

**Brookings School District 5-1
3rd Grade Reading Curriculum**

Standard:	Learning Target: ● = mastered ○ = introduced	Assessment:	Resources:	Q1	Q2	Q3	Q4	
Indicator 1: Students can recognize and analyze words.								
3.R.1.1 Students can decode using word recognition skills. – (Application)	<ul style="list-style-type: none"> I can decode words with prefixes (un, dis, pre, re, sub, mis). (3.R.1.1) Lessons 5, 14, 19, 21, 24 	Decoding Phonics Clicker Assessment to be used as a pre assessment in August and a post assessment in mid March (Formative)	2011 Harcourt Mifflin Harcourt Journeys Reading Series http://www.phonicsontheweb.com/vowel-combinations.php and refer to reference packet Phonetic Parts: Matching Words Worksheet					
	<ul style="list-style-type: none"> I can decode words with suffixes (-er, -or, -ful, -ly, -ist, -ness, -able). (3.R.1.1) Lessons 6,11,12,17, 23,25,29, 							
	<ul style="list-style-type: none"> I can use singular and plural possessives. (3.R.1.1) Lesson 21 							
	<ul style="list-style-type: none"> I can decode words with irregular spelling patterns (/ough/, /är/, /ôr/, /âr/, /ou/, /ô/, /ōō/, /oo/, /ur/, /oi), (3.R.1.1) Lessons 9,10,11,14,19,30 							
	<ul style="list-style-type: none"> I can decode silent letter words (knight, gnat, walk) (3.R.1.1) Lesson 8 							
	<ul style="list-style-type: none"> I can decode words with r-controlled vowels (/ar/ as in car; /or/ as in story). (3.R.1.1) Lesson 14,15,16 							
	<ul style="list-style-type: none"> I can blend syllables to decode multi-syllabic words. (3.R.1.1) 							
	<ul style="list-style-type: none"> I can decode vowels sounds ī,ā,ě, ōō. (3.R.1.1)Lesson 1,2,3,4,5 				Phonetic Parts: Matching Words Worksheet			
	<ul style="list-style-type: none"> I can decode the beginning sounds /shr/, /str/ (3.R.1.1)Lesson 7 		2011 Harcourt Mifflin Harcourt Journeys Reading Series					
	<ul style="list-style-type: none"> I can divide words into syllables. (3.R.1.1)Lesson 6,26,27 		Dictionary Skills Packet Daily Language Review					
Indicator 2: Students can comprehend and fluently read text.								

3.R.2.1 Students can apply comprehension strategies to read and interpret text. – (Application)	<ul style="list-style-type: none"> I can follow written directions. (3.R.2.1) 	Teacher Observation All subjects tests	Teacher directed/art projects/research Textbooks, worksheets, tests				
	<ul style="list-style-type: none"> I can use prior knowledge to make connections from text-to-self (fiction and nonfiction). (3.R.2.1) Lesson 3 	Observations/Class Discussions Journaling from questions asked in classroom	2011 Harcourt Mifflin Harcourt Journeys Reading Series Other 3 rd Grade Textbooks Class Read Aloud				
	<ul style="list-style-type: none"> I can use prior knowledge to make connections from text-to-text (fiction and nonfiction). (3.R.2.1) 	Final Project from Research	2011 Harcourt Mifflin Harcourt Journeys Reading Series Other 3 rd Grade Textbooks				
	<ul style="list-style-type: none"> I can use prior knowledge to make connections from text to-world (fiction and nonfiction). (3.R.2.1) 	Illustrate a scene	Class Read Aloud Research				
	<ul style="list-style-type: none"> I can use who, what, when, where, and why to ask questions about the text (fiction and nonfiction). (3.R.2.1) Lessons 1,12,21 	Accelerated Reader Tests Selection Test	Online – Discover Education –Discovering Language Arts – Grades 3-5, Reading Multiple Choice				
	<ul style="list-style-type: none"> I can make a mental picture to understand the text (fiction and nonfiction). (3.R.2.1) 	Education –Discovering Language Arts – Grades 3-5, Reading Multiple Choice	Lesson 4 Compare/Contrast				
	<ul style="list-style-type: none"> I can determine the main idea and supporting details. (nonfiction). (3.R.2.1)Lesson 10,20 						
	<ul style="list-style-type: none"> I can retell (in order – sequence) what happened in a text (fiction and nonfiction). (3.R.2.1) Lesson 6,23 						
	<ul style="list-style-type: none"> I can summarize what happened in a text (fiction and nonfiction). (3.R.2.1) Lesson 21 						
	<ul style="list-style-type: none"> I can make predictions about a text (fiction and nonfiction). (3.R.2.1) 						
	<ul style="list-style-type: none"> I can make inferences about a text (fiction and nonfiction). (3.R.2.1) Lesson 2,8,15,17 						
	<ul style="list-style-type: none"> I can determine cause(s) and effect(s) in a text (fiction and nonfiction). (3.R.2.1) Lesson 5,9,19 						

	<ul style="list-style-type: none"> I can determine important information. (3.R.2.1) 					
	<ul style="list-style-type: none"> I can eliminate unimportant information. (3.R.2.1) 					
	<ul style="list-style-type: none"> I can determine author's purpose (persuade, entertain, inform, explain how-to). (3.R.2.1) Lesson 14,16,24 					
3.R.2.2 Students can fluently read aloud and silently to comprehend text. – (Application)	<ul style="list-style-type: none"> I can smoothly read aloud with proper phrasing. (3.R.2.2) 	Observation Round Robin Oral Fluency Dibels	2011 Harcourt Mifflin Harcourt Journeys Reading Series Accelerated Reader Read Aloud Poetry			
	<ul style="list-style-type: none"> I can self-monitor for meaning by applying fluency strategies (using context clues, re-reading, skimming/scanning, predicting, cross-checking, or repeated reading). (3.R.2.2) 	Observation				
	<ul style="list-style-type: none"> I can read silently and understand what I read. (3.R.2.2) 	Accelerated Reader Selection Tests Any assigned reading and assessment assignment	Accelerated Reader Research			
Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.						
3.R.3.1 Students can identify and describe literary elements and devices in literature. – (Analysis)	<ul style="list-style-type: none"> I can compare characters within a text. (3.R.3.1) Lesson 13 	Selection Tests Individual Poems Individual Alliterative Creations	2011 Harcourt Mifflin Harcourt Journeys Reading Series Read Aloud Poetry Fables Folktales Social Studies Text			
	<ul style="list-style-type: none"> I can compare characters of two different texts. (3.R.3.1) 					
	<ul style="list-style-type: none"> I can compare the settings of two different texts. (3.R.3.1) 					
	<ul style="list-style-type: none"> I can identify the theme (message / moral) of a text. (3.R.3.1) 					
	<ul style="list-style-type: none"> I can compare the problems, events and solutions (plot) of two different texts. (3.R.3.1) 					
	<ul style="list-style-type: none"> I can identify the rhyming words in a poem. (3.R.3.1) 		Poetry			

	<ul style="list-style-type: none"> I can identify and label the rhyme pattern in a poem. (3.R.3.1) 		Online sites				
	<ul style="list-style-type: none"> I can identify examples of alliteration. (3.R.3.1) 		Poetry Books				
	<ul style="list-style-type: none"> I can identify different genres (fiction, nonfiction, poetry, fable, folktale, fairytale, and biography). (3.R.3.2) 	Observation/Discussions	Alliteration Activities/Books				
3.R.3.2 Students can compare and contrast different genres. – (Analysis)	<ul style="list-style-type: none"> I can identify different genres (fiction, nonfiction, poetry, fable, folktale, fairytale, and biography). (3.R.3.2) 	Selection Tests	Online sites http://volweb.utk.edu/schools/bledford/harrisms/1allitera.htm <u>It's a Spoon Not a Shovel</u>				
	<ul style="list-style-type: none"> I can compare and contrast different genres (fiction, nonfiction, poetry). (3.R.3.2) 		2003 Harcourt Trophies Reading Series				
	<ul style="list-style-type: none"> I can interpret the meaning of a poem. (3.R.3.2) 		Online sites http://www.ccs.k12.in.us/ope/Claases/Satkoski/genre_webquest/intra.htm				
	<ul style="list-style-type: none"> I can identify the lesson (theme) in a fable. (3.R.3.2) 		2003 Harcourt Trophies Reading Series				
	<ul style="list-style-type: none"> I can experience traditional literature (fables). (3.R.3.1) 		2003 Harcourt Trophies Reading Series Poetry				
			2003 Harcourt Trophies Reading Series				
			2003 Harcourt Trophies Reading Series				
Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.							
3.R.4.1 Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections. – (Analysis)	<ul style="list-style-type: none"> I can use prior knowledge to make connections from text-to-self. (3.R.4.1) 		2011 Harcourt Mifflin Harcourt Journeys Reading Series				
	<ul style="list-style-type: none"> I can use prior knowledge to make connections from text-to-text. (3.R.4.1) 		Read Aloud				
	<ul style="list-style-type: none"> I can use prior knowledge to make connections from text to-world. (3.R.4.1) 		Christmas Around the World Research				
	<ul style="list-style-type: none"> I can make connections to traditions and experiences I read about. (3.R.4.1) 		Famous American Research				
	<ul style="list-style-type: none"> I can identify the culture of a text. (3.R.4.1) 		Other Curriculum Texts				
	<ul style="list-style-type: none"> I can identify the geographical location of a story. (3.R.4.1) 						

	<ul style="list-style-type: none"> I can identify a story as historical fiction or historical non-fiction. (3.R.4.1) 					
	<ul style="list-style-type: none"> I can identify the facts in historical fiction and historical non-fiction. (3.R.4.1) 					
Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.						
3.R.5.1 Students can determine and utilize organizational features of text. – (Application)	<ul style="list-style-type: none"> I can use captions to get information. (3.R.5.1) 	Organizational Informational Features Quiz	2011 Harcourt Mifflin Harcourt Journeys Reading Series	Other text books	Scholastic News	
	<ul style="list-style-type: none"> I can use maps to get information. (3.R.5.1) 					
	<ul style="list-style-type: none"> I can use diagrams to get information. (3.R.5.1) 					
	<ul style="list-style-type: none"> I can use graphs to get information. (3.R.5.1) 					
	<ul style="list-style-type: none"> I can use a glossary to get information. (3.R.5.1) 					
	<ul style="list-style-type: none"> I can use an index to get information. (3.R.5.1) 					
	<ul style="list-style-type: none"> I can select the best organizational feature to find and use information in a text. (3.R.5.1) title page table of contents headings illustrations captions photos maps diagrams graphs glossary index bold and italic print 					
	<ul style="list-style-type: none"> I can use bold and italic print to get information. (3.R.5.1) 					

3.R.5.2 Students can choose reference materials to locate information. - Application	<ul style="list-style-type: none"> I can use guide words in a dictionary to locate an entry word. (3.R.5.2) 	Dictionary Skills Quiz	Dictionary Skills Booklet – binder 2011 Harcourt Mifflin Harcourt Journeys Reading Series				
	<ul style="list-style-type: none"> I can alphabetize words up to the third letter. (3.R.5.2) 		Steck-Vaughn School Supply – Using Information Resources				
	<ul style="list-style-type: none"> I can choose the correct meaning from a dictionary entry to define an entry word. (3.R.5.2) Lesson 20 	Dictionary Skills Quiz	Dictionary Skills Booklet – binder 2011 Harcourt Mifflin Harcourt Journeys Reading Series				
	<ul style="list-style-type: none"> I can locate the text features (entry word, pronunciation, part of speech abbreviation) of a dictionary. (3.R.5.2) Lesson 9,20 		Steck-Vaughn School Supply – Using Information Resources				
	<ul style="list-style-type: none"> I can use an atlas to find information. (3.R.5.2) 	Reference Information Skills Quiz	Steck-Vaughn School Supply – Using Information Resources Reference Information Skills Booklet				
	<ul style="list-style-type: none"> I can use the internet to find information. (3.R.5.2) 	Teacher Observation	Smartboard Internet Scavenger Hunt http://zapatopi.net/treeoctopus/sightings.html				
	<ul style="list-style-type: none"> I can use a telephone book to find information. (3.R.5.2) 	Reference Information Skills Quiz	Steck-Vaughn School Supply – Using Information Resources				
	<ul style="list-style-type: none"> I can use magazines to find information. (3.R.5.2) 		Reference Information Skills Booklet				
	<ul style="list-style-type: none"> I can use newspapers to find information. (3.R.5.2) 						
	<ul style="list-style-type: none"> I can use encyclopedia to find information. (3.R.5.2) 						
	<ul style="list-style-type: none"> I can use almanac to find information. (3.R.5.2) 						
	<ul style="list-style-type: none"> I can use thesaurus to find information. (3.R.5.2) Lesson 15 						
	<ul style="list-style-type: none"> I can select the correct source to find data. (3.R.5.2) 						

3.R.5.3 Students can collect information from two reference materials. – (Application)	<ul style="list-style-type: none"> I can use features of reference materials to locate information. (see 3.R.5.1) (3.R.5.3) 	Reference Information Skills Quiz	Steck-Vaughn School Supply – Using Information Resources Reference Information Skills Booklet				
	<ul style="list-style-type: none"> I can determine important information. (3.R.5.3) 						
	<ul style="list-style-type: none"> I can eliminate unimportant information. (3.R.5.3) 						
	<ul style="list-style-type: none"> I can collect information from more than one source. (3.R.5.3) 						
	<ul style="list-style-type: none"> I can use different strategies to record collected information (e.g. sticky notes, highlighters, guided note-taking, graphic organizers). (3.R.5.3) 	Observation	Research				