

Fayette County Schools
Reading Language Arts Curriculum Map

Grade Level: 3rd

Enduring Understanding: Reading is a message-getting, problem solving activity that increases in power and flexibility the more it is practiced. Readers have various ways to think **WITHIN THE TEXT** (getting the literal meaning by processing words and stated ideas).

Concept	Learning Target	Why we are teaching/learning this concept	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills	
<i>Readers use a range of strategies to take words apart and understand what words mean.</i>	I can notice new and interesting words and add them to my own speaking or writing vocabulary.	Readers notice new and interesting words and add them to their vocabulary.				3.1.01 3.1.02 3.1.03 3.1.06 3.1.07 3.1.08 3.1.11 3.1.15 3.2.09 3.2.10 3.2.11		<u>Performance Assessments</u> <ul style="list-style-type: none"> ▪ Aim Line ▪ Accelerated Reader ▪ Acuity Benchmarks ▪ Anecdotal Records (in small and whole group settings during interactive read-aloud, shared reading, and guided reading) ▪ Behaviors to Notice & Support Checklists ▪ Checklists ▪ Conference Notes ▪ Dominic Dictation Task ▪ DRA2 ▪ Phonological 	<u>LEARNING SKILLS OBJECTIVES</u> <u>Information & Communication Skills</u> 3-4.1.LS1 3-4.1.LS2 3-4.1.LS3 <u>Thinking & Reasoning Skills</u> 3-4.2.LS1 <u>Personal and Workplace Skills</u> 3-4.3.LS1 3-4.3.LS2 3-4.3.LS3 3-4.3.LS4 3-4.3.LS5 3-4.3.LS6 <u>Technology Resources</u> <ul style="list-style-type: none"> • Digital storytelling 	
	I can understand the implied meaning of words (e.g. "That's just ducky!")	Readers understand that the meaning of words can be affected by the situations in which they are used.								<ul style="list-style-type: none"> • imply • infer • context clues • multiple-meaning words
	I can understand the use of figurative words.									<u>Figurative Language</u> <ul style="list-style-type: none"> • simile • metaphor • idioms
	I can problem-solve challenging words by trying different things (sliding finger, looking for known parts, using words I know, noticing endings).	Readers try different ways to problem solve challenging words.								<ul style="list-style-type: none"> • analogy • consonant • vowel • diphthongs • digraph • consonant cluster/blend • r-controlled vowel • schwa • root word/base word • syllable • syllable break • multi-syllable • endings (-s, -ed, -ing, etc.) • prefix (re-, un-, pre-, etc.) • suffix (-tion, -able, -ary, -ly, etc.)
	I can solve longer words (two or three syllables , inflectional endings, and tricky letter combinations).	Readers notice endings and various letter combinations to help them solve longer words.								
	I can solve longer words (three or more syllables , inflectional endings, and tricky letter combinations).									

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	I can use the context of a sentence, paragraph, or whole text to determine the meaning of a word.	Readers use words in surrounding sentences or phrases to figure out the meaning of new words or words used in a new way.					<ul style="list-style-type: none"> multiple meaning words context clues 	Awareness Literacy Screening (PALS) <ul style="list-style-type: none"> Record of Oral Reading: Miscue Analysis; Running Records Rubrics Selection tests STAR Reading Assessment 	<ul style="list-style-type: none"> Kidspiration MS Excel MS Paint MS PowerPoint MS Word Odyssey readwritethink.org (selected lessons) Thinkfinity.org Wikipedia Whiteboard WVDE Teach 21 Strategy Bank
	I can use what I know about other words to determine the meaning and approximate pronunciation of words. (e.g. photo-graph-er vs. photo-graph-er)	Readers link what they know about words to help them figure out the meaning and come up with a reasonable pronunciation.					<ul style="list-style-type: none"> contractions compound words abbreviations multiple-meaning homonyms (read, read) homophones (bare, bear) antonyms synonyms 	<u>Product Assessments</u> <ul style="list-style-type: none"> Graphic Organizers (e.g. Frayer, Story Map, 2 column notes, webs, foldables, etc.), Reading logs, Rubrics Writing in response to 	
	I can solve content specific words, unusual proper nouns, and longer descriptive words.						<u>Parts of Speech</u> <ul style="list-style-type: none"> nouns proper nouns verbs adjectives adverbs 		
	I can use tools such as glossaries, dictionaries, thesaurus, and pronunciation guides to solve words, including proper nouns, and descriptive words.						<u>Text Tools</u> <ul style="list-style-type: none"> pronunciation guide glossary parenthesis thesaurus references 		

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<i>Readers check on themselves and correct errors that don't make sense, sound right, or look right.</i>	I can think about if what I read makes sense, looks right, and sounds right and correct myself when errors have an effect on meaning.	Readers use multiple sources of information to check on themselves.				3.1.05 3.1.06 3.1.07	<ul style="list-style-type: none"> • confirm • revise 	reading (notebooks, journals, open-ended response sheets, etc.)	
<i>Readers search for and use information to help them make sense of a text.</i>	I can make reasonable predictions about what might happen as I read parts of longer text.	Readers use their background knowledge and prior information from the text to make reasonable predictions. Predictions help them make sense of the text, set a purpose for reading, anticipate events, and confirm or revise their thinking.				3.1.04 3.1.06 3.1.08 3.1.09	<ul style="list-style-type: none"> • predict, • confirm • revise 		
	I can search for information in illustrations to help me understand what I am reading.	Readers use illustrations before, during, and after reading. They know that illustrations often contain information that adds to their understanding.				3.1.06 3.1.08	Illustration infer		

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	I can search for information in graphics (simple diagrams, illustrations with labels, maps, charts, captions under pictures).	Readers use graphics before, during, and after reading. They know that graphics often contain information that adds to their understanding.				3.1.06 3.1.08 3.1.13 3.1.14	<u>Text tools</u> • graphics • diagram • cross-section • label • chart • caption • photograph • illustration		
	I can use readers' tools to help me gather information.	Readers use a range of text tools to help them gather information.				3.1.06 3.1.13 3.1.14	<u>Text Tools</u> • table of contents • chapter titles • headings • glossary • pronunciation guide • index • references		
	I can read longer sentences (fifteen or more words) with series of nouns, verbs, or adverbs.	Readers use punctuation and text layout to help them phrase longer sentences and read with appropriate expression.				3.1.05 3.1.07	<u>Text Conventions</u> • parenthesis • comma • colon • semicolon • ellipses • dash • pause		

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	I can figure out who is talking both with and without speaker tags when reading dialogue.	Readers use punctuation and text layout to help them track dialogue.				3.1.07	<u>Text Conventions</u> <ul style="list-style-type: none"> • dialogue • speaker tags • quotation marks • print layout for dialogue 		
<i>Readers put together and remember important information and disregard irrelevant information when reading.</i>	I can read a text over several days, remember details, and revise my thinking based upon what I have read.	Readers gather information and adjust their thinking when reading longer texts.				3.1.04 3.1.07 3.1.08 3.1.15 3.2.09	<u>Features of Text</u> <ul style="list-style-type: none"> • plot • episode • character development/traits (actions, physical description, monologue and dialogue) <u>Text Structures</u> <ul style="list-style-type: none"> • description • problem-solution • cause & effect • compare & contrast • time sequence • fiction • nonfiction • narrative • informational text 		
	I can summarize a longer text with multiple episodes.	Readers often stop to summarize various episodes to keep their thinking on track. They can tell the difference between important and irrelevant information.							
	I can summarize a text at intervals during the reading of a longer text.								
	I can remember details that help build my understanding when I am reading longer text (i.e. chapters).								
	I can follow and remember a series of events over a longer text and understand the ending.	Readers sometimes reread to pick up where they left off when reading longer text.							

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	I can think and talk about how the character(s) change across a longer text.	Readers gather information about characters and adjust their thinking when reading longer texts. They notice and expect characters to change.					<u>Thinking/Comprehension Strategies</u> <ul style="list-style-type: none"> • summarize • paraphrase • infer • draw conclusions • identify main idea • identify supporting details 		
<i>Readers maintain fluency.</i>	I can read silently and orally at an appropriate rate. <ul style="list-style-type: none"> • Oral: 80-100 wpm • Silent: 80-110 wpm) • Text Levels M-N • < 94% accuracy = comprehension will break down. • 95-97% accuracy = Instructional Level • 98 – 100% = Independent Level 	Fluent reading supports meaning making and problem-solving.				3.1.04 3.1.05 3.1.07 <ul style="list-style-type: none"> • dialogue • speaker tags • quotation marks • print layout for dialogue • comma • colon • semicolon • ellipses • dash 			

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	I can read silently and orally at an appropriate rate <ul style="list-style-type: none"> • Oral: 100-120 wpm • Silent: 110-135 wpm • Text Levels O-P. • < 94% accuracy = comprehension will break down. • 95-97% accuracy = Instructional Level • 98 – 100% = Independent Level 						<u>Oral Reading Features</u> <ul style="list-style-type: none"> • emphasis • intonation • stress • expression • pause • phrase • reading rate 		
	I can read dialogue with phrasing and expression that shows that I understand the characters and the events.	Readers use punctuation and text layout to help them read dialogue with appropriate phrasing and expression.							
	I can stress words, pause and phrase, use intonation and punctuation when I read orally.								
	I can slow down to search for information and resume a normal reading pace again.	Readers adjust their pace to gather information when dealing with challenging texts or topics.							

References/Resources:

Clay, Marie, *Becoming Literate: The Construction of Inner Control*, Portsmouth, New Hampshire, 1991.

Fountas, Irene and Pinnell, Gay Su, *The Continuum of Literacy Learning: Grades 3-8 – A Guide to Teaching*, Portsmouth, New Hampshire, Heinemann, 2007.

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Concept	Learning Target	Why we are teaching/learning this concept?	B	M	E	CSO	Instructional / Academic Language - Vocabulary	Assessment Options	21 st Century Learning & Thinking Skills
<i>Readers use what is known to think about what will follow while reading continuous text.</i>	I can predict the outcome of a narrative .	Readers make reasonable predictions and can go back into the text to support their thinking.				3.1.04 3.1.06 3.1.08 3.1.10	<ul style="list-style-type: none"> • cause & effect • infer • predict • draw conclusions • character analysis/traits (actions, physical description, monologue and dialogue) • cultures • schema 		
	I can predict the solution to the problem of a story.								
	I can use evidence to support my predictions.								
	I can predict what characters will do based on traits revealed by the writer.								
	I can predict what characters will do based on traits revealed by the writer and inferred characteristics .	Readers pay attention to the clues writers provide to make inferences about the characters.				3.2.09			
<i>Readers search for and use connections to knowledge gained through personal experience, learning about the world, and reading other texts.</i>	I can use my own experiences to help me interpret characters and events.	Readers use their own experiences to help them understand and make inferences about characters and events				3.1.04 3.1.10 3.1.12 3.1.15			
	I can make connections between my experiences and people who live in different cultures , different places, and different times.	Readers compare their experiences to learn about other cultures, places, and, times. This adds to their schema.				3.1.04 3.1.10			

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	I can think and talk about how the text I am reading is like other texts. These connections help me understand the text I am reading.	Readers think and talk about the texts they read. They explore how texts are like other things they've read. These connections help deepen their understanding.							
<i>Readers go beyond the literal meaning of a text to think about what is not stated but is implied by the writer.</i>	I can infer characters' feelings and motives by reading their dialogue.	Readers pay attention to the conversations between characters to infer their feelings and motives .				3.1.04 3.1.08 3.1.09	<u>Text Conventions</u> • dialogue • speaker tags • quotation marks • print layout for dialogue • motive • inference		
	I can infer the big ideas or lesson of a text and discuss how they are applicable to people's lives today.	Readers understand that writers often have big ideas or lessons they are expressing. These ideas help readers to connect across texts and in people's lives.				3.1.10 3.1.15 3.2.09	• infer • theme • plot • moral • message • cause & effect • motive • supporting details • character		
	I can infer cause and effect influences on characters' feelings and motives.	Readers use their own experiences and evidence in the text to							

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	I can infer causes of problems or outcomes in fiction and non-fiction texts.	help them understand and make inferences about characters and events.					analysis <ul style="list-style-type: none"> • dialogue • monologue • speaker tags • quotation marks <ul style="list-style-type: none"> • fiction • non-fiction 		
<i>Readers put together information from the text and from the reader's own background knowledge in order to create new understandings.</i>	I can talk and write about known and new information before, during, and after reading by: <ul style="list-style-type: none"> • expressing what I've learned; • expressing how my ideas have changed. 	Readers think about what they believe they know and compare it to new information they gather as they read.				3.1.04	<ul style="list-style-type: none"> • determining importance • cultures • schema 		
		Readers ask questions and combine information to arrive at new understandings.				3.1.06 3.1.08 3.1.10 3.1.15			
		Readers talk with others and write about what they read to help clarify and add to their thinking.				3.3.01			

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Readers can examine a text to know more about how it is constructed and aspects of the writer's craft.	I can identify and explain aspects of genres.	Readers use features of genres to help them anticipate the text and to develop appreciation of the crafting techniques used by the writer.				3.1.04 3.1.12 3.2.09 3.3.01	<ul style="list-style-type: none"> • Genre • Poetry • Play • Magazine • Newspaper • Textbook • Electronic Database • Reference Material <p><u>Fiction/Narrative</u></p> <ul style="list-style-type: none"> • historical fiction • realistic fiction • fantasy • fairy tale • folk tale • myth • fable • short story <p><u>Nonfiction</u></p> <ul style="list-style-type: none"> • biography • autobiography • informational 		
	I can identify and diagram how fiction and nonfiction text is organized.	When readers understand the organizational					3.1.04 3.1.06 3.1.08	<p><u>Text Structures</u></p> <ul style="list-style-type: none"> • description • compare/contrast 	

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		structure, it helps them anticipate the text.				3.1.12 3.1.13 3.1.14 3.2.09 3.3.01	<ul style="list-style-type: none"> time sequence problem/solution cause/effect category story structure rise in tension turning point resolution <ul style="list-style-type: none"> informational text graphic organizer visualization 		
	I can talk about descriptive and figurative language and discuss how it adds to enjoyment or understanding.	Readers can look at the text through the eyes of the writer to appreciate crafting techniques used.				3.1.02 3.1.03 3.1.04 3.1.08 3.1.11 3.1.13 3.3.01	<u>Figurative Language</u> <ul style="list-style-type: none"> simile metaphor idiom <u>Parts of Speech</u> <ul style="list-style-type: none"> noun proper noun verb adjective adverb 		
	I can understand the relationship between the setting and the plot of a story.	Readers understand the setting is often related to and impacts the plot .				3.1.08	<ul style="list-style-type: none"> setting plot relationship 		

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<i>Readers can evaluate a text based on the reader's personal preferences, knowledge of the world, or text knowledge and think critically about the ideas in the text.</i>	I can tell my opinions of a text and show evidence to support them.	Readers express their opinions about things they read and support their thinking with evidence from the text. Readers have unique and individualized responses to texts. (It's the reader who makes the text.) Readers develop preferences in the authors and kinds of texts they read.				3.1.04 3.1.08 3.1.13 3.1.14 3.3.01	<ul style="list-style-type: none"> • reading purpose • genre • opinion 		
	I can talk about the quality of illustrations or graphics.	Readers express their opinions about the illustrations or graphics in a text and how these support or detract from their appreciation and understanding.				3.1.06 3.1.13 3.1.14	illustration, graphics		

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