

First Draft RE-1 VALLEY SCHOOL DISTRICT
3RD GRADE rev 3/11/03

READING BLOCK COMPONENT		AUGUST/ SEPTEMBER	OCTOBER	NOVEMBER/ DECEMBER	JANUARY/ FEBRUARY	FEBRUARY/ MARCH	APRIL	MAY
Standards 1. Students will use explicit comprehension strategies to understand a variety of texts (Rd. Block: guided reading/ independent practice)	C S O T M R P A R T E E H G E I N E S S I O N N	1.1 Monitoring understanding 1.2 Using Schema	1.1 Schema 1.2 Asking questions	1.1 Asking questions 1.2 Inferring	1.1 Inferring 1.2 Determining Importance	1.1 Determining Importance 1.2 Visualizing/ Sensing	1.1 Visualizing and sensing 1.2 Synthesis	1.1 Synthesis
	2. Students will use specific thinking skills to understand a variety of texts (Rd Block: guided reading/ independent practice)	K S E K Y I L L S 2.1 Elements of genre 2.2 Uses context 2.3 Main idea/ supporting details 2.4 Summarizing Literal/Retelling CSAP	2.1 Sequence steps if chronological (1e)	2.1 Contextual clues (1d) 2.2. Compare/contrast 2.3 Draw conclusions	2.1 Cause/Effect 2.2 Fact/Opinion	2.1 Author's purpose	2.1 Compare/ Contrast	2.1 Cause/Effect
								→
								→
3. Students will use word recognition strategies to understand a variety of texts (Rd. Block: word work)	W W O O R R D K	3.1 Open/closed syllables 3.2 R-controlled Vowels 3.3 Decoding Strategies	3.1 Compound words 3.2 Root words	3.1 Synonyms 3.2 Antonyms 3.3 Homophones	3.1 Plurals, add s, es, vowel +y, consonant + y, f/v irregular, possessives	3.1. Possessives 3.2 Prefixes	3.1 Suffixes 3.2 Multi-meaning words	3.1 Reference materials Spiral skills Root words
CURRICULUM ALIGNMENT GENRES AND MATERIALS 4. Students will understand defining features and structures of genres (Rd block: guided reading/ independent practice)	F I C T I O N N	Realistic Fiction Characters Setting Plot Problem/ Solution	Humorous Fiction Characters Setting(place,time) Plot Problem/Solution	Legends/ Tales Morals Magic Personification	Fables/ Folktales	Science Fiction Historical Fiction	Fantasy	Mystery
	P O E T R Y	End Rhyme Free Verse	Onomatopoeia	Realistic	Humorous	End rhyme Free Verse	Nonsense	Spiral Skills

First Draft RE-1 VALLEY SCHOOL DISTRICT
3RD GRADE rev 3/11/03

5. Students will explore similarities and differences among stories and the ways in which those stories reflect author background and culture(s).	N O N F I C T I O N	Narrative	Expository	Biography	Magazines/ Newspapers	Autobiography Biography	Expository	Resources
		Table of Contents Types of print Bold Print	Headings Captions Labels 5.1 Similarities and differences between humorous fiction/ realistic fiction 5.2 Similarities and differences between narrative nonfiction and expository non-fiction	Index Diagrams Comparisons 5.1 Difference between folktale/fable.	Headings Graphs Maps	Table of Contents Cutaways Glossary	Comparisons Close ups	Keys Maps

First Draft RE-1 VALLEY SCHOOL DISTRICT
3RD GRADE rev 3/11/03

ASSESSMENT RESPONSES 6. Students will synthesis and respond to various genres. a. strategy prompts and responses b. CBLA requirement c. CSAP testing genres (Rd. Block: guided reading/ independent practice)		6a. Summarize and paraphrase (poetry) 6b. oral/verbal responses	6a. Summarize and paraphrase (poetry)	6a. Summarize and paraphrase	6a. Summarize and paraphrase	6a. Summarize and paraphrase	6a. Summarize and paraphrase	6a. Summarize and paraphrase
INSTRUCTIONAL STRATEGIES/ GROUPING		(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Making Connections Oral This reminds me of... I have a connection. Remember When Text to me Text to text Text to world Fiction Modeling and think- aloud of features Captions 2.Headings 3.Index 4. Table of contents 5.Bold Print 6.Charts 7.Graphs Poetry: Modeling and thinking aloud by teacher of different types of poems using strategies list in #6. Text Codes R- reminds me of T-S- text to self T-T- text to text	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Asking Questions Oral I wonder.. How come Why I'm confused I don't get it Text Codes ? question reader has C- confusion Huh? Two Column Notes Quote/picture from text- My question What the text is About/ What It makes me wonder About What I know/ What I wonder What I learned/ What I wonder Questions/ Facts 3 Column Notes	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Inferring Oral Discuss themes I think Maybe it means I'm guessing that I predict Text Codes I- Inferences P- prediction + prediction confirmed - Prediction contradicted Th- theme Two Column Notes Quote/Picture/ Inference Facts/ Inferences Questions/Inferences What I think/ Support from text Words in Text/ Themes Plot/ Theme Themes/ Response Words in Text/	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Determining Importance Oral Discussions about content This is really important... Text Codes I- Important L- Learned Something New # - Interesting Aha! - Big idea S-surprise S!!- shocking !!!- exciting Two Column Notes Topic/ Details Words from Text/Important Information Words from Text/ Important Ideas What's interesting/ What's important Opinion/ Proof from Text	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Visualizing Oral How words make pictures in your mind Showing not telling and how it links to visualization I get a picture in my mind I can see it It's like a movie in my head I visualized Text Codes V- Visualized with picture P or picture of eye-picture T- picture of tongue-taste Sm- picture of nose-smell Tch- picture of hand-	(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Synthesis Oral Ongoing discussions of evolving thinking I get it. Aha! Yes! Text Codes SZ- synthesis 2+2 – put it all together Drawing of a light bulb- new idea, confusion cleared up Two- Column Notes What the text is about/ What it makes me think about Direct Quote/Personal Response Opinion before	

First Draft RE-1 VALLEY SCHOOL DISTRICT
3RD GRADE rev 3/11/03

		<p>T-W- text to world BK- Background Knowledge PE- Prior Experience 2 Column Notes Quote or picture from text/ My connection What the Text is about/ What it reminds me of Words in the text/My personal connection Words in the text/My connection to an Issue, Event, or Person Vocabulary Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	<p>What I know/ What I wonder/ What I want to Know Facts/ Questions/ Responses Questions Before Reading/ During Reading/ After Reading Other responses Question of the Day Question Webs Burning questions from class Vocabulary Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	<p>Prediction Three Column Notes Picture or Quote/ Inference/ My response Facts/Questions/ Inferences Unfamiliar Word/ My inference/ confirmation Words in the text/ Prediction/ Confirmed Contradicted Vocabulary Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	<p>Theme/ Evidence from Theme Important Event/ Evidence from the text Character/s Motivation/ Evidence from the text Three Column Notes Facts/ Questions/ Response Topic/Details/ Responses Evidence For/ Evidence Against/ Personal Opinion Synthesis Oral Ongoing discussions of evolving thinking I get it. Aha! Yes! Text Codes SZ- synthesis 2+2 – put it all together Drawing of a light bulb- new idea, confusion cleared up Two- Column Notes What the text is about/ What it makes me think about Direct Quote/Personal Response Opinion before reading/new ideas Quote or picture/ new idea Information from text/ new insight Content/ process What's interesting/ What's Important Three Column Notes Content/Process/Craft Facts/Opinions/ Response Topic/ Details/ Response Thinking/ New</p>	<p>touch 2Column Notes Quote/Picture from text/ my image What the text is about/ what I see Words on the page/ picture in my mind Words on the page/ My mental map of what happened 3 Column Note Words On the Page/ Picture in My Mind/ My response Other Listening to recorded sounds to stimulate images-making an image in mind or drawing a picture Drawing a picture of what is visualized during reading Listening to music and describing what is visualized Drawing a sequence of drawings like a movie Sketch to stretch (page 274, <i>Strategies that work</i>) Vocabulary Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters</p>	<p>reading/new ideas Quote or picture/ new idea Information from text/ new insight Content/ process What's interesting/ What's Important Three Column Notes Content/Process/Craf t Facts/Opinions/ Response Topic/ Details/ Response Thinking/ New Information/ New Thinking Compare/ contrast Others Venn diagram Time line of our thinking Vocabulary Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word</p>	
--	--	--	--	---	--	--	--	--

First Draft RE-1 VALLEY SCHOOL DISTRICT
3RD GRADE rev 3/11/03

					<p>Information/ New Thinking Compare/ contrast</p> <p>Others Venn diagram Time line of our thinking Six Questions- who? what?, when? Where? Why? How? To remember information and make sense</p> <p>Vocabulary Super Cluster (categories) Organize words in your room by categories, such as occupations By Alphabet (Word Walls) Unit conceptual Clusters Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	<p>Organize words of units together Structure of words (prefix, suffix, root, etc. New word process -Paper divided into fourths My teacher's description, My description, How I'll remember this word (picture), Additional Experience/ connections</p>	<p>(picture), Additional Experience/ connections</p>	
--	--	--	--	--	---	---	--	--