by using text vocabulary. The teacher facilitates discussion by asking:</p> <ul style="list-style-type: none"> <li>What does this make you think of?</li> <li>This reminds me of a book we read, how are they the same? What things are different?</li> <li>Do you think the character was like _____ in the story _____?</li> </ul> <p><b>After Guided Reading and independent Reading</b>, as students discuss books or respond in writing, encourage them to reread to clarify ideas.</p> <p><b>Use graphic organizers</b> to help students construct meaning from works of literature.</p>

**GRADE 3: LITERACY**

**3.4 OBJECTIVE: The Learner will read a variety of text with accuracy, appropriate rate and expression.**

**3.4A Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials .**

CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <b>Trophies Pupil Anthology and Teacher’s Editions</b></p> <p>Theme 1 44-63, 64-65 Theme 2 226-245 (Comprehension Card 9) Theme 3 T284-300 Theme 4 T94I, 96-113 Theme 5 T222I, 224-255 260-261 Theme 6 T324I-J, 326-341 (Comp. Card 27)</p> <p>Intervention T.E and Readers – One story for each selection in pupil book</p> <p><b>Trophies Reaching All Learners</b> – Below level, On-Level, Challenge Books for all selections</p> <p><i>Social Studies/Science Connection</i> The Fortune Teller by Lloyd Alexander</p> <p>The Seven Chinese Brothers by Margaret Mahy</p> <p>Tonio’s Cat by Mary Calhoun</p> <p>The Story of Jumping Mouse by John Steptoe</p> <p>Fire on the Mountain by Jane Kurtz</p> <p>The Gift Giver by Joyce Hansen</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> <li>• Read Naturally</li> </ul>	<ul style="list-style-type: none"> <li>• DIBELS</li> <li>• DRA</li> </ul> <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><i>For Students on the Advanced Level</i> Provide opportunities for students to produce work in one form of genre that follows the conventions of the genre.</p>	<p><b>English Language Learners</b> Modeling is particularly beneficial for ELL students when teaching strategies that support comprehension and promote active reading and critical thinking, especially when the examples reference their culture and language.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b> When you and your child read a new book, help him/her to use his/her prior knowledge to understand the literature.</p> <p><b>Community Connections</b> Visit a theater and see a play with your child. Discuss the play and ask your child questions to make sure he/she understands.</p> <p><b>Strategic Resources</b></p> <ul style="list-style-type: none"> <li>• MLPP Participant Handbook Fluent Reader Section</li> <li>• LETRS: Book 2 – Module 5</li> <li>• “The Fluent Reader” - Rasinski</li> <li>• “Mosaic of Thought” - Keene and Zimmerman</li> <li>• “Reading With Meaning” - Miller</li> </ul>

**GRADE 3: LITERACY**

**3.8A OBJECTIVE: TLW present a book report and a research presentation using verbal and nonverbal communication**

*Performance Content Descriptors*  
(MDE Academic Objectives and tested on MEAP)

**LITERACY INSTRUCTIONAL MODEL:**  
COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP

**RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE**

R.MT.03.01  
R.MT.03.02  
  
W.GN.03.03  
W.GN.03.04

**The purpose of this objective** is to ensure that students know and are able to explain the differences between fiction and nonfiction text. Students will be able to:

- Retell or summarize major ideas in a sequential manner to comprehend text
- Make connections between new and known information about a subject
- Pose questions during reading and clarify understanding through rereading and discussions
- Cite evidence from the text to support and clarify assertions made about the text

**Fiction informs, entertains,** engenders emotion, involves the reader’s reflection, and extends the reader’s imagination. Fiction includes:

- Stories, personal narratives, plays, poetry, and songs
- Fairy tales and folk tales
- Fantasy (a make-believe story with animal characters that talk and act like people)
- Fables (usually a story with talking animals that ends with a moral)

**Nonfiction refers to factual writing** forms that inform, instruct, explain, persuade, or recount. Forms include:

- Biography
- Personal and imaginative recount
- Report: information, descriptive, technical
- Procedural text: directions, instructions, rules, recipe, manual
- Persuasive: argument, letter to editor, advertisement/commercial
- Transactional: surveys, interviews, invitations, letter

**Activate Prior knowledge** about a text topic by posing questions, visualizing an experience, using graphic organizers or charts. This allows students to make connections from known information to new and will support their understanding and interpretation of texts.

**During Shared Reading,** model and use Think Aloud strategies to show how to:

- Reread to clarify ideas
- Construct and support answers to questions posed
- Make connections between new information and ideas to known information
- Illustrate how to make responsible assertions about the text

**Directly teach, model, and demonstrate** marking text to monitor comprehension. This strategy helps readers support answers and conclusions by citing evidence (e.g., post-it-notes, highlighters). **Students demonstrate** these strategies during Guided Reading and guided discussions.

**After reading students demonstrate** understanding and interpretation of both fiction and nonfiction text through oral and written responses.

**After Reading strategies** enable students to reread and answer questions posed during reading.

- Creative Debate
- Graphic Organizers: flow charts, labeled drawings, Venn diagrams
- QAR – Question Answer Relationships

**GRADE 3: LITERACY**

**3.8A OBJECTIVE: The Learner will present a book report and a research presentation using verbal and nonverbal communication.**

CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i>  <i>Trophies Pupil Anthology and Teacher’s Editions</i></p> <p>Theme 1 99A-B                      Theme 2 206I-J, 208                      Theme 3 330I-J, 332-349                      354-355, 355C                      Theme 4 T60I, 62-85, 92-93                      Theme 5 T297D, 264-293                      294-295                      Theme 6 T300I-J, 302-317                      322-333, 332B</p> <p><i>Social Studies/Science Connection</i>                      The Minstrels Melody                      by Eleanora E. Tate</p> <p><i>Aunt Harriet’s Underground Railroad in the Sky</i>                      by Faith Ringgold</p> <p>Singing With Momma Lou                      by Linda Jacobs Altman</p> <p><i>Justin and the Best Biscuits in the World</i>                      by Mildred Pitts Walter</p> <p>First Days in Grapes                      by L. King Perez</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• MLPP:</li> </ul> <p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><i>For Students on the</i>  <b>Advanced Level</b>                      Provide opportunities for students to summarize major ideas, themes or procedures from both fiction and nonfiction texts. Students will cite evidence from text to support responsible assertions through rereading and discussion.</p>	<p><b>English Language Learners</b>                      Enactments such as debates, panel discussions, dramatizations, simulations, and role plays give ELL students opportunities to deepen, extend, and demonstrate their understanding of text.</p> <p><b>Students with Disabilities</b>                      All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)]                      For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b>                      When viewing a video with your child, discuss: whether it is fiction or nonfiction, the main idea, and clarify misunderstood information by rewinding. Have your child support his/her answers.</p> <p><b>Strategic Resources</b></p>

GRADE 3: LITERACY	
3.8 OBJECTIVE: TLW write a personal narrative to demonstrate the knowledge and the use of the writing process.	
Performance Content Descriptors (MDE Academic Objectives and tested on MEAP)	LITERACY INSTRUCTIONAL MODEL: COMPREHENSIVE LITERACY FRAMEWORK ■ READERS WORKSHOP ■ WRITERS WORKSHOP
RECOMMENDED BEST PRACTICES AND SOCIAL STUDIES/SCIENCE	
	<p><b>It is essential to create</b> a literature-rich environment that accurately reflects students’ cultural heritage and the contributions of various ethnic, racial and cultural groups. Research suggests student self-esteem is strengthened when students see and read about the contributions made by their own cultural group to the history and culture of the United States.</p> <p><b>Read a variety of genres during Read Alouds, Shared Reading, Guided Reading and Independent Reading.</b> This includes fiction (imaginative narrative designed to entertain) and nonfiction (tells facts about real people, places, animals and things). They include:</p> <ul style="list-style-type: none"> <li>• Advertisements – persuasive material used to make an announcement or generate attention</li> <li>• Fables – a story that teaches a lesson using animals that talk</li> <li>• Fantasy – a make-believe story where animals talk and act like people</li> <li>• Folk tales – have no single author as they were commonly passed along by word of mouth. They are the creation of an entire culture and therefore belong to everyone</li> <li>• Narrative poems – a poem that tells a story, often at some length</li> <li>• Realistic fiction – stories that could really happen</li> <li>• Plays – stories that can be performed for an audience, includes dialogue, directions, and the action is divided into scenes</li> </ul> <p><b>When introducing a new genre</b> teach the conventions of that genre. Create and display a genre chart, adding each genre and its conventions as it is introduced.</p> <p><b>Before Shared Reading and Read Alouds,</b> identify the type of text being used and the characteristics of that text. For example, when introducing a realistic fiction piece, remind students that this genre uses fictional characters in a situation that could occur in real life. Teach students that realistic fiction follows the same story elements of other fictional texts (e.g., characters, setting, plot, and theme).</p> <p><b>Before Guided Reading,</b> review and identify the conventions of the genre being read during the book introduction.</p> <p><b>During reading conferences,</b> writing conferences and Guided Reading, have students identify the conventions of the genre to assess their understanding.</p> <p><b>During Writers Workshop,</b> students produce a piece of writing that reflects a particular genre by writing in the style of that genre (e.g., biography, poem, fantasy...). Students will use a checklist of genre conventions to monitor and support their writing.</p>

**GRADE 3: LITERACY**

**3.8 OBJECTIVE: The Learner will write a personal narrative to demonstrate the knowledge and the use of the writing process.**

CONTENT RESOURCES	ASSESSMENT ALIGNMENT	EXTENDED LEARNING OPPORTUNITIES
<p><i>Shared Reading</i> <b>Trophies Pupil Anthology and Teacher’s Editions</b></p> <p>Genre study included at the beginning of every selection</p> <p>Theme 1 T130I, 132-147 152-153, 153JM-O</p> <p>Theme 2 T156I, 158-177, 180-181</p> <p>Theme 3 T388K, 390-403, 404 406-407</p> <p>Theme 4 T60E</p> <p>Theme 5 T170-187, 190-191 (Comp. Card 22)</p> <p>Theme 6 T302-317, 323C-D</p> <p>Reading Across Text selections following many stories (poems, articles, nonfiction)</p> <p><b>Trophies Reaching All Learners Below Level, On-Level, Challenge Books for all selections</b></p> <p>Intervention T.E. and Readers – One story for each selection in pupil book</p> <p><b>Social Studies/Science Connection</b> Honey I Love by Eloise Greenfield</p> <p>Aneesa Lee and the Weaver’s Gift by Nikki Grimes</p> <p>Talk That Talk: An Anthology of African-American Storytelling by Marian Barnes &amp; Linda Goss</p> <p>Grandmother’s Purple Flowers by Adjoia Barrows</p> <p><b>Intervention Resources</b></p> <ul style="list-style-type: none"> <li>• Small Group Instruction</li> <li>• Harcourt Intervention Kit</li> </ul>	<p><i>Class-Based Assessments</i></p> <ul style="list-style-type: none"> <li>• Teacher Observations</li> <li>• Anecdotal Records</li> <li>• Graphic Organizers</li> <li>• Response Logs</li> <li>• Teacher-made Tests</li> <li>• Retelling Rubrics</li> <li>• Writing Assessment Rubric</li> </ul> <p><i>For Students on the</i> <b>Advanced Level</b></p> <p>Provide opportunities for students to produce work in one form of genre that follows conventions of the genre.</p>	<p><b>English Language Learners</b> ELL students will produce work in a genre that reflects their cultural heritage.</p> <p><b>Students with Disabilities</b> All teachers working with identified students with disabilities must review the student’s Individual Education Plan (IEP), and teacher records. Teachers must then select the appropriate accommodations and/or modifications necessary to enable the child to appropriately progress in the general curriculum. [IDEA 300.121.9 (d) (3) (i)] For more details on accommodations and/or modifications see Resources/References.</p> <p>Academically Talented: William and Mary Curriculum</p> <p><b>Home Connections</b></p> <ul style="list-style-type: none"> <li>• View a documentary about a famous person to evaluate the content to determine the author’s purpose.</li> <li>• Read fairy tales and fables with your child. Discuss.</li> </ul> <p><b>Strategic Resources</b></p>