

Subject	Grade	Unit	
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Arts			
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Communication Arts	3	Plot	View
Communication Arts	3	Following Directions	View
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Communication Arts	3	Oral Book Report	View

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Spelling	Duration: All year
Show-Me Standards Content: CA 1 Show-Me Standards Process: 1.6, 2.1, 2.2	
Grade Level Expectations: Writing, 2E	
Benchmarks: <ol style="list-style-type: none"> 1. Compose well-developed text using standard English conventions. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. In writing, use <ul style="list-style-type: none"> • correct spelling of simple compounds, homophones, contractions and words with affixes • standard spelling • classroom resources and dictionary to verify correct spelling
Activities <ol style="list-style-type: none"> 1. Write spelling words and sentences. 2. Use configurative boxes to correctly spell words. 3. Mark out misspelled words in a list or sentences. 4. Write spelling words correctly when adding the appropriate prefixes and suffixes. 5. Unscramble letters to find the hidden word. 6. Use a dictionary to find the correct spelling and definition of a word. 7. Choose the correct contraction for a given pair of words. 8. Correctly combine words to make compound words. <p style="text-align: center;">Assessments</p> <ol style="list-style-type: none"> 1. Students will use spelling words in the correct context to make complete sentences. 2. Students will take a written spelling test over spelling words. 	
Resources: <p>*McGraw-Hill Reading - Spelling, copyright 2003, Units 1-30.</p>	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Journal Writing	Duration: All year
Show-Me Standards Content: CA 1, 4 Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2	
Grade Level Expectations: Writing 2A, 2C, 2F, 3E	
Benchmarks: <ol style="list-style-type: none"> 1. Compose well-developed text using standard English conventions. 2. Compose well-developed text using standard English conventions. 3. Compose well-developed text using standard English conventions. 4. Write effectively in various forms and types of writing. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Create legible compositions with correct spacing between words in a sentence and in margins. 2. In composing text, use: <ul style="list-style-type: none"> • correct ending punctuation in imperative and exclamatory sentences. 3. In combining text, write complete declarative, interrogative, imperative/command and exclamatory/exclamation sentences. 4. Write informational reports, diary/journal entries and friendly letters that address an intended audience and purpose.
Activities	
<ol style="list-style-type: none"> 1. Students will reflect on different styles of writing such as poetry, fables, and short stories that are read to them. They will identify and write complete sentences, commands, exclamations, questions, and statements. 2. Have students write sentences to respond to a given picture. 	
Assessments	
<ol style="list-style-type: none"> 1. Students will make a daily journal entry given a variety of topics. The teacher will use a short check list to see if students are able to write complete sentences. 	
Resources:	
<p>*Poetry books by Shel Silverstien, Emily Dickenson, Caldecott book of fables by Arnold Lobel, “Almost Late to School” by Carol Shields, and others throughout the year.</p> <p>*Teacher made check list.</p>	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Paragraph Writing	Duration: 1 month
Show-Me Standards Content: CA 1, 4 Show-Me Standards Process: 1.8, 2.1, 2.2	
Grade Level Expectations: Writing 1A, 3C	
Benchmarks: <ol style="list-style-type: none"> 1. Apply a writing process in composing text. 2. Write effectively in various forms and types of writing. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Follow writing process to: <ul style="list-style-type: none"> • independently use a simple graphic organizer in pre-writing. • generate a draft • routinely re-read and revise work • routinely edit and proofread for capitalization and ending punctuation • independently publish writing
Activities <ol style="list-style-type: none"> 1. Discuss main ideas and details. 2. Practice picking the main idea and details from a given text. 3. Write a main idea for a given set of details. 4. Have students list three details to support a given topic. 5. Write a variety of five sentence paragraphs as a class. Paragraphs should include a main idea, three supporting details, and a concluding sentence. (Graphic organizers should be used to organize ideas). 6. Give students a topic and have them independently write a five sentence paragraph. 7. Use student paragraphs and have the class evaluate and correct as a class. <p style="text-align: center;">Assessments</p> <ol style="list-style-type: none"> 1. Students will use a simple graphic organizer to list main ideas and details. 2. Students will write a five sentence paragraph. 3. After paragraph is written, they should check for correct spelling and punctuation. 4. The final copy will be graded using a rubric. 	
Resources: <p>*Macmillan McGraw-Hill Reading Copyright 2003 and Houghton Mifflin English Copyright 2006</p> <p>* Smart Board activities</p> <p>*Graphic organizers and Rubrics</p> <p>* Paragraph Writing, Power Writing</p> <p>* Five Minute Daily Practice Scholastic Professional Books</p>	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Book Report	Duration: 1 month
Show-Me Standards Content: CA 1, 4 Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2	
Grade Level Expectations: Writing 1A, 2A, 2D, 2F, 3E	
<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Apply a writing process in composing text. 2. Compose well-developed text using standard English conventions. 3. Compose well-developed text using standard English conventions. 4. Compose well-developed text using standard English conventions. 5. Write effectively in various forms and types of writing. 	<p>Performance Indicators(local Objective):</p> <ol style="list-style-type: none"> 1. Follow a writing process to: <ul style="list-style-type: none"> • independently use a simple graphic organizer in prewriting • generate a rough draft • routinely reread and revise work • routinely edit and proofread for capitalization and ending punctuation • independently publish writing 2. Create legible compositions with correct spacing between words in a sentence and in margins. 3. Use parts of speech correctly in written text: * words that answer when, where, why, and how questions (adverbs) 4. In composing text, write complete declarative, interrogative, imperative/command and exclamatory/exclamation sentences. 5. Write informational reports, diary/journal entries and friendly letters that address an intended audience and purpose
<p style="text-align: center;">Activities:</p> <ol style="list-style-type: none"> 1. Students will read an assigned type of book. 2. Discuss parts of a book report, (title, author, characters, setting, plot, and conclusion) 3. Students will fill out a simple book report form to organize their information. 4. Students will use the simple organizer to write a copy on notebook paper. 5. Students should check for spelling, capitalization, punctuation, and complete sentences. 6. Students will write the final copy of their book reports legibly. <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Students will be assessed using a rubric that they will go over with the teacher prior to writing the book report. <p style="text-align: center;">Resources:</p> <p>*Variety of small chapter books from the classroom library.</p> <p>*Rubric</p>	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Letter Writing	Duration: 1 month
Show-Me Standards Content: CA 1, 4 Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2	
Grade Level Expectations: Writing 1A, 2B, 2C	
Benchmarks: <ol style="list-style-type: none"> 1. Apply a writing process in composing text. 2. Compose well-developed text using standard English conventions. 3. Compose well-developed text using standard English conventions. 	Performance Indicators(local Objective) <ol style="list-style-type: none"> 1. Follow a writing process to <ul style="list-style-type: none"> • independently use a simple graphic organizer in pre-writing. • generate a draft • routinely reread and revise work • routinely edit and proofread for capitalization and ending punctuation • independently publish writing 2. Use conventions of capitalization in written text: <ul style="list-style-type: none"> • month of the year • titles of individuals • greeting and closing of letter 3. In composing text, use: <ul style="list-style-type: none"> • Comma in the greeting and closing of a letter
Activities	
<ol style="list-style-type: none"> 1. Discuss the parts of a friendly letter and envelope labeling. 2. Students will make a rough draft of a letter. 3. Review letters with students, first having them self-check the letter. Then, the teacher and student should review the letter together. 4. Students will make a final copy of the letter using the correct abbreviations of names and months. The letter should contain correct spelling and punctuation. 	
Assessments	
<ol style="list-style-type: none"> 1. Quiz over parts of a friendly letter. 2. Quiz over envelope labeling. 	
Resources:	
*Houghton Mifflin English Copyright 2006	
* Smart Board activities	
*Rubric and teacher made tests	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Personal Narrative	Duration: 1 month
Show-Me Standards Content: CA 1, 4 Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2	
Grade Level Expectations: Writing 1A, 2A, 2D, 2F, 3A	
Benchmarks: <ol style="list-style-type: none"> 1. Apply a writing process in composing text. 2. Compose well-developed text using standard English conventions. 3. Compose well-developed text using standard English conventions. 4. Compose well-developed text using standard English conventions. 5. Write effectively in various forms and types of writing. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Follow a writing process to <ul style="list-style-type: none"> • independently use a simple graphic organizer in pre-writing. • generate a draft • routinely reread and revise work • routinely edit and proofread for capitalization and ending punctuation. • Independently publish writing 2. Create legible compositions with correct spacing between words in a sentence and in margins. 3. Use parts of speech correctly in written text <ul style="list-style-type: none"> • verbs that agree with the subject • words that answer when, where, why and how questions (adverbs) • words to compare (adverbs) 4. In composing text, write complete declarative, interrogative, imperative/command and exclamatory/exclamation sentences. 5. Write narrative text that contains <ul style="list-style-type: none"> • a beginning, middle and end • relevant details to develop the main idea • a clear controlling idea • precise and descriptive language
Activities <ol style="list-style-type: none"> 1. Student will organize information into beginning, middle, and end using a graphic organizer. 2. Students will use the organizer to make a rough draft. The rough draft should stay on topic and contain interesting details. 3. Students will self-check their draft and then revise it with a teacher. Teacher and student should review the rubric together, making sure that all requirements have been met. 4. Students will rewrite a final copy of their draft using correct spelling and punctuation. <p style="text-align: center;">Assessments</p> <ol style="list-style-type: none"> 1. Students will write a personal narrative with little help from the teacher that will be graded using a rubric. 	

Resources:

* Houghton Mifflin English Copyright 2006

*Rubric

*Graphic organizer.

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Story Writing	Duration: 1 month
Show-Me Standards Content: CA 1, 4 Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2	
Grade Level Expectations: Writing 1A, 2A, 2D, 2F, 3A	
Benchmarks: <ol style="list-style-type: none"> 1. Apply a writing process in composing text. 2. Compose well-developed text using standard English conventions. 3. Compose well-developed text using standard English conventions. 4. Compose well-developed text using standard English conventions. 5. Write effectively in various forms and types of writing. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Follow a writing process to <ul style="list-style-type: none"> • independently use a simple graphic organizer in pre-writing. • generate a draft • routinely reread and revise work • routinely edit and proofread for capitalization and ending punctuation. • Independently publish writing 2. Create legible compositions with correct spacing between words in a sentence and in margins. 3. Use parts of speech correctly in written text <ul style="list-style-type: none"> • verbs that agree with the subject • words to compare (adverbs) 4. In composing text, write complete declarative, interrogative, imperative/command and exclamatory/exclamation sentences. 5. Write narrative text that contains <ul style="list-style-type: none"> • a beginning, middle and end • relevant details to develop the main idea • a clear controlling idea • precise and descriptive language
<p style="text-align: center;">Activities:</p> <ol style="list-style-type: none"> 1. Students will web their character and setting for the story. (write adverbs and adjectives that describe their setting and character. 2. Student will organize information into beginning, middle, and end using a graphic organizer. 3. Students will use the organizer to make a rough draft. The rough draft should stay on topic and contain interesting details. 4. Students will self-check their draft and then revise it with a teacher. Teacher and student should review the rubric together, making sure that all requirements have been met. 5. Students will rewrite a final copy of their draft using correct spelling and punctuation. <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Students will be assessed using a rubric that was reviewed with them by the teacher prior to writing their story. 	

Resources:

* Houghton Mifflin English Copyright 2006

* Smart Board activities

*Rubric

*Graphic organizer.

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Poem Writing	Duration: 1 month
Show-Me Standards Content: CA 1 Show-Me Standards Process: 1.6, 2.1, 2.2	
Grade Level Expectations: Writing 2A, 2F	
Benchmarks: 1. Compose well-developed text using standard English conventions. 3. Compose well-developed text using standard English conventions.	Performance Indicators(Local Objective): 1. Create legible compositions with correct spacing between words in a sentence and in margins. 2. In composing text, write complete declarative, interrogative, imperative/command and exclamatory/exclamation sentences.
Activities: 1. Discuss different types of poems and have students identify each type. 2. Students will fill in the blanks to make an “I AM” poem 3. The class will write a group poem. 4. Each student will complete an acrostic poem, given a word from the teacher. Assessments: 1. Students will be assessed by teacher observations, questions, and completion of an acrostic poem.	
Resources: * Houghton Mifflin English Copyright 2006 * Smart Board activities *Writing Poems, Remedia Publications * Smart Board activities	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Research Paper/ Power Point	Duration: Two weeks
Show-Me Standards Content: CA 1, 4 Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2	
Grade Level Expectations: Information Literacy 1A, 1B, 1D, 2A Writing – 1A, 2A, 2D, 3C	
Benchmarks: <ol style="list-style-type: none"> 1. Develop and apply effective research process skills to gather, analyze, and evaluate information. 2. Apply the writing process in composing text. 3. Compose well-developed text using standard English conventions. 4. Write effectively in various forms and types of writing. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Formulate key words and questions to investigate topics. 2. Locate information on key words in provided resources. 3. Informally give credit for others’ ideas, images, and information found in various resources. 4. Identify intended messages conveyed through oral and visual media. 5. Follow a writing process to: <ul style="list-style-type: none"> * independently use a simple graphic organizer in pre-writing. * generate a draft * routinely reread and revise work *routinely edit and proofread for capitalization and ending punctuation. * independently publish writing or power point. 6. Create legible compositions with correct spacing between words in a sentence, in margins, or on power point slides. 7. Use parts of speech correctly in written text <ul style="list-style-type: none"> *verbs that agree with the subject *words to compare (adverbs) 8. Write with expository text with <ul style="list-style-type: none"> * a main idea * three or more supporting details.

Activities

1. Student will choose a topic to research from a teacher list. Each student will have a list of questions they need to answer.
2. Teacher and students will review resources that are available to students to use for finding information. (newspapers, encyclopedias, non-fiction books, internet sites, videos, news broadcast). Review key words that students should use to help find information.
3. Discuss copyright laws and plagiarism. Student will practice giving credit for information they use in their reports.
4. Students will practice picking out key information from chosen resources that answer their topic questions.
5. Students will write a rough draft after gathering information or create a power point to show knowledge of topic.
6. Students and teacher will revise and edit papers or power point together.
7. Students will rewrite a final copy or make needed corrections on their power point.

Assessments

1. Students' research report will be graded using a rubric that students will review with teacher prior to rewriting the report.
2. Students will present their power point to the class and will be graded using a rubric.

Resources:

- * Houghton Mifflin English Copyright 2006
- * Smart Board Activities
- * Library resources (encyclopedia, non-fiction books, etc.)
- * Internet sites chosen by teacher.
- * Microsoft Office Power Point program
- *Graphic organizers
- *Rubric

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Interviews	Duration: Two weeks
Show-Me Standards Content: CA 1, 4 Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2	
Grade Level Expectations: Writing 1A, 2A, 2D, 2F, 3E	
<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Apply a writing process in composing text. 2. Compose well-developed text using standard English conventions. 5. Write effectively in various forms and types of writing. 	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Follow a writing process to: <ul style="list-style-type: none"> • independently use a simple graphic organizer in prewriting • generate a rough draft • routinely reread and revise work • routinely edit and proofread for capitalization and ending punctuation • independently publish writing 2. Create legible compositions with correct spacing between words in a sentence and in margins. 3. Use parts of speech correctly in written text: * words that answer when, where, why, and how questions (adverbs) 4. In composing text, write complete declarative, interrogative, imperative/command and exclamatory/exclamation sentences. 5. Write informational reports, diary/journal entries and friendly letters that address an intended audience and purpose.
<p style="text-align: center;">Activities:</p> <ol style="list-style-type: none"> 1. Students will choose a person to interview, and come up with at least 10 questions to ask their subject. 2. Students will interview their chosen subject answering the questions (who, when, where, why, how) 3. Students will organize their information in a logical order and write a rough draft. 4. Students will proofread and edit their papers with some assistance from the teacher. 5. Students will rewrite the final copy of their paper with correct punctuation, capitalization, spelling, and complete sentences. <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Students will be assessed using a rubric that they will go over with the teacher prior to doing their interview. 	

Resources:

* Houghton Mifflin English Copyright 2006

* Video on interviewing

*Rubric

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Phonics	Duration: All Year
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: Reading 1C, 1E	
Benchmarks: 1. Develop and apply skills to the reading process.	Performance Indicators(Local Objective): 1. Apply decoding strategies to independently “problem solve” unknown words when reading. 2. Develop vocabulary through text, using: * base words * synonyms and antonyms
Activities 1. Review short vowels, inflected ending double consonants, long vowels, compound words, base words, silent letters, r-controlled vowels, consonant blends, synonyms and antonyms, prefixes and suffixes. 2. Choose the word that best matches each definition. 3. Match words that have the same sounds. 4. Do marking word activities. 5. Do a word hunt for a given sound or chunk. Assessments 1. Individual Reading Inventory – given to each student at the beginning, middle, and end of each year. 2. Reading work book activities and assessments.	
Resources: * Macmillan McGraw-Hill Reading Copyright 2003 - phonics book * Houghton Mifflin English Copyright 2006	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Morning Journal Writing	Duration: Daily
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: Reading 1F, 1H, 3B	
<p>Benchmarks:</p> <p>1. Develop and apply skills and strategies to the reading process.</p> <p>2. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times.</p>	<p>Performance Indicators(Local Objective):</p> <p>1. Apply pre-reading strategies to aid comprehension:</p> <ul style="list-style-type: none"> * access prior knowledge. * preview * predict *set a purpose for reading. <p>2. Apply post-reading skills to identify and explain the relationship between the main idea and details:</p> <ul style="list-style-type: none"> * question to clarify * reflect * analyze * draw conclusions * summarize <p>3. Explain examples of sensory details and figurative language within the context of nonfiction text.</p>
<p>Activities:</p> <ol style="list-style-type: none"> 1. Read a poem, short story, or a part of a story. 2. Read articles in a newspaper. 3. Discuss the purpose of the articles, question, reflect, analyze, draw conclusions, or summarize information in the articles. 4. Look for examples of sensory details and figurative language. 5. Students will write for 5 to 7 minutes in their journals. 	

Assessments:

1. Students will be assessed on their writing using capitalization and punctuation.
2. Teacher will read and comment on daily writings.

Resources:

1. A variety of poetry, books, article, and newspapers.

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Resources	Duration: all year
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: Reading 1E, 2A	
Benchmarks: 1. Develop and apply skills to the reading process. 2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	Performance Indicators(Local Objective): 1. Develop vocabulary through test, using: * glossary * dictionary, with assistance 2. Locate and: * apply information in title, table of contents and glossary
Activities 1. Discuss dictionary: Where they can be found and type of information in them. 2. Compare dictionaries to glossaries. 3. Review ABC order. 4. Discuss guide words and how they help. 5. Look up words as a class. 6. Pair students up and have them look up words in children’s dictionaries. Assessments 1. Test – Give each child a list of words to look up and record the page it was found on.	
Resources: * Houghton Mifflin English Copyright 2006 * Macmillan McGraw-Hill Reading Copyright 2003 *Any children’s dictionary.	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Sequence	Duration: 1 Week
Show-Me Standards Content: CA 2, 3	
Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5, 3.7	
Grade Level Expectations: Reading 1D, 2C, 3C	
<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times. 3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times. 	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Locate and: * apply information in title, table of contents, and glossary. 3. Use details from the text to: *organize and sequence events.
<p style="text-align: center;">Activities:</p> <ol style="list-style-type: none"> 1. Discuss sequence of a story. 2. Read the story ‘Opt’ from reading book or “The Terrible EEK”. 3. Use graphic organizer to sequence “Opt” or “The Terrible EEK”. 4. Discuss vocabulary from story 5. Read story with fluency 6. Discuss story and the sequences of events 7. Pair students up. Have them read a short story and sequence the events using books from ‘Reading A-Z’. <p style="text-align: center;">Assessments:</p> <ol style="list-style-type: none"> 1. Ttest over comprehension and sequencing of the story. 2. Performance Assessment- Give each student a short story to sequence independently. 3. Reading Workbook pages. 4. Teacher observations for reading fluency and questioning for comprehension. 	

Resources:

- * Macmillan McGraw-Hill Reading Copyright 2003
- * Macmillan McGraw-Hill Reading Practice Book
- * Smart Board Activities

Relevant Links: <http://www.readinga-z.com/>

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Drawing Conclusion	Duration: 1 Week
Show-Me Standards Content: CA 2. 3 Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5, 3.7	
Grade Level Expectations: Reading 1D, 1H, 2C, 3C	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 3. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times. 4. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times.	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Apply post reading skills to identify and explain the relationship between the main idea and supporting details: * draw conclusions 3. Use details from the text to: *draw conclusions.
Activities 1. Discuss conclusion. 2. Read an excerpt from <u>Three up Tree</u> . 3. Complete a table by drawing conclusions from evidence. 4. Preview <u>Wilbur's Boast</u> from <u>Charlotte's Web</u> . 5. Discuss vocabulary from story. 6. Read story with fluency. 7. Discuss story and draw conclusions. Assessments 1. Test over comprehension and drawing conclusions to the story. 2. Reading Workbook pages. 3. Teacher observations for reading fluency and questioning for comprehension. Resources: * Macmillan McGraw-Hill Reading Copyright 2003 * Macmillan McGraw-Hill Reading Practice Book * Reading A-Z <i>Relevant Links:</i> http://www.readinga-z.com/	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Author's Purpose	Duration: 1 Week
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5	
Grade Level Expectations: Reading 1D,1F, 2C, 3D	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times. 3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times.	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Apply pre-reading strategies to aid comprehension: *set a purpose for reading. 3. Use details from the text to: *identify author's purpose. 4. Use details from the text to: *identify author's purpose for writing text.
Activities 1. Discuss author's purpose. 2. Read different short stories that have different author's purposes to discuss. 3. Do an author's purpose web. 4. Preview <u>In My Family</u> from reading book. 5. Discuss vocabulary from story. 6. Read story with fluency. 7. Discuss story and author's purpose. 8. Put students in small group. Give each group a short piece of text to read. Each group should decide author's purpose of their text.	

Assessments

1. Test over comprehension and author's purpose.
2. Performance assessment – Give each child a small text to read and decide what the author's purpose is.
3. Reading Workbook pages.
4. Teacher observations for reading fluency and questioning for comprehension.

Resources:

- * Macmillan McGraw-Hill Reading Copyright 2003
- * Macmillan McGraw-Hill Reading Practice Book
- * Reading A-Z **Relevant Links:** <http://www.readinga-z.com/>
- * Smart Board Activities
- * Power Points

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Cause and Effect	Duration: 1 Week
Show-Me Standards Content: CA 2,3	
Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5, 3.7	
Grade Level Expectations: Reading 1D, 2C, 3C	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times. 3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times.	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Use details from the text to: *identify cause and effect. *identify the narrator 3. Use details from the text to: *identify simple cause and effect.

Activities

1. Discuss cause and effect.
2. Read an excerpt from If You Give a Mouse a Cookie.
3. Use a diagram to show the cause for each event.
4. Preview the Cactus Hotel from the reading book
5. Discuss vocabulary from story.
6. Read story with fluency.
7. Discuss story and the causes and effects.

Assessments

1. Cactus Hotel test over comprehension and cause and effect.
2. Performance Assessment – After reading a short text, students will write the effects that correlate with a list of causes.
3. Reading Workbook pages.
4. Teacher observations for reading fluency and questioning for comprehension.

Resources

- * Macmillan McGraw-Hill Reading Copyright 2003
- * Macmillan McGraw-Hill Reading Practice Book
- * Reading A-Z **Relevant Links:** <http://www.readinga-z.com/>
- * Smart Board Activities
- * Power Points

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Character	Duration: 1 Week
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5	
Grade Level Expectations: Reading 1D, 2C,	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Use details from the text to: *make inferences about setting, character traits and problem and solution. * compare and contrast characters and changes in the problem and settings.
Activities 1. Discuss characters in a story. 2. Read excerpt from <u>Because You're Lucky</u> . 3. Complete a table that tells what each character is like. 4. Preview <u>Allie's Basketball Dream</u> . 5. Discuss vocabulary from the story. 6. Read story with fluency. 7. Discus story and characters. Assessments 1. <u>Allie's Basketball Dream</u> test over comprehension and character. 2. Reading Workbook pages. 3. Teacher observations for reading fluency and questioning for comprehension. Resources: * Macmillan McGraw-Hill Reading Copyright 2003 * Macmillan McGraw-Hill Reading Practice Book * Reading A-Z Relevant Links: http://www.readinga-z.com/ * Smart Board Activities * Power Points	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Poem Writing	Duration: 1 week
Show-Me Standards Content: CA 1 Show-Me Standards Process: 1.6, 2.1, 2.2	
Grade Level Expectations: Writing 2A, 2F	
Benchmarks: 1. Compose well-developed text using standard English conventions. 3. Compose well-developed text using standard English conventions.	Performance Indicators(Local Objective): 1. Create legible compositions with correct spacing between words in a sentence and in margins. 2. In composing text, write complete declarative, interrogative, imperative/command and exclamatory/exclamation sentences.
Activities: 1. Discuss different types of poems and have students identify each type. 2. Students will fill in the blanks to make an “I AM” poem 3. The class will write a group poem. 4. Each student will complete an acrostic poem, given a word from the teacher. Assessments: 1. Students will be assessed by teacher observations, questions, and completion of an acrostic poem.	
Resources: *Houghton Mifflin English book *Poetry books by Shel Silverstein and other authors	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Graphic Resources	Duration: on going
Show-Me Standards Content: CA 2, 3, 4 Show-Me Standards Process: 1.5, 1.6, 1.8	
Grade Level Expectations: Reading 1D, 3A, Writing 3B	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times. 3. Write effectively in various forms and types of writing	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Locate and interpret key information in illustrations, title, chapter headings, table of contents, charts, diagrams, graphs, glossary, captions, and maps to answer questions. 3. Identify information in written text to complete graphic organizer.
Activities	
1. Discuss graphic sources. 2. Read an excerpt from <u>What's Inside of Plants?</u> 3. Use a table to answer questions on the graphic source in the excerpt. 4. Preview <u>Fly Traps!</u> 5. Discuss vocabulary from story. 6. Read story with fluency. 7. Discuss story and the graphic sources. 8. Read and answer questions on graphic work sheet.	
Assessments	
1. <u>Fly Traps!</u> test over comprehension and graphic sources. 2. Reading workbook pages. 3. Teacher observation of reading fluency and questioning for comprehension.	

Resources:

* McGraw Hill Reading series

* Remedial Publication

* Smart Board Activities.

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Realism and Fantasy	Duration: 1 Week
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: Reading 1D, 1I	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills to the reading process.	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Identify and explain connections between text ideas: * information and relationships in various fiction and non-fiction works (compare and contrast)
Activities 1. Discuss realism and fantasy. 2. Read excerpts from <u>Under the Umbrella</u> and <u>The Naughty Umbrella</u> . 3. Complete two tables comparing realism and fantasy. 4. Preview <u>Guys from Space</u> . 5. Discuss vocabulary from story. 6. Read the story with fluency. 7. Discuss story and discuss elements that were real or fantasy. 8. Let students pair up and highlight sections of a story that are real and fantasy. Assessments 1. <u>Guys from Space</u> test over comprehension and realism and fantasy. 2. Students will independently distinguish realism from fantasy by using two different colors to highlight real and fictional elements in a short story. 3. Reading Workbook pages. 4. Teacher observations of reading fluency and questioning for comprehension	

Resources:

- *Macmillan/McGraw-Hill Reading Series
- *Smart Board Lessons
- *Reading A-Z <http://www.readinga-z.com/>

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Context Clues	Duration: ongoing
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: Reading 1D, 1E	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills to the reading process.	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Develop vocabulary through text, using: * context clues
Activities 1. Discuss context clues. 2. Read an excerpt from <u>Weather</u> . 3. Define words from the story using context clues. 4. Preview <u>Tornado Alert</u> . 5. Discuss vocabulary from story. 6. Read story with fluency. 7. Discuss story and context clues that gave meaning to unknown words in the story. Assessments 1. <u>Tornado Alert</u> test over comprehension and context clues. 2. Reading Workbook pages. 3. Teacher observations of reading fluency and questioning for comprehension. Resources: *Macmillan/McGraw-Hill *Smartboard lessons and activities * Power points	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Fact and Opinion	Duration: 1 Week
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: Listening and Speaking 1A	
Benchmarks: 1. Develop and apply effective listening skills and strategies.	Performance Indicators(Local Objective): 1. Listen: * for specific information * to distinguish fact from fiction
Activities	
<ol style="list-style-type: none"> 1. Discuss facts and opinions. 2. Read an excerpt from <u>Boy Life</u>. 3. Read statements from the article and decide if they are facts or opinions. 4. Preview <u>Danger – Icebergs</u>. 5. Discuss vocabulary from story. 6. Read the story with fluency. 7. Discuss the story, pick out facts, and opinions. 8. Read a newspaper article together and discuss the facts and opinions. 	
Assessments	
<ol style="list-style-type: none"> 1. <u>Danger – Icebergs</u> test over comprehension and fact and opinion. 2. Give each student a newspaper article and have them highlight the opinions. 3. Reading Workbook pages. 4. Teacher observations for reading fluency and questioning for comprehension. 	

Resources:

- *Macmillan/McGraw-Hill Reading Series
- * Reading Practice Pages
- *Local newspapers
- *Power points
- *Reading A-Z <http://www.readinga-z.com/>

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Main Idea and Supporting Details	Duration: 1 Week
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5, 3.7	
Grade Level Expectations: Reading 1D, 3C	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times.	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Use details from text to: * answer questions * retell main idea and important details * draw conclusions
Activities	
<ol style="list-style-type: none"> 1. Discuss main ideas and supporting details. 2. Read <u>Building Igloos</u>. 3. Complete a table about the main ideas and details from the story. 4. Preview <u>All About Kites</u>. 5. Discuss vocabulary from the story. 6. Read the story with fluency. 7. Discuss the main idea of the story and details. 	
Assessments	
<ol style="list-style-type: none"> 1. <u>All About Kites</u> test over comprehension and main idea and supporting details. 2. Reading Workbook pages. 3. Teacher observations for reading fluency and questioning for comprehension. 	

Resources:

*Macmillan/McGraw/Hill Reading Series

* Reading Practice Book

*Reading A-Z <http://www.readinga-z.com/>

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Steps in a Process	Duration: 1 Week
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: Reading 1D, 3D	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times.	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Read and follow two-and three-step directions to complete a simple task.
<p>Activities</p> <ol style="list-style-type: none"> 1. Discuss steps in a process. 2. Read from <u>Aladdin and the Wonderful Lamp</u>. 3. Complete a flow chart, following directions on how to draw a pig. 4. Preview <u>The Terrible EEK</u> 5. Discuss vocabulary from the story. 6. Read story with fluency. 7. Discuss the story and the steps in a process. <p style="text-align: center;">Assessments</p> <ol style="list-style-type: none"> 1. <u>The Terrible EEK</u> test over comprehension and steps of a process. 2. Reading workbook pages 3. Teacher observations for reading fluency and questioning for comprehension. <p style="text-align: center;">Resources:</p> <p>*Macmillan/McGraw-Hill Reading Series</p> <p>*Reading Practice Book</p> <p>*Reading A-Z http://www.readinga-z.com/</p>	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Summarizing	Duration: 1 Week
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6, 3.5	
Grade Level Expectations: Reading 1D, 1H	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to the reading process.	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Apply post reading skills to identify and explain the relationship between the main idea and the supporting details. * question to clarify * reflect * analyze * draw conclusions * summarize * paraphrase
Activities	
<ol style="list-style-type: none"> 1. Discuss summarizing. 2. Read <u>Arrows</u>. 3. Summarize using graphic organizers. 4. Preview <u>Cloudy With a Chance of Meatballs</u>. 5. Discuss vocabulary from the story. 6. Read story with fluency. 7. Discuss and summarize the story. 	
Assessments	
<ol style="list-style-type: none"> 1. <u>Arrows and Cloudy With a Chance of Meatballs</u> test over comprehension and summarizing. 2. Reading Workbook pages. 3. Teacher observations for reading fluency and questioning for comprehension. 	
Resources:	
*Macmillan/McGraw/Hill Reading Series *Reading Practice Book. *Reading A-Z http://www.readinga-z.com/	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Visualizing	Duration: 1 Week
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: Reading1D, 1G, 1I	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to the reading process. 3. Develop and apply skills and strategies to the reading process.	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. During reading, utilize strategies to: * visualize 3. Identify and explain connections between: * text ideas and own experiences * text ideas and the world
Activities	
<ol style="list-style-type: none"> 1. Discuss visualizing. 2. Read an excerpt from <u>Charlotte's Web</u>. 3. Complete a web stating details about what the author describes. 4. Preview <u>Wilbur's Adventure</u>. 5. Discuss vocabulary from the story. 6. Read the story with fluency. 7. Discuss the story and the visual imagery. 	
Assessments	
<ol style="list-style-type: none"> 1. <u>Wilbur's Adventure</u> test over comprehension and visualizing. 2. Reading Workbook pages. 3. Teacher observations for reading fluency and questioning for comprehension. 	

Resources:

*Macmillan/McGraw/Hill Reading Series

*Reading Practice Book.

*Reading A-Z <http://www.readinga-z.com/>

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Theme	Duration: 1 Week
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: Reading 1D, 1F, 1I	
<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to the reading process. 3. Develop and apply skills and strategies to the reading process. 	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Read grade-level instructional text: <ul style="list-style-type: none"> * with fluency, accuracy, and expression. 2. Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> * access prior knowledge * set a purpose for reading 3. Identify and explain connections between: <ul style="list-style-type: none"> * text ideas---information and relationships in various fiction and non-fiction works. * text ideas and own experiences * text ideas and the world
Activities	
<ol style="list-style-type: none"> 1. Discuss theme. 2. Read an excerpt from . 3. Complete a table to better understand the theme of the story. 4. Preview . 5. Discuss vocabulary from the story. 6. Read the story with fluency. 7. Discuss the story and the theme. 	
Assessments	
<ol style="list-style-type: none"> 1. . test over comprehension and theme. 2. Reading Workbook pages. 3. Teacher observations for reading fluency and questioning for comprehension. 	

Resources:

*Macmillan/McGraw/Hill Reading Series

*Reading Practice Book.

*Reading A-Z <http://www.readinga-z.com/>

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Theme Duplicate	Duration: 1 Week
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6	
Grade Level Expectations: Reading 1D, 1F, 1I	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to the reading process. 3. Develop and apply skills and strategies to the reading process.	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Apply pre-reading strategies to aid comprehension * access prior knowledge * set a purpose for reading 3. Identify and explain connections between: * text ideas---information and relationships in various fiction and non-fiction works. * text ideas and own experiences * text ideas and the world
Activities 8. Discuss theme. 9. Read an excerpt from <u>Doctor Coyote</u> . 10. Complete a table to better understand the theme of the story. 11. Preview <u>Ananse's Feast</u> . 12. Discuss vocabulary from the story. 13. Read the story with fluency. 14. Discuss the story and the theme. Assessments 4. <u>Ananse's Feast</u> . test over comprehension and theme. 5. Reading Workbook pags. 6. Teacher observations for reading fluency and questioning for comprehension.	

Resources:

*Scott Foresman Reading, Copyright 2002, Units 1-6

*Scott Foresman Reading Practice Book

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Compare and Contrast	Duration: 1 Week
Show-Me Standards Content: CA 2, 3, 7 Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5, 3.7	
Grade Level Expectations: Reading1D,1I, 2C, 3C	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to the reading process. 3. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry, and drama from a variety of cultures and times. 4. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times.	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Identify and explain connections between: * text ideas—information and relationships in various fiction and non-fiction works. 3. Use details from text to: * compare and contrast characters and changes in problems and settings 4. Use details from the text to: * compare and contrast texts.
Activities 1. Discuss compare and contrast. 2. Read A Diary of a Spider. 3. Complete a table comparing spider and student. 4. Preview <u>Web Wonders</u> . 5. Discuss vocabulary. 6. Read the story with fluency. 7. Discuss the story and comparing and contrasting. 8. Have students do a Venn Diagram comparing to short stories.	

Assessments

1. Web Wonders, test over comprehension and comparing and contrasting.
2. Reading Workbook pages.
3. Teacher observations for reading fluency and questioning for comprehension.

Resources:

*Macmillan/McGraw/Hill Reading Series

*Reading Practice Book.

*Reading A-Z <http://www.readinga-z.com/>

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Predicting	Duration: 1 Week
Show-Me Standards Content: CA 2, 3, 7	
Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5, 3.7	
Grade Level Expectations: Reading 1D, 1F, 1G, 2C, 3C	
<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to the reading process. 3. Develop and apply skills and strategies to the reading process. 4. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry, and drama from a variety of cultures and times. 5. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times. 	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Read grade-level instructional text: <ul style="list-style-type: none"> * with fluency, accuracy, and expression. 2. Apply pre-reading strategies to aid comprehension: <ul style="list-style-type: none"> * access prior knowledge * preview * predict * set a purpose for reading 3. During reading utilize strategies to: <ul style="list-style-type: none"> * predict and check for cueing systems 4. Use details from the text to: <ul style="list-style-type: none"> * make predictions 5. Use details from the text to: <ul style="list-style-type: none"> * make inferences about problems and solutions.
<p>Activities</p> <ol style="list-style-type: none"> 1. Discuss predicting. 2. Read <u>If You Give a Mouse a Cookie</u>. 3. Complete a table making prediction about <u>If You Give a Mouse a Cookie</u>. 4. Preview a Reading A-Z book. 5. Discuss vocabulary from the story. 6. Make predictions about the story. 7. Read with fluency. 8. Discuss the story and if our predictions were right. 	

Assessments

1. Test over comprehension and predicting of story from Reading A-Z.
2. Reading Workbook pages.
3. Teacher observations for reading fluency and questioning for comprehension.

Resources:

*Macmillan/McGraw/Hill Reading Series

*Reading Practice Book.

*Reading A-Z <http://www.readinga-z.com/>

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Making Judgments	Duration: 1 Week
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6, 2.4, 3.1, 3.5	
Grade Level Expectations: Reading 1D, 1F, 1G, 1I, 2C	
Benchmarks: 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills and strategies to the reading process. 3. Develop and apply skills and strategies to the reading process. 4. Develop and apply skills and strategies to the reading process. 5. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry, and drama from a variety of cultures and times.	Performance Indicators(Local Objective): 1. Read grade-level instructional text: * with fluency, accuracy, and expression. 2. Apply pre-reading strategies to aid comprehension: * access prior knowledge * preview * predict * set a purpose for reading 3. During reading utilize strategies to: * self-question and correct * infer 4. Identify and explain connections between: * text ideas—information and relationships in various fiction and non-fiction works * text ideas and own experiences * text ideas and the world. 5. Use details from the text to: * make predictions * draw conclusions
Activities 1. Discuss the plot of a story. 2. Read an excerpt from <u>Where the Red Fern Grows</u> . 3. Complete a table making a judgment for each event. 4. Preview a story from Reading A-Z. 5. Discuss vocabulary from the story. 6. Read the story with fluency. 7. Discuss the story and judgment.	

Assessments

1. Test over comprehension and making judgements on a story from Reading A-Z.
2. Reading Workbook pages.
3. Teacher observations for reading fluency and questioning for comprehension.

Resources:

*Macmillan/McGraw/Hill Reading Series

*Reading Practice Book.

*Reading A-Z <http://www.readinga-z.com/>

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Plot	Duration: 1 Week
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.6, 2.4, 3.5, 3.7	
Grade Level Expectations: Reading 1H, 3C	
<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Develop and apply skills and strategies to the reading process. 2. Develop and apply skills to the reading process. 3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction from a variety of cultures and times. 	<p>Performance Indicators(Local Objective):</p> <ol style="list-style-type: none"> 1. Read grade-level instructional text: <ul style="list-style-type: none"> * with fluency, accuracy, and expression. 2. Apply post-reading skills to identify and explain the relationships between the main idea and supporting details. <ul style="list-style-type: none"> * question to clarify * reflect * analyze * draw conclusions * summarize * paraphrase 3. Use details from the text to: <ul style="list-style-type: none"> * answer questions * retell main idea and important details * organize a sequence of events
<p>Activities</p> <ol style="list-style-type: none"> 1. Discuss plot. 2. Read an excerpt from <u>Popsicle Pony</u>. 3. Complete a table listing important events. 4. Preview <u>Leah's Pony</u>. 5. Discuss vocabulary from the story. 6. Read the story with fluency. 7. Discuss the story and map out the plot. 	

Assessments

1. Leah's Pony test over comprehension and plot.
2. Reading workbook pages.
3. Teacher observations of reading fluency and questioning for comprehension.

Resources:

*Macmillan/McGraw/Hill Reading Series

*Reading Practice Book.

*Reading A-Z <http://www.readinga-z.com/>

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Following Directions	Duration: 1 month
Show-Me Standards Content: CA 1, 5, 6 Show-Me Standards Process: 1.5, 1.6, 1.10, 2.1, 2.3	
Grade Level Expectations: Listening and speaking, 1A, 2B	
Benchmarks: <ol style="list-style-type: none"> 1. Develop and apply effective listening skills and strategies. 2. Develop and apply effective speaking skills and strategies for various audiences and purposes. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Listen <ul style="list-style-type: none"> • for directions to complete a two- or three-step task. 2. Give clear two- and three-step oral directions to complete a simple task.
Activities <ol style="list-style-type: none"> 1. Review key words when following or giving directions. 2. Teacher should give students one-step verbal directions. If students are mastering one-step direction, increase to two-step directions. 3. Have students take turns giving directions to peers. Students should monitor peer performance and evaluate themselves for clear and descriptive directions. Assessments <ol style="list-style-type: none"> 1. Students will write three-step directions which will be read to the class for them to follow. Students will be evaluated by teacher observation for clarity in giving directions and ability to follow peer directions. 	
Resources: <p>*How to books.</p> <p>*Recipes</p>	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Listening for Enjoyment	Duration: All year
Show-Me Standards Content: CA 5, 6 Show-Me Standards Process: 1.6, 1.5, 1.10	
Grade Level Expectations: Listening and speaking, 1A, 1B	
Benchmarks: <ol style="list-style-type: none"> 1. Develop and apply effective listening skills and strategies. 2. Develop and apply effective listening skills and strategies. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Listen: <ul style="list-style-type: none"> • for enjoyment 2. Demonstrates listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact).
Activities <ol style="list-style-type: none"> 1. Teacher will discuss with students proper listening behaviors. 2. Students will listen to the teacher read from books that include a variety of genres. <p style="text-align: center;">Assessments</p> <ol style="list-style-type: none"> 1. Students will be assessed through observation. 	
Resources: <p>*Classic children's books from a variety of genres.</p>	

Phelps County R-3 School	Board Approved: Modification Date:
Subject: Communication Arts	Class Name: 3rd Grade Reading
Unit: Book report	Duration: Monthly
Show-Me Standards Content: CA 1, 4 Show-Me Standards Process: 1.6, 1.8, 2.1, 2.2	
Grade Level Expectations: Listening and speaking, 2A	
Benchmarks: <ol style="list-style-type: none"> 1. Develop and apply effective speaking skills and strategies for various audiences and purposes. 	Performance Indicators(Local Objective): <ol style="list-style-type: none"> 1. Speak clearly, stay on topic and use appropriate volume and pace when sharing ideas.
Activities <ol style="list-style-type: none"> 1. Students will read a specific type of book according to teacher directions. 2. Students will prepare a presentation over their book and present it to the class. Presentations may include a poster, a verbal report, a skit, a commercial presentation, etc. <p style="text-align: center;">Assessment</p> <ol style="list-style-type: none"> 1. Students will be evaluated on the book report presentations using a rubric. Verbal and written expression will be assessed. 	
Resources: <p>*Rubric</p>	