

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



**COURSE/SUBJECT**

**Third Grade Reading**

<b>UNIT PACING</b> Names of units and approximate pacing	<b>UNIT LEARNING TARGETS</b> By the end of the unit, students will be able to...	<b>STANDARD</b> Which Common Core standards does this address?	<b>ASSESSMENTS</b> Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues  Unit 1: Building a Reading Life  <i>September</i>	<ul style="list-style-type: none"> <li>• I can read and understand grade-level text.</li> <li>• I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense.</li> <li>• I can ask questions that show I understand the story.</li> <li>• I can answer questions that show I understand the story.</li> <li>• I can use evidence from the story to support my questions and answers.</li> <li>• I can retell a story, including fables, folktales, and myths from many cultures.</li> <li>• I can figure out the main message, lesson, or moral of a story.</li> <li>• I can describe the characters in a story (i.e., their traits, motivations, or feelings).</li> <li>• I can explain how parts of the illustrations in a text help me add meaning to what the author wrote (i.e., mood, setting and characters).</li> <li>• I can compare and contrast the themes, settings, and plots of stories written by the same author about the same (or similar) characters.</li> <li>• I can participate in different types of group discussions (one-on-one, in groups, and teacher-led).</li> <li>• I can build on others' ideas and express my own clearly in discussions.</li> </ul>	RF.3.3c RF.3.4 RL.3.1 RL.3.2 RL.3.3 RL.3.7 RL.3.9 SL.3.1	Fountas and Pinnell Reading Benchmark  Conferring  Frequent formative assessments based on learning targets

<p>A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues</p> <p>Unit 2: Following Characters into Meaning: Envision, Predict, Synthesize, and Infer</p> <p><i>October</i></p>	<ul style="list-style-type: none"> <li>• I can ask questions that show I understand the story.</li> <li>• I can answer questions that show I understand the story.</li> <li>• I can use evidence from the story to support my questions and answers.</li> <li>• I can describe the characters in a story (i.e., their traits, motivations, or feelings).</li> <li>• I can explain how a character’s actions impact the sequence of events.</li> <li>• I can talk and write about the parts of stories, dramas, and poems, using words like chapter, scene, and stanza.</li> <li>• I can describe how a part of a text builds on the parts before it.</li> <li>• I can read and study to prepare for discussions.</li> <li>• I can use a variety of resources to explore ideas that are discussed</li> <li>• I can follow classroom rules for listening and talking to others</li> <li>• I can ask questions to make sure I understand, to help me stay on topic, and to connect my comments to what others’ said.</li> <li>• I can explain my ideas and understanding in a discussion.</li> </ul>	<p>RL.3.1 RL.3.3 RL.3.5 SL.3.1 a-d</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues</p> <p>Unit 4: Nonfiction Reading: Expository Texts</p> <p><i>November</i></p>	<ul style="list-style-type: none"> <li>• I can ask and answer questions that show I understand the text.</li> <li>• I can use evidence from the text to support my answers.</li> <li>• I can identify the main idea of a text.</li> <li>• I can retell the important details of a text.</li> <li>• I can explain how the important details support the main idea of the text.</li> <li>• I can use language about time, sequence, and cause/ effect to explain the relationship between historical events and scientific ideas in a text.</li> <li>• I can figure out the meaning of content related vocabulary words and phrases in a text about a third grade topic.</li> <li>• I can use text features to find information about a topic.</li> <li>• I can use search tools to find information about a topic.</li> <li>• I can use what I learned from the illustrations and words in a text to show that I understand the text.</li> <li>• I can describe the connection between sentences and paragraphs in a text.</li> <li>• I can compare and contrast the most important points and details from in two different texts about the same topic.</li> <li>• I can read and understand informational texts at the highest end of the 2nd-3rd grade level on my own.</li> </ul>	<p>R.I.3.1 R.I.3.2 R.I.3.3 R.I.3.5 R.I.3.7 R.I.3.8 RI.3.9 RI.3.10</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p> <p>Fountas and Pinnell Benchmark Assessment System</p>

<p>A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues</p> <p>Unit 3: Series Book Clubs</p> <p><i>December/January</i></p>	<ul style="list-style-type: none"> <li>• I can answer questions that show I understand the story.</li> <li>• I can use evidence from the story to support my questions and answers.</li> <li>• I can describe the characters in a story (i.e., their traits, motivations, or feelings).</li> <li>• I can ask questions that show I understand the story.</li> <li>• I can explain how a character's actions impact the sequence of events.</li> <li>• I can talk and write about the parts of stories, dramas, and poems, using words like chapter, scene, and stanza.</li> <li>• I can describe how a part of a text builds on the parts before it.</li> <li>• I can tell the difference between my point of view and the narrator's or other characters' point of view.</li> <li>• I can read and study to prepare for discussions.</li> <li>• I can use a variety of resources to explore ideas that are discussed</li> <li>• I can follow classroom rules for listening and talking to others</li> <li>• I can ask questions to make sure I understand, to help me stay on topic, and to connect my comments to what others' said.</li> <li>• I can explain my ideas and understanding in a discussion.</li> </ul>	<p>RL.3.1 RL.3.3 RL.3.5 RL.3.6 SL.3.1 a-d</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues</p> <p>Unit 6: Biography Book Clubs</p> <p><i>February</i></p>	<ul style="list-style-type: none"> <li>• I can ask and answer questions that show I understand the text.</li> <li>• I can use evidence from the text to support my answers.</li> <li>• I can identify the main idea of a text.</li> <li>• I can retell the important details of a text.</li> <li>• I can explain how the important details support the main idea of the text.</li> <li>• I can use language about time, sequence, and cause/ effect to explain the relationship between historical events in a text.</li> <li>• I can figure out the meaning of content related vocabulary words and phrases in a text about a third grade topic.</li> <li>• I can use text features to find information about a topic.</li> <li>• I can use search tools to find information about a topic.</li> <li>• I can tell the difference between my own point of view and the author's.</li> <li>• I can use what I learned from the illustrations and words in a text to show that I understand the text.</li> <li>• I can describe the connection between sentences and paragraphs in a text.</li> <li>• I can compare and contrast the most important points and details from in two different texts about the same topic.</li> <li>• I can read and understand informational texts at the highest end of the 2nd-3rd grade level on my own.</li> </ul>	<p>RI.3.1 RI.3.2 RI.3.3 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>

<p>A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues</p> <p>Unit 8: Informational Reading: Reading, Research, and Writing in the Content Areas</p> <p><i>March/April</i></p>	<ul style="list-style-type: none"> <li>• I can ask and answer questions that show I understand the text.</li> <li>• I can use evidence from the text to support my answers.</li> <li>• I can identify the main idea of a text.</li> <li>• I can retell the important details of a text.</li> <li>• I can explain how the important details support the main idea of the text.</li> <li>• I can use language about time, sequence, and cause/ effect to explain the relationship between historical events and scientific ideas in a text.</li> <li>• I can figure out the meaning of content related vocabulary words and phrases in a text about a third grade topic.</li> <li>• I can use text features to find information about a topic.</li> <li>• I can use search tools to find information about a topic.</li> <li>• I can use what I learned from the illustrations and words in a text to show that I understand the text.</li> <li>• I can describe the connection between sentences and paragraphs in a text.</li> <li>• I can compare and contrast the most important points and details from in two different texts about the same topic.</li> <li>• I can read and understand informational texts at the highest end of the 2nd-3rd grade level on my own.</li> </ul>	<p>RI. 3.1 RI. 3.2 RI. 3.3 RI. 3.5 RI. 3.7 RI. 3.8 RI. 3.9 RI. 3.10</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p> <p>Fountas and Pinnell Benchmark Assessment System</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues</p> <p>Unit 9: Social Issues Book Clubs</p> <p><i>May</i></p>	<ul style="list-style-type: none"> <li>• I can answer questions that show I understand the story.</li> <li>• I can use evidence from the story to support my questions and answers.</li> <li>• I can describe the characters in a story (i.e., their traits, motivations, or feelings).</li> <li>• I can ask questions that show I understand the story.</li> <li>• I can explain how a character's actions impact the sequence of events.</li> <li>• I can talk and write about the parts of stories, dramas, and poems, using words like chapter, scene, and stanza.</li> <li>• I can describe how a part of a text builds on the parts before it.</li> <li>• I can tell the difference between my point of view and the narrator's or other characters' point of view.</li> <li>• I can read and study to prepare for discussions.</li> <li>• I can use a variety of resources to explore ideas that are discussed</li> <li>• I can follow classroom rules for listening and talking to others</li> <li>• I can ask questions to make sure I understand, to help me stay on topic, and to connect my comments to what others' said.</li> <li>• I can explain my ideas and understanding in a discussion.</li> </ul>	<p>RL.3.1 RL.3.3 RL.3.5 RL.3.6 SL.3.1 a-d</p>	<p>Fountas and Pinnell Reading Benchmark</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>

<p>A Curricular Plan for Reading and Writing Workshop Grade 3 by Lucy Calkins and Colleagues</p> <p>Unit 6 (from reading): Poetry</p> <p><i>June</i></p>	<ul style="list-style-type: none"> <li>• I can determine what words and phrases in a text mean.</li> <li>• I can tell when the author uses words that mean something different than what is written on the page. I can talk and write about the parts of stories, dramas, and poems, using words like chapter, scene, and stanza.</li> <li>• I can describe how a part of a text builds on the parts before it.</li> <li>• I can explain how parts of the illustrations in a text help me add meaning to what the author wrote (i.e., mood, setting and characters).</li> <li>• I can read and understand stories, dramas, and poetry at the high end of 2nd-3rd grade level texts on my own.</li> <li>• I can record myself fluently reading a story or poem at a pace others' can understand.</li> <li>• I can add visuals so that important facts and details stand out.</li> </ul>	<p>RL.3.4  RL.3.5  RL.3.7  RL.3.10  SL.3.5</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p> <p>Fountas and Pinnell Benchmark Assessment System</p>
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