

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

Third Grade Reading

UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which Common Core standards does this address?	ASSESSMENTS 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"> • I can read and understand grade-level text. • I can use context clues to self-correct and re-read when something doesn't sound right, look right or make sense. • I can ask questions that show I understand the story. • I can answer questions that show I understand the story. • I can use evidence from the story to support my questions and answers. • I can retell a story, including fables, folktales, and myths from many cultures. • I can figure out the main message, lesson, or moral of a story. • I can describe the characters in a story (i.e., their traits, motivations, or feelings). • 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). • I can compare and contrast the themes, settings, and plots of stories written by the same author about the same (or similar) characters. • I can participate in different types of group discussions (one-on-one, in groups, and teacher-led). • I can build on others' ideas and express my own clearly in discussions. 	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"> • I can ask questions that show I understand the story. • I can answer questions that show I understand the story. • I can use evidence from the story to support my questions and answers. • I can describe the characters in a story (i.e., their traits, motivations, or feelings). • I can explain how a character's actions impact the sequence of events. • I can talk and write about the parts of stories, dramas, and poems, using words like chapter, scene, and stanza. • I can describe how a part of a text builds on the parts before it. • I can read and study to prepare for discussions. • I can use a variety of resources to explore ideas that are discussed • I can follow classroom rules for listening and talking to others • I can ask questions to make sure I understand, to help me stay on topic, and to connect my comments to what others' said. • I can explain my ideas and understanding in a discussion. 	<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"> • I can ask and answer questions that show I understand the text. • I can use evidence from the text to support my answers. • I can identify the main idea of a text. • I can retell the important details of a text. • I can explain how the important details support the main idea of the text. • I can use language about time, sequence, and cause/ effect to explain the relationship between historical events and scientific ideas in a text. • I can figure out the meaning of content related vocabulary words and phrases in a text about a third grade topic. • I can use text features to find information about a topic. • I can use search tools to find information about a topic. • I can use what I learned from the illustrations and words in a text to show that I understand the text. • I can describe the connection between sentences and paragraphs in a text. • I can compare and contrast the most important points and details from in two different texts about the same topic. • I can read and understand informational texts at the highest end of the 2nd-3rd grade level on my own. 	<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"> • I can answer questions that show I understand the story. • I can use evidence from the story to support my questions and answers. • I can describe the characters in a story (i.e., their traits, motivations, or feelings). • I can ask questions that show I understand the story. • I can explain how a character's actions impact the sequence of events. • I can talk and write about the parts of stories, dramas, and poems, using words like chapter, scene, and stanza. • I can describe how a part of a text builds on the parts before it. • I can tell the difference between my point of view and the narrator's or other characters' point of view. • I can read and study to prepare for discussions. • I can use a variety of resources to explore ideas that are discussed • I can follow classroom rules for listening and talking to others • I can ask questions to make sure I understand, to help me stay on topic, and to connect my comments to what others' said. • I can explain my ideas and understanding in a discussion. 	<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"> • I can ask and answer questions that show I understand the text. • I can use evidence from the text to support my answers. • I can identify the main idea of a text. • I can retell the important details of a text. • I can explain how the important details support the main idea of the text. • I can use language about time, sequence, and cause/effect to explain the relationship between historical events in a text. • I can figure out the meaning of content related vocabulary words and phrases in a text about a third grade topic. • I can use text features to find information about a topic. • I can use search tools to find information about a topic. • I can tell the difference between my own point of view and the author's. • I can use what I learned from the illustrations and words in a text to show that I understand the text. • I can describe the connection between sentences and paragraphs in a text. • I can compare and contrast the most important points and details from in two different texts about the same topic. • I can read and understand informational texts at the highest end of the 2nd-3rd grade level on my own. 	<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"> • I can ask and answer questions that show I understand the text. • I can use evidence from the text to support my answers. • I can identify the main idea of a text. • I can retell the important details of a text. • I can explain how the important details support the main idea of the text. • I can use language about time, sequence, and cause/effect to explain the relationship between historical events and scientific ideas in a text. • I can figure out the meaning of content related vocabulary words and phrases in a text about a third grade topic. • I can use text features to find information about a topic. • I can use search tools to find information about a topic. • I can use what I learned from the illustrations and words in a text to show that I understand the text. • I can describe the connection between sentences and paragraphs in a text. • I can compare and contrast the most important points and details from in two different texts about the same topic. • I can read and understand informational texts at the highest end of the 2nd-3rd grade level on my own. 	<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"> • I can answer questions that show I understand the story. • I can use evidence from the story to support my questions and answers. • I can describe the characters in a story (i.e., their traits, motivations, or feelings). • I can ask questions that show I understand the story. • I can explain how a character's actions impact the sequence of events. • I can talk and write about the parts of stories, dramas, and poems, using words like chapter, scene, and stanza. • I can describe how a part of a text builds on the parts before it. • I can tell the difference between my point of view and the narrator's or other characters' point of view. • I can read and study to prepare for discussions. • I can use a variety of resources to explore ideas that are discussed • I can follow classroom rules for listening and talking to others • I can ask questions to make sure I understand, to help me stay on topic, and to connect my comments to what others' said. • I can explain my ideas and understanding in a discussion. 	<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"> • I can determine what words and phrases in a text mean. • 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. • I can describe how a part of a text builds on the parts before it. • 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). • I can read and understand stories, dramas, and poetry at the high end of 2nd-3rd grade level texts on my own. • I can record myself fluently reading a story or poem at a pace others' can understand. • I can add visuals so that important facts and details stand out. 	<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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