

Reading Curriculum–Grade Three
Diocese of Cleveland
2013

Reading Informational Text: Nonfiction

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.3.6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Reading: Foundational Skills

Phonics and Word Recognition RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.3.7. Conduct short research projects that build knowledge about a topic.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Speaking and

Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Language Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Questions

1. Why is sequencing important when I am summarizing new information from one or more texts?
2. How can text features such as illustrations, charts, graphs, and maps help me to understand a text?
3. How can I use context clues to define new vocabulary? What other strategies can I use?
4. Why is it necessary to know how to read informational texts?
5. In what ways is reading informational text different than reading literature?

Content

The students will know

1. Purpose and evidence
2. Literal and inferential questions
3. Summary
4. Main ideas
5. Details
6. Comparison and contrast
7. Point of view
8. Text features
9. Sequencing
10. Cause and effect
11. Following directions
12. Vocabulary definitions
13. Context
14. Multimedia sources
15. Phonics applications
16. Content area applications

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Identify the author's purpose and state his or her evidence.
2. Ask and answer literal and inferential questions.
3. Summarize the text by sequencing the main ideas and details.
4. Identify cause and effect.
5. Describe the features of a text.
6. Utilize illustrations, maps, charts, tables, graphs, diagrams, and multimedia elements to aid in comprehension of the text.
7. Define new vocabulary by using context clues
8. Define new vocabulary using other resources such as glossaries, dictionaries, and technology effectively.
9. Compare and contrast the ideas or concepts from two or more text sources or multimedia.
10. Read and follow simple multistep directions.
11. Read with accuracy and fluency to support comprehension.
12. Apply phonics skills to decode multi-syllable words in a text.

Common Core Vocabulary

1. Text features
2. Multimedia

Additional Vocabulary

1. Author's purpose
2. Fluency

<ol style="list-style-type: none"> 3. Main idea 4. Details 5. Sequencing 6. Cause and effect 7. Point of view 8. Compare and contrast 9. Summarize 10. Context clues 	<ol style="list-style-type: none"> 3. Directions
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Discussion Web. Students will complete a debate diagram stating whether they agree or disagree with a statement made in an informational text and why. They will share with the class. 2. Sandwich Summary. Students will list the main idea, details, and summary (or opinion) of the text during reading. They will discuss as a class and make adjustments as needed. 3. Vocabulary Committees. Before reading, students will preview reading assignment in small groups, looking for difficult or unique words. They will create a list of unfamiliar vocabulary. They will then compile the lists of all groups and create a final class list based on the words that are most popular. 4. Jigsaw. Students will divide into multiple groups to "teach" one another portions of the text. (See link under resources.) 5. Five W's Activity. Students will identify and write the Who, What, When, Where and Why information using context and picture clues from the illustrations on a "Five W's" concept map. (See link for "Five W's template"). 6. Close Reading. Students will receive a printed copy of a small selection of a complex text. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the theme of the selection and details that contribute to that theme. 7. Questioning the Text. As students read an informational text, they should generate questions about the information. Questions can be written on sticky notes and placed in the book as students read. As they find answers to their questions, they record page numbers of the answer on the original sticky note. Topic-specific lists of questions and their answers can be posted. 	<p>Discussion Web Summative: Reflective Writing Students will use this culminating activity at the end of a unit, reflecting on their responses from the Discussion Web.</p> <p>Sandwich Summary Formative: Graphic Organizer Students will list the main idea, details, and summary (or opinion) of the text during reading. They will discuss as a class and make adjustments as needed.</p> <p>Vocabulary Committees Diagnostic: Cooperative Group Work Before reading, students will preview reading assignment in small groups, looking for difficult or unique words. They will create a list of unfamiliar vocabulary. They will then compile the lists of all groups and create a final class list based on the words that are most popular. Teacher will use observation to determine students' prior knowledge.</p> <p>Jigsaw Formative: Cooperative Group Work Teacher will observe students teaching and learning from one another during the reading process.</p> <p>Five W's Activity Summative: Cooperative Group Work Students will identify and write the Who, What, When, Where and Why information using context and picture clues from the illustrations on a "Five W's" concept map. (See attached "Five W's" template).</p> <p>Close Reading Formative: Reading Task Students will receive a printed copy of a small selection of a complex text. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the theme of the selection and details that contribute to that theme.</p> <p> "Five W's Template"</p>

Resources (Suggested)

1. iPad Resources
2. Literature Connection
Common Core Standards: Suggested Informational Texts
A Medieval Feast by Alik
Around the World by Heather Leonard
Bats: Creatures of the Night by Joyce Milton
Bat Loves the Night by Nicola Davies
Boy, Were We Wrong About Dinosaurs by Kathleen V. Kudinski
Crittercam by Andrew Einspruch
From Seed to Plant by Gail Gibbons
Martin Luther King and the March on Washington by Frances E. Ruffin
So You Want to Be President? by Judith St. George
The Flight of Apollo 11: Moonshot by Brian Floca
Throw Your Tooth on the Roof by Selby Beeler
Where Do Polar Bears Live? by Sarah L. Thomson
3. Common Core Standards: Suggested Read-Aloud Informational Texts
Ah, Music! by Alik
A Drop of Water: A Book of Science and Wonder by Walter Wick
14 Cows for America by Carmen Agra Deedy
If the World Were a Village: A Book about the World's People by David J. Smith
Lincoln: A Photobiography by Russell Freedman
The Museum Book: A Guide to Strange and Wonderful Collections by Jan Mark
The Story of Ruby Bridges by Robert Coles
What the World Eats by Faith D'Aluisio
Wild Tracks! A Guide to Nature's Footprints by Jim Arnosky
4. Internet Resources
 [Sandwich Summary](#)
 [Discussion Web](#)
 [Jigsaw Strategy Description](#)
 [Following Oral Directions](#)
 [Author's Purpose Power Point](#)

Catholic Identity

Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Care for God's Creation

Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**Reading Curriculum–Grade Three
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2013**

Reading Literature: Fiction

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They comprehend as well as critique.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Reading: Foundational Skills

Phonics and Word Recognition RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Language Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Essential Questions

1. How does my fluency and ability to decode words affect my comprehension?
2. How can I use context clues to help when retelling and answering questions about a story?
3. Why should I compare and contrast the settings, themes, and plots of two fiction stories?
4. Why might an author use figurative language in his or her story?
5. Why do we read fiction?
6. To what extent does fiction mirror life?

Content

The students will know

1. Multi-leveled questions and answers
2. Context clues
3. Retelling
4. Character traits
5. Figurative language
6. Point of view
7. Illustrations
8. Comparison and contrast
9. Decoding Skills
10. Fluency
11. Phonics applications
12. Plot and events
13. Prediction

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Ask and answer questions about a story using textual evidence.
2. Retell a story and determine its central message, lesson, or moral.
3. Describe how a character's traits relate to the sequence of events in a story.
4. Determine the meaning of literal and figurative words and phrases as they are used in a story.
5. Distinguish their own point of view from that of the narrator or those of the characters.
6. Explain how the illustrations contribute to the story.
7. Compare and contrast the settings of similar stories.
8. Compare and contrast the themes of similar stories.
9. Compare and contrast the plots of similar stories.
10. Apply decoding skills to ensure accuracy.
11. Apply decoding skills to ensure comprehension.
12. Apply decoding skills to ensure oral reading fluency.
13. Utilize knowledge of sight words to read multi-syllable words in a story.
14. Utilize knowledge of prefixes to read multi-syllable words in a story.
15. Utilize knowledge of suffixes to read multi-syllable words in a story.
16. Utilize knowledge of phonemes (such as long and short vowels, blends, digraphs, etc.) to read multi-syllable words in a story.
17. Utilize knowledge of irregular spellings to read multi-syllable words in a story.
18. Define new vocabulary using context clues and other resources such dictionaries.
19. Predict parts of a story using textual evidence.

Common Core Vocabulary

1. Context clues
2. Character traits
3. Figurative language
4. Comparison and contrast

Additional Vocabulary

1. Prefix
2. Suffix

<ol style="list-style-type: none"> 5. Point of view 6. Fiction 7. Fluency 8. Plot 9. Sequence 10. Moral 11. Theme 	
<p>Learning Experiences (Suggested)</p> <ol style="list-style-type: none"> 1. Predict-o-Gram. After doing a picture walk of a story, students will complete a story map containing the following categories: characters, setting, problem, events, and solution. They will use picture clues, prior knowledge, and words or phrases that they notice in the text to predict an answer for each category. 2. ReQuest. Students will write and answer leveled questions about a story, using some that begin with Why or How. They will focus on the main story parts like character traits, setting, problem, events, and solution, avoiding questions that don't relate to the plot, like "What is the main character wearing?" They will ask and answer each other's questions aloud. 3. Character Portrayal. Taking on a role of a character from a story, students will write a letter, email, or blog from his or her point of view. Some topics include sharing their feelings as that character or summarizing the story from their point of view. 4. Story Comparisons. Students will complete a graphic organizer comparing and contrasting two stories. 5. Think-Pair-Share. This activity involves a three-step structure. During the first step students think silently about a question posed by the teacher. Students then pair up during the second step and exchange thoughts about text. In the third step, the pairs share their responses with other pairs or whole class. 6. Oral Reading. Using vocabulary and phonics skills, students will read with sufficient accuracy and fluency to support comprehension. 	<p>Assessment (Suggested)</p> <p>Predict-o-Gram Diagnostic: Graphic Organizer Use pictures, text, and prior knowledge to guess story elements prior to reading.</p> <p>ReQuest Participation Summative: Peer Assessment Take anecdotal notes of students' questions and responses, giving extra points to How and Why questions.</p> <p>Character Portrayal Summative: Writing Assignment Students will depict a character's point of view in written form.</p> <p>Story Comparisons Summative: Graphic Organizer Students will compare and contrast characters, setting, problem, events, and solutions of two stories.</p> <p>Oral Reading Formative: Reading Task Using vocabulary and phonics skills, students will read with sufficient accuracy and fluency to support comprehension.</p>
<p>Resources (Suggested)</p> <ol style="list-style-type: none"> 1. iPad Resources 2. Literature Connection <i>Boxes for Katje</i> by Candace Fleming <i>Dad, Jackle and Me</i> by Myron Uhlberg <i>Dust for Dinner</i> by Ann Turne <i>Get Lost!</i> by Nancy Krulik <i>Hidden Stairs And The Magic Carpet Series: Secrets of Droon</i> by Tony Abbott <i>Sylvester and the Magic Pebble</i> by William Steig <i>Winter of the Ice Wizard</i> by Mary Pope Osborne Common Core Standards: Suggested Books <i>Amos & Boris</i> by William Steig <i>Henry and Mudge: The First Book of Their Adventures</i> by Cynthia Rylant <i>My Father's Dragon</i> by Ruth Stiles Gannett <i>Poppleton in Winter</i> by Cynthia Rylant 	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR

Sarah, Plain and Tall by Patricia MacLachlan
The Fire Cat by Esther Averill
The Lighthouse Family: The Storm by Cynthia Rylant
The One-Eyed Giant by Mary Pope Osborne
The Raft by Jim LaMarche
The Stories Julian Tells by Ann Cameron
The Treasure by Uri Shulevitz
Tops and Bottoms by Janet Stevens
Cowgirl Kate and Cocoa by Erica Silverman
Common Core Standards: Suggested Read-Aloud Stories
Bud, Not Buddy by Christopher Paul Curtis
Charlotte's Web by E. B. White
How the Camel Got His Hump by Rudyard Kipling
The Cricket in Times Square by George Selden
The Search for Delicious by Natalie Babbitt
The Sign Painter by Allen Say

3. Internet Resources



[Compare and Contrast Chart](#)



[Predict-O-Gram](#)



[Character Scrapbook](#)



[Picture Walk](#)



[Elements of a Story](#)

OWN EMPOWERMENT through the development of their gifts and talents.

- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Reading Curriculum–Grade Three
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Reading Literature: Drama

Standards Assessed

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Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Reading: Literature

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Reading: Foundational Skills

Phonics and Word Recognition RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Language
5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOC: Reading, DOC: Grade 3, V: Reading Applications 2

Reading Applications: Literary Text

A. Literary Elements

- 4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, myths, fables, poetry, fiction, and non-fiction.

Essential Questions

1. How is the structure and organization of a play unique?
2. Why should you read a play with fluency and expression?
3. Why do playwrights and writers of drama use non-literal language?
4. In what ways is drama different than other forms of literature?

Content

The students will know

1. Drama
2. Independent reading
3. Summary
4. Story elements
5. Literal and nonliteral meanings
6. Structure of drama
7. Entertainment as purpose
8. Fluency (expression, smoothness, and clarity)
9. Point of view
10. Multi-syllable and irregularly spelled words
11. Multimedia

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Describe the characters in a drama and analyze how they contribute to the events.
2. Summarize the text.
3. Distinguish students' own points of view from those of the narrator or those of the characters.
4. Use context clues to define words and phrases in a drama or play.
5. Distinguish literal from nonliteral meanings.
6. Identify the structural elements of a drama or play.
7. Read a play aloud with fluency and independence.
8. Demonstrate that the purpose of plays is to entertain an audience by using expression, clarity, and smoothness.
9. Identify visual and multimedia elements that can contribute to a drama or play.
10. Use phonics skills to decode multi-syllable and irregularly spelled words in a drama or play.

Common Core Vocabulary

1. Drama
2. Characters
3. Events
4. Literal
5. Nonliteral
6. Scene
7. Expression
8. Clarity
9. Script
10. Act
11. Directions

Additional Vocabulary

1. Story
2. Stage presence
3. Monologue
4. Pantomime
5. Improvisation

<p>12. Play 13. Audience 14. Compare and contrast 15. Summary 16. Entertain 17. Prose</p>	
<p>Learning Experiences (Suggested)</p> <ol style="list-style-type: none"> 1. Readers' Theatre. Students write their own readers' theatre script in a cooperative group of three to four students. They will then assign roles and read a script aloud multiple times, practicing fluency. Students will present the play to the class. 2. Pantomime. Students sit in a circle and quietly brainstorm their "catch." Encourage students to use their imagination during this dramatization. Students can catch anything (i.e., a big fish, a small fish, an eel, a whale, even a shoe). One by one, students pantomime what they caught. Encourage students to really "show" what they caught. If time permits, students can go on another "fishing trip!" 3. Cooperative Learning. Students read a script and use literary elements to identify mood, theme and main idea. 4. Improvisation. Students create a process drama about a problem or situation using improvisation as a group to make it up as they go along. 5. Graphic Organizer. Students will use a comparison matrix organizer like a T-Chart to compare and contrast one or more elements of two plays. Students should use specific details to identify or illustrate literary elements such as central messages, lesson, or morals. Graphic organizing software is a useful tool for this activity. 6. Mood Charades. With the whole group, students will generate a list of moods. They will write the moods on cards. Each student will pull a mood card out of a container. The students will show the mood through facial expression and body movements, no speaking allowed. This activity can be repeated using student drawings. Students draw the mood adding and changing details while the whole group guesses the mood. <p> Graphic Organizer Software!</p>	<p>Assessment (Suggested)</p> <p>Readers' Theatre Summative: Writing Assignment Students write their own readers' theatre script in a cooperative group of three to four students. They will then assign roles and read a script aloud multiple times, practicing fluency. Students will present the play to the class</p> <p>Pantomime Activity Formative: Dramatization Students sit in a circle and quietly brainstorm their "catch." Encourage students to use their imagination during this dramatization. Students can catch anything (i.e. a big fish, a small fish, an eel, a whale, even a shoe). One by one, students pantomime what they caught. Encourage students to really "show" what they caught. If time permits, students can go on another "fishing trip!"</p> <p>Literary Elements Formative: Cooperative Group Work Students read a script and use literary elements to identify mood, theme and main idea.</p> <p>Improvisation Formative: Dramatization Students create a process drama about a problem or situation using improvisation as a group to make it up as they go along.</p> <p> Reader's Theater Dialogue !</p>
<p>Resources (Suggested)</p> <ol style="list-style-type: none"> 1. iPad Resources 2. Literature Connection <i>12 Fabulously Funny Fairytale Plays: Humorous Tales that Boosts Reading Skills and Fluency</i> by Justin Martin <i>Frantic Frogs and Other Frankly Fractured Folktales for Readers Theatre</i> by Anthony D. Fredericks <i>Henry and Mudge and the Starry Night-Reader's Theatre</i> by Cynthia Rylant <i>Instant Skits for Children's Ministry</i> by John Duckworth <i>Readers Theater for Beginning Readers (Grades 1-4)</i> by Suzanne I. Barchers <i>Reader's Theater for Building Fluency</i> by Jo Worthy <i>Reader's Theater Grade 3</i> by Evan-Moor Publications 	<p>Catholic Identity</p> <p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p> <ul style="list-style-type: none"> ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with



[Artful Storytelling](#)



[Plays for Kids](#)



[Fluency Rubric](#)

human dignity.

- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**Reading Curriculum–Grade Three
Diocese of Cleveland
2013**

Reading Literature: Poetry

Standards Assessed

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Reading: Foundational Skills

Phonics and Word Recognition RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- c. Decode multi-syllable words.

Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Speaking and Listening

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 3, Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.
- L.3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Essential Questions

1. Why is reading fluency important when reading poetry?
2. How do poets convey their message to the reader?
3. What makes poetry different from other types of literature?
4. What makes poetry different from informational text?
5. Why should I read poetry?
6. To what degree is poetry like other types of literature?

Content

The students will know

1. Analysis of poetry
2. Oral reading of poetry
3. Theme
4. Verse
5. Stanza
6. Literal language
7. Nonliteral language
8. Connotation
9. Denotation
10. Nuance

Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Determine the central message, lesson, or moral of a poem.
2. Explain how the central message is conveyed through key details in the poem.
3. Explain the parts of poems.
4. Describe how each successive part builds on earlier sections.
5. Read grade-level text with purpose and understanding.
6. Read grade-level poetry orally with accuracy, appropriate rate, and expression.
7. Distinguish literal from nonliteral language.
8. Decode multi-syllable words.
9. Demonstrate understanding of word relationships and nuances in word meanings.
10. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
11. Ask and answer questions to demonstrate understanding

	<p>of a text, referring explicitly to the text as the basis for the answers.</p> <p>12. Distinguish their own point of view from that of the narrator or those of the characters.</p>
Common Core Vocabulary	Additional Vocabulary
<ol style="list-style-type: none"> 1. Simile 2. Metaphor 3. Personification 4. Stanza/verse 5. Rhyme 6. Theme 7. Alliteration 8. Onomatopoeia 	
Learning Experiences (Suggested)	Assessment (Suggested)
<ol style="list-style-type: none"> 1. Class discussion. As a class, the students will read a poem and determine the central message, lesson, or moral and explain how it is conveyed through key details in the poem. 2. Class discussion. Students will explain the parts of poems and describe how each successive part builds on earlier sections. 3. Poetry Slam. A poetry slam is a competition in which poets stand before an audience, perform an original poem and receive "Olympics" style marks from a group of judges. This lesson plan brings the excitement of a poetry slam to the classroom. This lesson plan will involve students in defining, composing, practicing, performing and judging poetry. It will help them realize that poetry is a living art form--not just words on a page. Once students are introduced to various poetry devices, techniques, and forms, they are exposed to the origin, rules, criteria, performance skills, and scoring involved in a poetry slam competition. 4. Story Bird. Students will use technology to add visual displays when appropriate to emphasize or enhance certain facts or details of the poem. (See link) 5. Figurative Language Fun. Students can read books like <i>Amelia Bedelia</i> by Peggy Parish to see the difference between literal and figurative meanings of words. They can use induced imagery (mentally developing a visual picture of what has been read) and use a T-Chart to record what the text means literally and what it means figuratively while a sample text is read aloud. 	<p>Poetry Analysis Formative: Class Discussion As a class, the students will read a poem and determine the central message, lesson, or moral and explain how it is conveyed through key details in the poem.</p> <p>Parts of Poetry Formative: Class Discussion Students will explain the parts of poems and describe how each successive part builds on earlier sections.</p> <p>Poetry Slam Summative: Reading Task A poetry slam is a competition in which poets stand before an audience, perform an original poem and receive "Olympics" style marks from a group of judges. This lesson plan brings the excitement of a poetry slam to the classroom. This lesson plan will involve students in defining, composing, practicing, performing and judging poetry. It will help them realize that poetry is a living art form--not just words on a page. Once students are introduced to various poetry devices, techniques, and forms, they are exposed to the origin, criteria, judging, performance skills, and scoring involved in a poetry slam competition.</p> <p>Story Bird Technology Project Students will use technology to add visual displays when appropriate to emphasize or enhance certain facts or details of the poem. (See link)</p> <p> Examples of Autobiographical Poems</p>
 Story Bird	
Resources (Suggested)	Catholic Identity
<ol style="list-style-type: none"> 1. iPad Resources 2. Literature Connection <i>A House is a House For Me</i> by Mary Ann Hoberman <i>Hip Hop Speaks To Children</i> (Book with CD) by Nikki Giovanni <i>Where the Sidewalk Ends</i> by Shel Silverstein Common Core Standards: Suggested Poetry 	<p>Social Justice Teachings</p> <ul style="list-style-type: none"> ❖ Life and Dignity of the Human Person ❖ Call to Family, Community, and Participation ❖ Rights and Responsibilities ❖ Care for God's Creation <p>Rights of Children</p>

"A Bat Is Born" by Randall Jarrell
"Afternoon on a Hill" by Edna St. Vincent Millay
"Autumn" by Emily Dickinson
"Grandpa's Stories" by Langston Hughes
"Knoxville, Tennessee" by Nikki Giovanni
"Something Told the Wild Geese" by Rachel Field
"Stopping by Woods on a Snowy Evening" by Robert Frost
"Weather" by Eve Merriam
"Who Has Seen the Wind?" by Christina Rossetti
Common Core Standards: Suggested Read-Aloud Poetry
"Fireflies" by Paul Fleischman
"The Jumblies" by Edward Lear
"The Pied Piper of Hamelin" by Robert Browning
"The Song of the Jellicles" by T.S. Eliot
"Your World" by Georgia Douglas Johnson

3. Internet Resources



[Technology Resources](#)



[Language Acquisition](#)



[Aesop's Fables](#)



[Poetry for Kids](#)



[Read Write Think](#)

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

PARENT GUIDE

GRADE THREE READING CURRICULUM

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Three.

As parents, you are encouraged to support the work of your child’s teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Reading: Foundational Skills	
Phonics and Word Recognition	
	Know and apply grade-level phonics and word analysis skills in decoding words.
	Identify and know the meaning of the most common prefixes and derivational suffixes.
	Decode words with common Latin suffixes.
	Decode multisyllable words.
	Read grade-appropriate irregularly spelled words.
Fluency	
	Read with sufficient accuracy and fluency to support comprehension.
	Read grade-level text with purpose and understanding.
	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading: Literature	
Key Ideas and Details	
	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	
	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
	Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas	
	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	
	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Reading: Informational Text	
Key Ideas and Details	
	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	Determine the main idea of a text; recount the key details and explain how they support the main idea.
	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas	
	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	
	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
Speaking and Listening	
Comprehension and Collaboration	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Presentation of Knowledge and Ideas	
	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Writing	
Text Types and Purposes	
	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
Production and Distribution of Writing	
	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

READING CURRICULUM

GRADE THREE

DIOCESE OF CLEVELAND

Checklist for Common Core State Standards & Diocesan Curriculum

Date Taught	
Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Reading: Foundational Skills	
Phonics and Word Recognition	
	Know and apply grade-level phonics and word analysis skills in decoding words.
	Identify and know the meaning of the most common prefixes and derivational suffixes.
	Decode words with common Latin suffixes.
	Decode multisyllable words.
	Read grade-appropriate irregularly spelled words.
Fluency	
	Read with sufficient accuracy and fluency to support comprehension.
	Read grade-level text with purpose and understanding.
	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading: Literature	
Key Ideas and Details	
	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	
	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
	Distinguish their own point of view from that of the narrator or those of the characters.

Date Taught	
Integration of Knowledge and Ideas	
	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Range of Reading and Level of Text Complexity	
	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
Reading: Informational Text	
Key Ideas and Details	
	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	Determine the main idea of a text; recount the key details and explain how they support the main idea.
	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Craft and Structure	
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas	
	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	
	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
Speaking and Listening	
Comprehension and Collaboration	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Presentation of Knowledge and Ideas	
	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Writing	
Text Types and Purposes	
	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

