

Mackay Elementary School



Grade Level: 3rd Grade

Subject: Language Arts (Reading Process & Comprehension/Interpretation)

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Teacher and contact information: Mrs. Hoover

3rd Grade

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SUBJECT INFORMATION

Third grade reading standards are presented in two main areas - Reading Process and Comprehension/ Interpretation. For Reading Process students will explore concepts of print and text; acquire decoding skills using word parts, syllabication, and context skills. Students will also acquire fluency, develop vocabulary and concepts. For Comprehension & Interpretation students will acquire strategies and skills for comprehending text, including expository text, and literary text.

COMMON CORE / STATE CONTENT STANDARDS/VOCABULARY OBJECTIVES

By the end of Grade 3, the student will be able to:

STATE CONTENT STANDARDS

- Locate information using alphabetical order past the second letter.
- Use graphics, graphs, tables, diagrams, parenthesis, italics, and bold print to understand text.
- Decode using syllable types and syllable patterns to decode words with 2-4 syllables.
- Use knowledge of base words, common prefixes, and suffixes to determine meaning of unknown words in isolation and in context.
- Identify synonyms, antonyms, homophones, and homographs to determine the meaning of words in context.
- Draw simple conclusions based on information gathered from text.
- Identify cause-effect, compare-contrast, and descriptions that support comprehension.
- Identify facts and relevant details to sequence important information from expository text into a logical order to retell facts.
- Follow simple multi-step written directions.
- Identify different genres of literature (fables, fairy tales, poetry, folktales).
- Describe characters (traits, roles, similarities, differences) within a literary selection, heard or read.
- Identify all aspects of the setting (time of day, place, and year).
- Identify plots in literary text. (main problem, conflict, key details, sequencing, and resolution)
- Identify the lesson of a fable or folktale (theme).

VOCABULARY OBJECTIVES

Alphabetical Order ~to place items in the same order as the alphabet.
 Text Types/Formats ~how words are organized on a page or computer screen.
 Period ~end mark for a statement.
 Question Mark ~end mark for a question.
 Exclamation Point ~end mark for an exclamation.
 Indenting ~moving the first line of text to the right.
 Bold Print ~print that is darker than the other.
 Dialogue ~a piece of writing written as conversation, usually punctuated by quotation marks.
 Graphs ~a visual representation of information.
 Table ~information in a brief list.
 Diagrams ~pictures that give information.
 Parenthesis ~marks used to set off a word, a phrase, or sentence inserted within a sentence to explain or qualify something.
 Vowel Digraphs ~spelling patterns in which two or more letters represent a single vowel sound.
 Diphthongs ~vowel sounds produced when the tongue glides from one vowel sound toward another in the same syllable, for example, /oi/ or /ou/.
 R-controlled Vowels ~the letter r affects the sound of the vowel(s) that precedes it. The preceding vowel and r are treated as a single sound. (er, ir, ur, ar, or, air)
 Abbreviations ~a shortened form of a word.
 Syllable Types
 Text to Self ~comparing written text to one's own life and experiences.
 Text to World ~comparing written text to the world around you.
 Text to Text ~comparing written text to other written texts.
 Draw Conclusions ~when the reader figures out what a writer means by using information given in the story.
 Expository ~written text used to explain or inform.
 Cause-Effect ~a stated or implied association between an outcome and the conditions that brought it about; also the comprehension skill associated with recognizing this type of relationship as an organizing principle in text.
 Compare-Contrast ~to see how two or more items are alike and different
 Descriptions ~telling how someone or something looks or feels.
 Generate Questions (how, why, what if) ~ask question.
 Facts ~things know to be true
 Details ~little things that give characters, places, things, etc. depth and interest.
 Sequence ~order of events or elements.
 Retell
 Multi-step Directions ~directions with more than one step.
 Genre (e.g., fable, fairy tale, poetry, folktale) ~classification of literary works.
 Characters (e.g., traits, roles, similarities/differences) ~participants of a story.
 Setting (e.g., time-of-day, place, year) ~the literary element that includes the time, place, and physical and psychological background in which a story takes place.
 Plot Narrator (point of view) ~also known as the third person point of view.
 Lesson (theme) ~a major idea or proposition that provides an organizing concept through which, by study, students gain depth of understanding.
 Idiom ~ figure of speech whose meaning cannot be understood by the ordinary meanings of the words; is specific to culture or geographic region.

INSTRUCTIONAL MATERIALS

Textbook & Ancillary Materials: Harcourt Storytown, & supplemental realistic fiction books, historical books, holiday subject books, poetry, & Accelerated Reader books. Computer Curriculum Corporation - Initial Reading & Reader's Workshop (computer guided individual instruction), and the PLATO computer program individualized assessments and reading lessons.

LESSONS WITH INSTRUCTIONAL DATES

*** Note: This schedule is a guide. It may change with holidays, ½ days, and when assemblies are held. The teacher may make changes if necessary to extend lessons, and to allow for required testing. ***

| Quarter | Lesson | Description |
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| 1st Quarter | Assessments | Words per minute fluency tests, Curriculum Based Assessment Beginning of Year Benchmark tests, group & individual reading. |
| | Theme 1/Lesson 1 | Short vowels, characters & setting, use graphic organizers, alphabetical order, fluency & accuracy, vocabulary, sentences, statements and questions. |
| | Theme 1/Lesson 2 | Root word + ending, characters & setting, use graphic organizers, alphabetical order, fluency & accuracy, vocabulary, commands & exclamations. |
| | Theme 1/Lesson 3 | Vowel digraphs (ee, ea, ai, ay, oa, ow), locate information, use prior knowledge, use a dictionary, fluency & reading rate, vocabulary, complete subjects, simple subjects and predicates. |
| | Theme 1/Lesson 4 | Plurals (-s, -es), locate information, use prior knowledge, use a dictionary, reading rate, vocabulary, compound subjects and predicates. |
| | Theme 1/Lesson 5 Theme Review | Reader's Theater, characters & setting, use graphic organizers, alphabetical order, build fluency, review & build vocabulary, |
| | Theme2/Lesson 6 | Compound words, fact & opinion, reread for comprehension, synonyms & antonyms, phrasing, vocabulary, simple & compound sentences. |
| | Theme2/Lesson 7 | Consonant digraphs (ch, tch, sh, ch, wh) fact & opinion, reread for comprehension, synonyms and antonyms, phrasing, vocabulary, common & proper nouns. |
| | Theme 2/Lesson 8 | Diphthongs (ou, ow, oi, oy) main idea and details, summarize, use reference sources, punctuation, vocabulary, singular & plural nouns. |
| | Theme 2/Lesson 9 | Consonant blends (str, scr, spr), main idea & details, summarize, use reference resources, punctuation, vocabulary, singular & plural nouns. |
| 2nd Quarter | Theme 2/ Lesson 10 Theme Review | Reader's Theater, compound words, consonant digraphs, diphthongs, consonant blends, fact & opinion, main idea & details, reread & summarize, synonyms & antonyms, phrasing & punctuation, vocabulary, simple & compound sentences, common & proper nouns, singular & plural nouns. |
| | Theme 3/Lesson 11 | C-le syllable, plot, story structure, context clues, expression, vocabulary, possessive nouns. |
| | Theme 3/Lesson 12 | Consonant digraphs (kn, gn, wr, gh), plot, story structure, use context clues, expression, vocabulary, singular & plural nouns. |
| | Theme 3/Lesson 13 | Consonants, author's purpose, ask questions, use graphic aids, intonation, vocabulary, subject & object pronouns. |
| | Theme 3/Lesson 14 | V/CV & VC/V syllable patterns, author's purpose, ask questions, use graphic aids, intonation, vocabulary, pronoun-antecedent agreement. |
| | Theme 3/Lesson 15 Theme Review | C-le syllable, consonant digraphs, consonants, V/CV and VC/V syllable patterns. |

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| | Theme 4/Lesson 16 | r-Controlled vowel (or, ore, our, oar, ar) compare & contrast, read ahead for comprehension, prefixes & suffixes, fluency with accuracy, vocabulary, adjectives. |
| | Realistic Fiction | Characters, setting, plot, problem & resolution. Graphic organizer of story events. |
| | Theme 4/Lesson 17 | r-Controlled vowel (er, ir, ur, or, ear) compare & contrast, read ahead for comprehension, prefixes & suffixes, fluency with accuracy, vocabulary, adjectives that compare. |
| 3rd Quarter | Theme 4/Lesson 18 | Suffixes, (-er, -est, -ly, ful), theme, use story structure, follow directions, phrasing, vocabulary, articles. |
| | Theme 4/Lesson 19 | Prefixes, (un-, re-, dis-), theme, use story structure, follow directions, phrasing, vocabulary, action verbs. |
| | Theme 4/Lesson 20 Theme Review | Reader's Theater, r-Controlled vowels, suffixes, prefixes, compare & contrast, theme, read ahead for comprehension, follow directions, fluency with accuracy and phrasing, vocabulary, adjectives, articles, action verbs. |
| | Theme 5/Lesson 21 | Vowel variants (oo, ew, ue, ui), sequence, reread for comprehension, author's message, fluency reading rate, vocabulary, the verb <i>be</i> . |
| | Theme 5/Lesson 22 | Vowel variants (o, au(gh), aw, a(l), ough), sequence, reread for comprehension, author's message, fluency reading rate, vocabulary, main & helping verbs. |
| | Theme 5/Lesson 23 | Prefixes (pre-, mis-, in-), cause & effect, answer questions, homophones, expression, vocabulary, present-tense verbs. |
| | Theme 5/Lesson 24 | Schwa, cause & effect, answer questions, homophones, expression, vocabulary, past-tense verbs. |
| | Theme 5/Lesson 25 Theme Review | Reader's Theater, vowel variants, prefixes, Schwa, sequence, cause & effect, reread for comprehension, answer questions, author's message, homophones, fluency reading rate and expression, vocabulary, the verb <i>be</i> , main & helping verbs, present-tense verbs, past & future-tense verbs. |
| | Theme 6/Lesson 26 | Suffixes (-tion, -sion), make inferences; ask questions, multiple-meaning words, punctuation, vocabulary, irregular verbs. |
| 4th Quarter | Theme 6/Lesson 27 | V/V syllable patterns, make inferences, ask questions, multiple-meaning words, punctuation, vocabulary, adverbs. |
| | Theme 6/Lesson 28 | Suffixes (-able, -ible, -less, -ous), make predictions, read ahead for comprehension, homographs, intonation, vocabulary, contractions. |
| | Theme 6/Lesson 29 | Prefixes (bi-, non-, over-), make predictions, read ahead for comprehension, homographs, intonation, vocabulary, punctuation. |
| | Theme 6/Lesson 30 | Reader's Theater, suffixes, V/V syllable pattern, prefixes, make inferences & predictions, ask questions, read ahead for comprehension, multiple-meaning words, homographs, punctuation, intonation, vocabulary, irregular verbs, adverbs, contractions, punctuation. |
| | ISAT Review | In class, small group & whole group review of required Idaho Standards in Reading, Language & Mathematics to prepare for ISAT. |

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| | Idaho Standards Achievement Tests | Students will be tested on Reading, Language (Writing Process, Writing Applications & Writing Components) and Mathematics. |
| | Mixed Genre: Assorted Historical Fiction, Biographies, Scientific Fact, and Realistic Fiction | Reading for information, story structure, story mapping, author's purpose, characters, setting, plot, main idea & details. |

ASSESSMENTS / TESTS

Weekly one-minute fluency tests, weekly comprehension tests, & weekly spelling tests. Storytown reading benchmark tests issued at beginning and end of the school year, STAR reading placement tests for Accelerated Reader, reading comprehension tests for all Accelerated Reader books read independently. Fall, Winter, and Spring Idaho Reading Indicator (IRI), Idaho Standards Achievement Tests are issued in April. Required Idaho Standards Achievement Tests will be taken by students each year. Those tests are completed on computers.

GRADING PROCEDURES

Fluency tests are scored with correct words-per-minute, (WPM). Placement tests, comprehension tests, and spelling tests, are scored with the points correct over points possible. Challenge words can improve Spelling grades by earning points beyond required lists, (extra credit). Accelerated Reader (AR) tests are scored with the percent correct. STAR reading placement tests determine independent reading level through vocabulary and reading comprehension test answers. STAR computerizes reading tests are not included in the final grade.

CLASS RULES

Students are expected to arrive prepared for class with completed homework. They are to attend to lessons, participate in discussions, and complete class assignments. Students are to treat others with respect and kindness, work quietly, ask questions and work cooperatively.

MISCELLANEOUS

Accelerated Reader books and tests will be used for fluency and comprehension practice. Accelerated Reader allows students to work at their individual reading level keeping students progressing, yet challenged. For optimal growth all students should read 15 to 20 at home each day. This may be reading material of their choice.

** Syllabus is open for review and changes. **