

Teacher: Core Reading Guided Reading
Gr3

Year: 2011-12

Course: Guided Reading Grade 3

Month: All Months

September	Informational Text- September ~		<i>Assumes increasing text complexity with identified grade level text (DRA, Lexia) differentiated text as appropriate.</i>				
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
	R.3.7.1- Obtaining information, from text features(State) R.3.7.5- Identifying the characteristics of a variety of types of text(Local)		Focus reference material: * science/soc. st. content, dictionary and glossary *NEW Text features; table of contents, basic transition words, bold/italicized text, headings, graphic organizers	*NEW Identifying the characteristics of dictionaries, and textbooks Obtain information using text features			*Appropriate vocabulary derived from text but not limited to, instruct (i.e. summarizing, sequencing, inferring), content (and unfamiliar words), and assessment (i.e. NWEA, NECAP).
Four Blocks as Model of Instructional Delivery applies to each unit and month							
	Literary Text- September ~		<i>Assumes increasing text complexity with identified grade level text (DRA, Lexia) differentiated text as appropriate.</i>				
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
	R.3.4.1- Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text (State)		Strategy and skill review Connections (text to text, text to self, text to world) *NEW Plot	Continuous revisiting of previous skills and strategies appropriate to text Makes connections to text *NEW			*Appropriate vocabulary derived from text but not limited to, instruct (i.e. summarizing, sequencing, inferring), content (and

<p>R.3.8.1- Connecting information within a text (State)</p> <p>R.3.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by</p> <p>R.3.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>			<p><i>Identify or describe plot</i></p> <p><i>*NEW</i></p> <p><i>Identify or describe plot</i></p>			<p>unfamiliar words), and assessment (i.e. NWEA/NECAP).</p>
<p>R.3.4.1- Identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text (State)</p> <p>R.3.4.3- Generating questions before, during, and after reading to enhance recall (Local)</p> <p>R.3.4.4- Identifying the characteristics of a</p>		<p>Questioning</p> <p>Focus genre: Realistic Fiction</p> <p>Story elements: Character, setting, problem/solution, major events, plot</p> <p>Logical Predictions</p> <p>Character Traits</p> <p>Conclusion (including relevant details)</p>	<p>Generate questions before, during, and after reading to enhance recall, expand understanding and/or gain new information</p> <p><i>* NEW</i></p> <p><i>Identify characteristics of realistic fiction</i></p> <p>Identify story elements</p>			

<p>variety of types of text(Local) R.3.5.1-Making logical predictions (State) R.3.5.2- Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words or actions that reveal characters' personality traits (State) R.3.7.4- Generating questions before, during, and after reading to enhance recall (Local) R.3.14.2-Reading from a wide range of genres/ kinds of text and a variety of authors(Local) R.3.15.4-Using evidence to support conclusions(local)</p>			<p>Describe story elements Describe main characters' physical characteristics *NEW <i>Describe main characters' personality traits by providing examples of thoughts, words, or actions that reveal characters' personality traits.</i></p> <p>Drawing logical predictions Draw conclusions that are supported by relevant details</p>			
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Informational Text- October ~ ***Assumes increasing text complexity with identified grade level text (DRA, Leveled Literacy Inventories, and differentiated text as appropriate.***

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.7.2-Using information from the text to answer questions related to explicitly		Focus reference material: * science/soc. st. content, thesaurus Controlling	Choose/use appropriate practical/functional text *NEW Identify controlling idea related to			*Appropriate vocabulary derived from text but not limited to instructional (i.e.

stated main/central ideas or details (State) R.3.7.5- Identifying the characteristics of a variety of types of text(Local)		(main) idea	<i>explicitly stated main/central ideas or details</i>			summariz sequencin inferring) content (a unfamilia key words and assessme (i.e. NWE NECAP).
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Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
October ~

Assumes increasing text complexity with identified grade level text (DRA, Lexile, etc.) and differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.8.1- Connecting information within a text (State) R.3.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by R.3.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books		Strategy and skill review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies appropriate to text Makes connections to text			*Appropriat vocabulary derived from but not lim to, instruc (i.e. summarizi sequencing inferring), content (an unfamiliar words), and assessmen (i.e. NWE NECAP).

<p>R.3.4.2- Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text (State)</p> <p>R.3.4.3- Generating questions before, during, and after reading to enhance recall (Local)</p> <p>R.3.5.1- Making logical predictions (State)</p> <p>R.3.5.2- Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words or actions that reveal characters' personality traits (State)</p> <p>R.3.5.6- Identifying possible motives of characters (Local)</p> <p>R.3.7.4- Generating</p>		<p>Questioning</p> <p>Continue focus genre (realistic fiction) from prior month</p> <p>Summary/Paraphrase</p> <p>Cause and Effect</p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information</p> <p>Summarize key ideas/plot</p> <p>Sequencing of events</p> <p>Identify cause and effect, including motives of main characters</p>			
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questions before, during, and after reading to enhance recall (Local) R.3.14.2- Reading from a wide range of genres/ kinds of text and a variety of authors(Local)						
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November ~ Informational Text- *Assumes increasing text complexity with identified grade level text (DRA, L differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.7.3-Organizing information to show understanding(State) R.3.7.5-Identifying the characteristics of a variety of types of text(Local)		Focus reference material:* science/soc. st. content, newspaper,and advertisements Graphic organizers	Choose/use appropriate practical/functional text *NEW Organizes information to show understanding (e.g representing main/central ideas or details within text through graphic organizers, charting or mapping)			*Appro vocabulary derived but not limited instruct (i.e. summar sequen inferrin conten unfam key wo and assess (i.e. NV NECA

Literary Text-November (Continues into December) ~ *Four Blocks as Model of Instructional Delivery applies to each Assumes increasing text complexity with identified grade level text etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.8.1-Connecting		Skill and strategy	Continuous revisiting of			*Appropri vocabulary

<p>information within a text (State) R.3.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by R.3.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>		<p>review Connections (text to text, text to self, text to world)</p>	<p>previous skills and strategies appropriate to text Makes connections to text</p>			<p>derived from but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (and unfamiliar words), and assessment (i.e. NWEA, NECAP).</p>
<p>R.3.4.3- Generating questions before, during, and after reading to enhance recall (Local) R.3.5.1- Making logical predictions (State) R.3.5.3- Making basic inferences about problem, conflict, or solution (State) R.3.7.4-</p>		<p>Questioning Focus genre: Fantasy Inference: problem, conflict/solution Logical Predictions</p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information Discuss how story elements impact each other. (i.e: How the setting may affect a character) Drawing</p>			

Generating questions before, during, and after reading to enhance recall (Local) R.3.14.2- Reading from a wide range of genres/ kinds of text and a variety of authors(Local)			logical predictions *NEW Making basic inferences about conflict (e.g cause-effect relationships)			
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D Informational Text- December ~ *Assumes increasing text complexity with identified grade level text (DRA, L differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.7.5-Identifying the characteristics of a variety of types of text(Local) R.3.8.3-Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant (State) R.3.8.2- Recognizing generalizations about text(State)		Focus reference material:* science/soc. st. content, announcements, invitations and letters Generalizations *NEW Inferencing	*Choose/use appropriate practical/functional text *NEW Recognizes generalizations using controlling ideas or assertions *NEW Forming judgements/opinions about central ideas that are relevant			*Appro vocabulary derived but not limited instruc (i.e. summar sequen inferring conten unfamiliar key wo and assess (i.e. NV NECA

Four Blocks as Model of Instructional Delivery applies to each
Literary Text-December (Continued from November) ~ *Assumes increasing text complexity with identified grade level text etc.) and differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.8.1-		Skill and	Continuous			*Appropriat

	<p>Connecting information within a text (State) R.3.12.0-Comprehension Skills and Strategies (R-12 and R-13)-Demonstrates ability to monitor comprehension for different types of texts and purposes by R.3.16.1-Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>		<p>strategy review Connections (text to text, text to self, text to world)</p>	<p>revisiting of previous skills and strategies appropriate to text Makes connections to text</p>			<p>vocabulary derived from but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (and unfamiliar words), and assessment (i.e. NWEA, NECAP).</p>
		<p>See content from Literary Text in November</p>	<p>See skills from Literary Text from November</p>				
<p>J a n u a r y</p>	<p>Informational Text- January ~</p>	<p><i>Assumes increasing text complexity with identified grade level text (DRA, Lexia) differentiated text as appropriate.</i></p>					
<p>Standards</p>	<p>Enduring Understandings</p>	<p>Content</p>	<p>Skills</p>	<p>Lessons</p>	<p>Resources</p>	<p>Vocabulary</p>	
<p>R.3.7.5-Identifying the characteristics of a variety of types of text(Local) R.3.8.3-Making basic inferences, drawing basic conclusions, or forming judgments/opinions</p>		<p>Focus reference material: * science/soc. st. content, encyclopedia Author's purpose; inform, explain,</p>	<p>Choose/use appropriate practical/functional text Identify author's purpose Draws basic conclusions or *NEW Forming judgements/opinions</p>			<p>*Appro vocabu derived but not limited instruc (i.e. summa sequen inferri</p>	

about central ideas that are relevant (State)		entertain, persuade Basic conclusions	<i>about central ideas that are relevant</i>			content unfami key wo and assess (i.e. NWEA NECAP)
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Four Blocks as Model of Instructional Delivery applies to each unit

Literary Text-January (Continues to February) ~

Assumes increasing text complexity with identified grade level text and differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.8.1-Connecting information within a text (State) R.3.12.0-Comprehension Skills and Strategies (R-12 and R-13)-Demonstrates ability to monitor comprehension for different types of texts and purposes by R.3.16.1-Comparing stories or other texts to related personal experience, prior knowledge, or to other books		Skill and strategy review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies appropriate to text Makes connections to text			*Appropriat vocabulary derived fro but not lim to, instruc (i.e. summarizi sequencing inferring), content (an unfamiliar words), and assessmen (i.e. NWEA NECAP).
R.3.4.3-Generating questions before,		Questioning Focus Genre Plays Phrasing and	Generating questions before, during, and after			

<p>during, and after reading to enhance recall (Local) R.3.4.4- Identifying the characteristics of a variety of types of text(Local) R.3.5.4- Identifying who is telling the story (Local) R.3.11.3- Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue R.3.14.2- Reading from a wide range of genres/ kinds of text and a variety of authors(Local) R.3.7.4- Generating questions before, during, and after reading to enhance recall (Local)</p>		<p>expression Narrator</p>	<p>reading to enhance recall, expand understanding and/or gain new information Identify Characteristics of a Play Identify Narrator Reads with appropriate phrasing and expression</p>			
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February ~

Informational Text-
February ~

Assumes increasing text complexity with identified grade level text (DRA, Leveled Literacy Inventories, etc.) and differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.7.5- Identifying the characteristics of a variety of types of text(Local) R.3.8.4- Distinguishing fact from opinion (State)		Focus reference materials: * science/soc. st. content,, procedures/instructions (directions) NEW Fact and opinion	Choose/use appropriate practical/functional text NEW Distinguishes fact from opinion			*Appropriate vocabulary derived from text but not limited to, instructive (i.e. summarizing, sequencing, inferring), content (and unfamiliar words), and assessment (i.e. NWEA, NECA).

Four Blocks as Model of Instructional Delivery applies to each unit.

Literary Text-February (Continued from January) ~

Assumes increasing text complexity with identified grade level text (DRA, Leveled Literacy Inventories, etc.) and differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.8.1- Connecting information within a text (State) R.3.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different		Skill and strategy review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies appropriate to text Makes connections to text			*Appropriate vocabulary derived from text but not limited to, instructive (i.e. summarizing, sequencing, inferring), content (and unfamiliar words), and assessment (i.e. NWEA, NECA).

text(Local) R.3.8.5- Making inferences about causes or effects (State)		index NEW Cause and Effect	relationships			(i.e. summariz sequencin inferring) content (a unfamilia key word and assessme (i.e. NWE NECAP).
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Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
March ~

Assumes increasing text complexity with identified grade level text (DRA, Lexile, et al.) and differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.8.1- Connecting information within a text (State) R.3.15.1- Using sources provided (Local) R.3.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books		Skill and strategy review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies appropriate to text Makes connections to text			*Appropriat vocabulary derived from but not lim to, instruct (i.e. summarizin sequencing inferring), content (an unfamilia words), and assessmen (i.e. NWEA NECAP).
R.3.4.3-Generating questions before, during, and after reading to enhance recall (Local) R.3.4.4-Identifying the characteristics of a variety of types of text(Local)		Questioning See content from Literary text in February	Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain			

R.3.7.3-Organizing information to show understanding(State) R.3.7.4-Generating questions before, during, and after reading to enhance recall (Local) R.3.14.2-Reading from a wide range of genres/ kinds of text and a variety of authors(Local)			new information Identify characteristics of Tall Tales and Fables Compare and contrast characteristics of Tall Tales and Fables			
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A Informational Text- *Assumes increasing text complexity with identified grade level text (DRA, Lexile, differentiated text as appropriate.*
P April ~

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.7.2-Using information from the text to answer questions related to explicitly stated main/central ideas or details (State) R.3.7.5-Identifying the characteristics of a variety of types of text(Local) R.3.8.2-Recognizing generalizations about text(State)		focus reference materials: * science/soc. st. content, schedules, charts, tables and timelines Controlling (main) idea *NEW Generalizations	Choose/use appropriate practical/functional text *NEW Identify controlling idea related to explicitly stated main/central ideas or details *NEW Recognizes generalizations using controlling ideas or assertions			*Approp vocabulary derived f but not limited to instructi (i.e. summari sequenci inferring content unfamiliar key word and assessme (i.e. NW NECAP)

Four Blocks as Model of Instructional Delivery applies to each unit and month.
Literary Text- *Assumes increasing text complexity with identified grade level text (DRA, Lexile, et differentiated text as appropriate.*
April ~

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
<p>R.3.8.1- Connecting information within a text (State)</p> <p>R.3.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by</p> <p>R.3.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>		<p>Skill and strategy review</p> <p>Connections (text to text, text to self, text to world)</p>	<p>Continuous revisiting of previous skills and strategies appropriate to text</p> <p>Makes connections to text</p>			<p>*Appropriate vocabulary derived from but not limited to, instruction (i.e. summarizing, sequencing, inferring), content (and unfamiliar words), and assessment (i.e. NWEA, NECAP).</p>
<p>R.3.4.3- Generating questions before, during, and after reading to enhance recall (Local)</p> <p>R.3.4.4- Identifying the characteristics of a variety of types of text (Local)</p> <p>R.3.4.5- Identifying</p>		<p>Questioning</p> <p>Focus Genre</p> <p>Poetry</p> <p>Stanza</p> <p>Rhyme pattern</p> <p>Literary devices; figurative language; (imagery, exaggeration etc. *NEW alliteration or description)</p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information</p> <p>Identify characteristics of a poem</p> <p>Recognize that poems</p>			

literary devices as appropriate to genre: rhyme, alliteration, dialogue, or description (Local) R.3.5.1- Making logical predictions (State) R.3.7.4- Generating questions before, during, and after reading to enhance recall (Local) R.3.14.2- Reading from a wide range of genres/ kinds of text and a variety of authors(Local)			are written in stanza format Identify any given poem's rhyme pattern NEW <i>Identify authors use of literary devices in any given poem *using alliteration or description</i>			
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May Informational Text- *Assumes increasing text complexity with identified grade level text (DRA, Lexia) differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.7.5-Identifying the characteristics of a variety of types of text(Local) R.3.8.3-Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant		Focus reference material: * science/soc. st. content, web sites NEW <i>Opinions/judgments</i>	Choose/use appropriate practical/functional text NEW <i>Formulates opinions/judgments</i>			*Appro vocabulary derived but not limited instruct (i.e. summar sequen inferrin conten unfami

(State)						key words and assessments (i.e. NWEA, NECA)
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Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
May ~

Assumes increasing text complexity with identified grade level text (DRA, Lexile, etc) differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.8.1- Connecting information within a text (State) R.3.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by R.3.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books		Skill and strategy review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies appropriate to text Makes connections to text			*Appropriate vocabulary derived from text but not limited to, instructional (i.e. summarizing, sequencing, inferring), content (and unfamiliar words), and assessments (i.e. NWEA, NECAP).
R.3.4.3- Generating questions before, during, and after reading to		Focus Genre Fairy Tales Lesson or moral Point of view Questioning	Generating questions before, during, and after reading to enhance			

	<p>enhance recall (Local) R.3.4.4- Identifying the characteristics of a variety of types of text(Local) R.3.5.4- Identifying who is telling the story (Local) R.3.8.1- Connecting information within a text (State) R.3.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books R.3.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by</p>			<p>recall, expand understanding and/or gain new information Identify characteristics of a Fairy Tale Identify Fairy Tale's lesson or moral Discuss Fairy Tale's lesson or moral <i>NEW Discuss different characters point of view</i></p>			
J u n e	Informational Text- June ~	<i>Assumes increasing text complexity with identified grade level text (DRA, Lexia differentiated text as appropriate.</i>					
Standards		Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary

R.3.12.0- Comprehension Skills and Strategies (R- 12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by		Strategy and skill review, * Focus and reference material science/soc. st. content	Continuous revisiting of previous skills and strategies as appropriate to text			*Appropri vocabulary derived fro but not lim to, instruc (i.e. summarizi sequencing inferring), content (an unfamiliar words), and assessmen (i.e. NWEA NECAP).
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Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-
June ~

*Assumes increasing text complexity with identified grade level text (DRA, Lexile, etc)
differentiated text as appropriate.*

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.3.8.1- Connecting information within a text (State) R.3.12.0- Comprehension Skills and Strategies (R- 12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by R.3.16.1- Comparing stories or other texts to related personal		Skill and strategy review Connections (text to text, text to self, text to world) See Content from Literary text in May	Continuous revisiting of previous skills and strategies appropriate to text Makes connections to text			*Appropri vocabulary derived fro but not lim to, instruc (i.e. summarizi sequencing inferring), content (an unfamiliar words), and assessmen (i.e. NWEA NECAP).

experience, prior knowledge, or to other books						
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