



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2014

Subject Content: Language Arts Grade: 3

Weeks 1 - 3	Weeks 4 - 6
Unit/Topic Literary Unit	Unit/Topic Literary Unit
<p>KENTUCKY CORE ACADEMIC STANDARDS</p> <p>RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 2-3 text complexity band independently.</p> <p>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 grades 2-3 text complexity band independently.</p> <p>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).</p> <p>RF.3.3 (a). Identify and know the meaning of most common prefixes and derivational suffixes (e.g., un-, re-, mis-, -ful, -less, -able.)</p> <p>RF.3.3 (b). Decode words with common Latin suffixes</p> <p>RF.3.3 (c). Decode multisyllable words.</p> <p>RF.3.3 (d). Read grade appropriate irregularly spelled words.</p> <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them.</i>)</p>	<p>KENTUCKY CORE ACADEMIC STANDARDS</p> <p>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).</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RF.3.4 (a). Read on-level text with purpose and understanding.</p> <p>RF.3.4 (b). Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>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.</p> <p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

IDENTIFY GAPS for Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

L.3.6.

Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them.*)

IDENTIFY GAPS for Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

RF.3.3 (b).

Decode words with common Latin suffixes

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify Sub-Topics Realism and Fantasy Prior Knowledge Context Clues Character Traits	Identify Sub-Topics Sequencing Summarizing	Identify Sub-Topics Sequencing Visualizing	Identify Sub-Topics Realism and Fantasy Context Clues	Identify Sub-Topics Character Setting Story Structure	Identify Sub-Topics Unit 1 Assessment Review of Week 1-5 Skills
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
I CAN STATEMENTS: I can use context clues to determine the meaning of unknown words. I can develop my writing with help from peers and adults.	I CAN STATEMENTS: I can use context clues to determine the meaning of unknown words. I can use text illustrations to determine the mood of the story, identify	I CAN STATEMENTS: I can determine the connection between sentences and/or paragraphs in a text using sequencing to better analyze the text. I can use text illustrations and context clues in a	I CAN STATEMENTS: I can use context clues to determine the meaning of unknown words. I can identify and determine the meaning of common prefixes and suffixes.	I CAN STATEMENTS: I can describe characters in a story (their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events in the story. I can decode multi-	I CAN STATEMENTS: I can write an opinion piece with supporting details. I can introduce the topic of text that I am writing about, give a statement of opinion, and provide reasons for

<p>I can describe a character based on things they do and say in the story.</p>	<p>character traits, or identify the setting of a story.</p> <p>I can use technology to publish my writing and also to collaborate with others.</p>	<p>selection to help me understand when, where, why and how events occur in the selection.</p> <p>I can use text features and search tools to locate information relevant to a given topic.</p>	<p>I can decode words with common Latin suffixes.</p>	<p>syllable words.</p> <p>I can identify and describe the setting of a story.</p> <p>I can read grade appropriate irregularly spelled words.</p>	<p>my opinion.</p> <p>I can use linking words and phrases to connect reasons and opinions.</p> <p>I can provide a conclusion sentence and paragraph.</p>
<p>Critical Vocabulary</p> <p>Realism/fantasy Prior knowledge Character Context Clues Character Traits Accuracy Short Vowels Personal Narrative Advertisement/Poster</p>	<p>Critical Vocabulary</p> <p>Sequence of Events Summarize Author’s Purpose Pace Plurals Subject Predicate Personal Narrative Alphabetical Order</p>	<p>Critical Vocabulary</p> <p>Sequence of Events Visualize Draw Conclusions Make Inferences Reference Sources Characterizations Base words Word Endings Narrate Identify Theme Statement Question Personal Narrative Skim and Scan</p>	<p>Critical Vocabulary</p> <p>Realism/fantasy Sequence of Events Context Clues Expression/Intonation Long Vowel Diagraphs Retell Main Idea and Details Commands Exclamations E-Mail</p>	<p>Critical Vocabulary</p> <p>Character/Setting Story Structure Realism/Fantasy Word Structure Phrasing Vowel Diphthongs Vowel Sounds Retell Compound Sentences Narrative Word Choice Personal Narrative Graphs</p>	<p>Critical Vocabulary</p> <p>Tone Viewpoint Inference Draw Conclusions Point of View Imagery</p>
<p>Suggested Strategies/Activities</p> <p>*Use vocabulary games to develop, review and extend concepts.</p> <p>*Employ panel discussions as to present learned knowledge.</p> <p>Youtube videos-</p>	<p>Suggested Strategies/Activities</p> <p>*Use cooperative learning and games that involve partners and groups.</p> <p>*Deliver instruction using songs, raps, or rhythmic games and activities.</p>	<p>Suggested Strategies/Activities</p> <p>*Utilize journal writing, imaginative activities and games.</p> <p>*Deliver instruction to promote student interaction with others.</p>	<p>Suggested Strategies/Activities</p> <p>*Utilize charades, skits, and plays.</p> <p>*Use physical activities to teach concepts.</p>	<p>Suggested Strategies/Activities</p> <p>*Deliver instruction using hands-on and movement activities.</p> <p>*Deliver instruction through a visual presentation.</p> <p>Youtube videos-</p>	<p>Suggested Strategies/Activities</p> <p>*Allow collaboration with a partner or a small study group prior to tests.</p>

<ul style="list-style-type: none"> • “Night of the Context Clues” 4:09 minutes • “Context Clues Song (Context Clues by Melissa) 2:22 minutes 	<p>Youtube videos-</p> <ul style="list-style-type: none"> • Little Fables “The Lion and the Mouse” 5:30 minutes • “The North Wind and Sun-Aesop’s Fables” 5:37 minutes 			<p>“Flocabulary- Five Things (Elements of a Short Story) 3:43 minutes</p>	
<p>Higher Order Questions</p> <ol style="list-style-type: none"> 1. Analyze the character Pa. What is your opinion of him? 2. Determine the value of Pa to his family. 3. Predict the outcome of this story if Pa had given up instead of continuing trying finding gold. 	<p>Higher Order Questions</p> <ol style="list-style-type: none"> 1. Summarize the story, “What about Me?” 2. Determine an alternative for the boy’s plan to find knowledge. 3. What do you perceive to be the most important lesson the boy learned throughout the story? 	<p>Higher Order Questions</p> <ol style="list-style-type: none"> 1. Choose an alternative for Alexander the next time he is given money from his grandparents. 2. Evaluate Alexander’s actions in the story and determine better ways he could have spent his money. 3. Conclude how Andrew felt at the end of the story. 4. 	<p>Higher Order Questions</p> <ol style="list-style-type: none"> 1. Determine the author’s purpose for writing “If You Made a Million”. 2. Construct a plan for what you would do if you had one million dollars. 3. Based on what you read in the story, would you choose to use checks or cash? 	<p>Higher Order Questions</p> <ol style="list-style-type: none"> 1. Compare Saruni’s life to your life. 2. Do you agree with Saruni that he should help his father? Explain. 3. Judging by Saruni’s actions in the story to help his family, how would you describe him. 	<p>Higher Order Questions</p>
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Use individual marker boards, “thumbs up, thumbs down”, etc. for immediate feedback from teacher directed questioning. • Observation/Anecdotal Notes 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Use individual marker boards for immediate feedback from teacher directed questioning. • Observation/Anecdotal Notes • Group Discussion 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Use individual marker boards for immediate feedback from teacher directed questioning. • Observation/Anecdotal Notes • Group Discussion Participation 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Use individual marker boards for immediate feedback from teacher directed questioning. • Observation/Anecdotal Notes • Group Discussion 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Use individual marker boards for immediate feedback from teacher directed questioning. • Observation/Anecdotal Notes • Group Discussion 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Use individual marker boards for immediate feedback from teacher directed questioning. • Observation/Anecdotal Notes • Group Discussion

<p>tal Notes</p> <ul style="list-style-type: none"> • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed Responses- #1: "What kind of person is Pa? Why do you think so?" #2: "What is the genre of the story, "Boom Town"? Use details from the story to support your answer. #2 If you were Amanda, what choice would you have made to help make money for your family?" <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Reading Street Multiple Choice and Short Answer Test • Accelerated Reader Tests on Computer <p style="text-align: center;">Common (PLC Teams will design the common</p>	<p>Participation</p> <ul style="list-style-type: none"> • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed Responses- #1: "Summarize <u>What About Me?</u>" #2: "Identify the clues on pages 48-49 that help you determine the setting of the fable." #3 "Describe the boy. Use details from the story to support your answer." <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Reading Street Multiple Choice and Short Answer Test • Accelerated Reader Tests on Computer • Open Response Questions <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed Responses- #1: "Why do Grandma Betty and Grandpa Louie give a dollar to Alexander and each of his brothers?" #2: What kind of person is Alexander? Use details from the story to support your answer. #3: What happens after Alexander walked on his hands? #4: Explain how the text illustration on page 72 helps the reader understand the story. #5 Describe how Alexander feels at the end of the story. Explain how you know. #6 What do you think probably would have happened if Alexander had not gone to the garage sale? Explain." <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Reading Street Multiple Choice and 	<p>Participation</p> <ul style="list-style-type: none"> • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed Responses- #1 "Identify the author's purpose for writing <u>If You Made a Million.</u>" #2 "Why do you think many people prefer to use checks rather than cash?"#3 "Explain why you could live off the interest if you had a million dollars in the bank." <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Reading Street Multiple Choice and Short Answer Test • Accelerated Reader Tests on Computer <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Participation</p> <ul style="list-style-type: none"> • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed Responses- #1 "Identify and describe the main character in "My Rows and Piles of Coins". Explain how the text features (illustration) on page 126 helps you determine this character's trait." #2 Identify the setting of "My Rows and Piles of Coins". Use details from the text to support your answer." <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Reading Street Multiple Choice and Short Answer Test • Accelerated Reader Tests on Computer <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade</p>	<p>Participation</p> <ul style="list-style-type: none"> • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Suggested writing prompt- Write an opinion piece describing your favorite story from unit 1. Provide three reasons to support your opinion. <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Reading Street Unit 1 Test • Fluency Check- Students should be reading 90+ words per minute. <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
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assessments, i.e., grade level, and/or depts.)		Short Answer Test • Accelerated Reader Tests on Computer Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)		level, and/or depts.)	
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
<ul style="list-style-type: none"> • Reading Street 3.1 “Boom Town” • Reading Street Leveled Readers • Trade Book: “Junk Man’s Daughter” by Sonia Levitin 	<ul style="list-style-type: none"> • Reading Street 3.1 “What About Me?” • Reading Street Leveled Readers • Trade Book: “Lon Po Po: A Red-Riding Hood Story from China” by Ed Young • Articles to compare and contrast 	<ul style="list-style-type: none"> • Reading Street 3.1 “Alexander Who Used to Be Rich Last Sunday” • Reading Street Leveled Readers • Trade Book: “Alexander Who Used to Be Rich Last Sunday” by Judith Viorst 	<ul style="list-style-type: none"> • Reading Street 3.1 “If You Made a Million” • Reading Street Leveled Readers • Trade Books: “How Much Is A Million” and “Millions to Measure” by David M. Schwartz 	<ul style="list-style-type: none"> • Reading Street 3.1 “My Rows and Piles of Coins” • Reading Street Leveled Readers • Trade Book: “Ananse’s Feast: An Ashanti Tale” by Tololwa M. Mollel 	<ul style="list-style-type: none"> • Reading Street 3.1 Unit Assessment Book • Unit 1 Assessment • Reading Street 3.1 • Unit 1 Poetry

Weeks 7 - 9	Weeks 10 - 12
Unit/Topic Literary Unit	Unit/Topic Literary Unit
<p style="text-align: center;">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>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)</p> <p>L.3.2 (f). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p style="text-align: center;">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>W.3.2. Write an informative/explanatory on a topic or texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and edition. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.</p>

<p>L.3.2 (e). Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)</p> <p>L.3.2 (g). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>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.</p> <p>SL.3.3. Ask and answer questions in order to seek help get information, or clarify something that is not understood.</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>SL.3.3. Ask and answer questions in order to seek help get information, or clarify something that is not understood.</p>	<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>RI.3.1. Ask and answer questions to demonstrate an understanding of a text, explicitly using the text as the basis for the answers.</p> <p>L.3.1 (a). Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>L.3.1 (i). Produce simple, compound, and complex sentences.</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>
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CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Identify Sub-Topics Main Idea/Details Graphic Organizer Comparison Cause/Effect	Identify Sub-Topics Character Visualize Generalizations Reference Materials	Identify Sub-Topics Main Idea Character Reference Materials	Identify Sub-Topics Author’s purpose Predict	Identify Sub-Topics Draw Conclusions Ask Questions	Identify Sub-Topics Unit Test
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
I CAN STATEMENTS: I can describe the logical connection between particular sentences and paragraphs in a text (comparison, cause/effect,	I CAN STATEMENTS: I can use context clues to determine the meaning of unknown words and phrases in a text.	I CAN STATEMENTS: I can determine the central message, lesson, or moral of a story and explain how it is conveyed through key details in the text.	I CAN STATEMENTS: I can ask and answer questions about a text, referring to the text as a basis for the answers. I can write an	I CAN STATEMENTS: I can describe characters in a story and how their actions contribute to the sequence of events in the story.	I CAN STATEMENTS: I can explain the parts of speech. I can write both simple and complex sentences.

<p>first/second/third in a sequence).</p> <p>I can use context clues to determine the meaning of unknown words and phrases in text.</p> <p>I can determine the main idea of a text and details to support the main idea.</p> <p>I can use spelling patterns/rules to read and write words.</p>	<p>I can use character traits to describe a character based on things they say and do in a story.</p> <p>I can add suffixes to base words to make new words.</p> <p>I can use a dictionary to check the spelling of a word.</p>	<p>I can use character traits to describe a character in a story.</p> <p>I can determine how a character affects what happens in the story based on their actions.</p> <p>I can ask questions to help me understand what I read.</p>	<p>informative piece on a given topic.</p> <p>I can use help from my peers and adults to edit my writing.</p>	<p>I can ask and answer questions about a text, referring to the text as a basis for the answers.</p> <p>I can use technology to edit and publish my writing.</p> <p>I can ask and answer questions that show I understand what I am reading.</p>	<p>I can write an informative/explanatory text to analyze a topic and give details and information about the topic.</p> <p>I can write about a topic giving facts, definitions, and details.</p> <p>I can use linking words and phrases to connect ideas with information.</p> <p>I can provide a concluding sentence or paragraph.</p>
<p>Critical Vocabulary</p> <p>Comparison Cause/Effect Sequence</p>	<p>Critical Vocabulary</p> <p>Generalizations Syllable Patterns Conventional spelling High-frequency Base Word Reference Material</p>	<p>Critical Vocabulary</p> <p>Informative Explanatory Revising Editing Demonstrate Guidance Collaborate</p>	<p>Critical Vocabulary</p> <p>Describe Explain Sequence Explicitly Informative Explanatory</p>	<p>Critical Vocabulary</p> <p>Noun Pronoun Verb Adjective Adverbs</p>	<p>Critical Vocabulary</p> <p>Compound Sentence Complex Sentence Clarify</p>
<p>Suggested Strategies/Activities</p> <p>*Use vocabulary games to develop, review and extend concepts.</p> <p>*Employ panel discussions as to present learned knowledge.</p>	<p>Suggested Strategies/Activities</p> <p>*Use cooperative leaning and games that involve partners and groups.</p> <p>*Deliver instruction using songs, raps, or rhythmic games and activities.</p>	<p>Suggested Strategies/Activities</p> <p>*Utilize journal writing, imaginative activities and games.</p> <p>*Deliver instruction to promote student interaction with others.</p>	<p>Suggested Strategies/Activities</p> <p>*Utilize charades, skits, and plays.</p> <p>*Use physical activities to teach concepts.</p>	<p>Suggested Strategies/Activities</p> <p>*Deliver instruction using hands-on and movement activities.</p> <p>*Deliver instruction through a visual presentation.</p>	<p>Suggested Strategies/Activities</p> <p>*Allow collaboration with a partner or a small study group prior to tests.</p>

<p>Higher Order Questions</p> <ol style="list-style-type: none"> 1. Explain how emperor penguins protect their chicks from the extreme temperatures of Antarctica. 2. Summarize what you have learned about emperor penguins. 3. Compare emperor penguins to other birds you have read about. 	<p>Higher Order Questions</p> <ol style="list-style-type: none"> 1. What choice would you have made if you were Francisco and knew your grandfather needed work but wasn't able to garden? Would you still have asked for the work? 2. Determine a character trait to describe Francisco's abuelo. Support your answer. 3. Ben is angry with Francisco after he sees what they have done to his plants. Decide if you think he should be mad at them or not. 	<p>Higher Order Questions</p> <ol style="list-style-type: none"> 1. What is your opinion of Prudy's Problem? Determine a solution to her problem other than the one given in the story. 2. Identify the main idea of "Prudy's Problem". Use details from the story to support your answer. 3. Evaluate the story "Prudy's Problem". Determine events in the story that classify this story as a fantasy. 	<p>Higher Order Questions</p> <ol style="list-style-type: none"> 1. What choice would you have made if you were Bear and saw that Hare was doing all of the work? Would you have let him do the work or would you have felt bad and helped him? 2. Compare the characters in the story to people. 3. Rewrite another ending to "Tops and Bottoms". 	<p>Higher Order Questions</p> <ol style="list-style-type: none"> 1. In the story, William makes his new home entirely from things in nature. Determine the value of nature to William's family. 2. Determine the setting of "William's House". 3. Imagine the problems presented to William as he was building his new house. What would you suggest he should have done differently before, during, or after building his home? 	<p>Higher Order Questions</p>
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Suggested Writing

<p>Responses: #1 “What type of story is Penguin Chick? Use details from the text to support your answer.” #2 Explain how emperor penguins are different from other birds. Use details from the text to support your answer. #3 What is the main idea of the text on pages 158-159? Find one detail from the text to support your answer.</p> <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Responses: #1 Describe Francisco’s grandfather. Use evidence from the text to support your answer. #2 Summarize “A Day’s Work”</p> <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Responses: #1: What type of story is “Prudy’s Problem”? Support your answer with details from the text. #2 What is the main idea of “Prudy’s Problem”? Use three details from the text to support your answer.</p> <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Responses: #1: Identify the author’s purpose for writing “Tops and Bottoms”. Explain how you know using details from the text. #2 Summarize “Tops and Bottoms”.</p> <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Responses: #1 Describe William. Use evidence from the story to support your answer. #2 Summarize “William’s House”. #3 Identify the setting of “William’s House. Use details from the story to support your answer.</p> <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Prompt- In the story “Penguin Chick” we learned about how penguins live and grow. Research your favorite animals. Write an informative article describing your favorite animal. Be sure to include facts about your animal and list where you found your information.</p> <p>Summative</p> <ul style="list-style-type: none"> Reading Street Unit 2 Test <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.1 “Penguin Chick” Reading Street Leveled Readers 	<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.1 “A Day’s Work” Reading Street Leveled Readers 	<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.1 “Prudy’s Problem and How She Solved It” Reading Street 	<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.1 “Tops and Bottoms” Reading Street 	<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.1 “William’s House” Reading Street Leveled Readers 	<p>Resources Needed</p> <ul style="list-style-type: none"> Unit 2 Assessment Reading Street 3.1 Unit 2 Poetry Fluency

<ul style="list-style-type: none"> Trade Book “Babe Sea Otter” by: Betty Tatham 	<ul style="list-style-type: none"> Trade Book “Fly Away Home” by Eve Bunting 	<p>Leveled Readers</p> <ul style="list-style-type: none"> Trade Book “Semour Slug Starts School” by Carey Armstrong-Ellis 	<p>Leveled Readers</p> <ul style="list-style-type: none"> Trade Book “Help Me, Mr. Mutt!: Expert Answers for Dogs with People problems” by Janet Stevens 		<p>Assessment- Students should be reading 100+ words.</p>
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Weeks 13 - 15	Weeks 16 - 18
Unit/Topic Literary Unit	Unit/Topic Informational Unit
<p style="text-align: center;">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>RL.3.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>L.3.2 (c). Use commas and quotation marks in dialogue.</p> <p>L.3.4 (b). Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>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.</p> <p>W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p style="text-align: center;">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>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.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RF.3.4 (c). Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>L.3.1 (b). Form and use regular and irregular plural nouns.</p> <p>L.3.3 (b). Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>L.3.4 (d). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>W.3.7. Conduct short research projects that build knowledge about a topic.</p>

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

L.3.2 (c).
Use commas and quotation marks in dialogue.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

L.3.3 (b).
Recognize and observe differences between the conventions of spoken and written standard English.

CURRICULUM

CURRICULUM

Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics Cause/Effect Story Structure	Identify Sub-Topics Author’s Purpose summarize	Identify Sub-Topics Draw Conclusions Ask Questions	Identify Sub-Topics Generalize Answer Questions	Identify Sub-Topics Compare/Contrast	Identify Sub-Topics Unit Test
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can compare and contrast the themes, setting, and plots of stories written by the same author about the same or similar characters. I can use commas and quotation marks in dialogue.	I can determine the meaning of a word when an affix is added. I can identify the main ideas and supporting details of a text. I can determine the author’s purpose for writing a selection.	I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. I can write over a period of time about topics I am studying.	I can use context clues to determine the meaning of unknown words or phrases. I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. I can retell stories and find the moral or lesson in those pieces. I can find the main idea and supporting details in a passage.	I can describe the logical connection between sentences and paragraphs in a text (compare/contrast). I can write using regular and irregular plural nouns. I can tell the difference between the way I speak and the way I write.	I can use a glossary and/or dictionary (both digital and print) to find the meaning of a word. I can write a personal narrative using descriptive details and sequencing the events in the correct order. I can create a narrator or characters in a personal narrative. I can use dialogue and descriptions of actions, thoughts, and feelings. I can use sequencing

					words to order events.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Prompting Compare Contrast Experiences Characters Commas Quotation Marks	Dialogue Affix Main Idea Supporting Details Audience	Format Media Quantitatively Orally Research Reflection Revision	Recount Fable Folktale Myth Diverse Culture Moral	Main idea Recount Key Details Main Idea Recognize Observe Conduct	Context Confirm Self- Correct Regular Nouns Irregular Nouns Plural Nouns
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
*Use vocabulary games to develop, review and extend concepts. *Employ panel discussions as to present learned knowledge.	*Use cooperative learning and games that involve partners and groups. *Deliver instruction using songs, raps, or rhythmic games and activities.	*Utilize journal writing, imaginative activities and games. *Deliver instruction to promote student interaction with others.	*Utilize charades, skits, and plays. *Use physical activities to teach concepts.	*Deliver instruction using hands-on and movement activities. *Deliver instruction through a visual presentation.	*Allow collaboration with a partner or a small study group prior to tests.
Higher Order Question	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
1. During the 1930s, many people couldn't find jobs in the United States. What is your opinion of why this fact is important to this story? 2. Describe Uncle Jim. Use details from the story to support your answer. 3. Explain why Lydia	1. Preview the title and text illustrations on pages 308-309. Predict what you think the passage will be about. 2. Gather details from the story to support the author's purpose for writing "Pushing Up the Sky". 3. Identify and prove	1. Determine the genre of "Night Letters". Use details from the story to support your answer. 2. Evaluate the words and illustrations in the story "Night Letters" and conclude what mood is created. 3. Consider Lily's	1. Consider life in Glashka's village and compare it to life in Kentucky. Compare and contrast the two places. 2. What would you suggest Glashka and her family do to keep their dogs' healthy before, during, and after long trips?	1. What information from the text would you use to verify how dangerous a natural disaster is? 2. How would you suggest people prepare for earthquakes and volcanoes if they lived in areas that those were common?	

<p>Grace was planning a surprise. How would you have improved on the surprise?</p>	<p>the setting of the story using details from the text.</p>	<p>character's actions in the story "Night Letters". Describe Lily and use details from the text to prove your answer.</p>	<p>3. What choice would you have made to help rescue the trapped whales?</p>	<p>3. In your opinion, what is the most interesting fact you learned from the story about volcanoes?</p>	
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Group Discussion Participation Journal Writing Performance-based tasks and/or activities Learning Logs Written Daily Practice Activities Constructed Responses- #1 Summarize "The Gardener". #2 Identify the genre of "The Gardener". Use details from the story to support your answer. #3 In the 1930s, many people in the United States couldn't find jobs. Why is this fact important for this story? #4 Describe Lydia Grace. Use details from the story to support your answer. #5 Describe the resolution or ending 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Group Discussion Participation Journal Writing Performance-based tasks and/or activities Learning Logs Written Daily Practice Activities Constructed Responses- #1 Analyze "Pushing Up the Sky". Identify which genre of literature this story is. Use details from the story to support your answer. #2 Identify the author's purpose for writing "Pushing Up the Sky". <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Group Discussion Participation Journal Writing Performance-based tasks and/or activities Learning Logs Written Daily Practice Activities Constructed Responses- #1 Who is the narrator of "Night Letters"? From what point of view is this story being told. Explain how you know using details from the text. #2 What season do you think the tree's happy thoughts are about? Explain why. <p>Summative</p> <ul style="list-style-type: none"> Reading Street 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Group Discussion Participation Journal Writing Performance-based tasks and/or activities Learning Logs Written Daily Practice Activities Constructed Responses- #1 Summarize "A Symphony of Whales". #2 Describe life in Glashka's village. Use details from the story to support your answer. #3 Compare and contrast how Glashka lives to how you live. <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Group Discussion Participation Journal Writing Performance-based tasks and/or activities Learning Logs Written Daily Practice Activities Constructed Responses- #1 What type of text is "Volcanoes"? Explain how this text is organized. #2 The author lists two examples of volcanic explosions. Why do you think he does this? #3 The author says that volcanoes are "nature's incredible fireworks". Do you agree or disagree with the author? Why? <p>Summative</p>	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Group Discussion Participation Journal Writing Performance-based tasks and/or activities Learning Logs Written Daily Practice Activities Suggested Writing Prompt-Write a personal narrative about a special day with someone in your family. Describe the things you did throughout the day and be sure to list them in the correct order. Use dialogue to show how you and the other characters in your story are feeling. <p>Summative</p> <ul style="list-style-type: none"> Reading Street Unit 3 Test Fluency Check-

<p>of the story “The Gardener”.</p> <p>Summative</p> <ul style="list-style-type: none"> • Reading Street Multiple Choice and Short Answer Test • Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Multiple Choice and Short Answer Test</p> <ul style="list-style-type: none"> • Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Tests on Computer</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Reading Street Multiple Choice and Short Answer Test • Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Students should be reading 110+ words per minute.</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> • Reading Street 3.1 “The Gardener” • Reading Street Leveled Readers • Trade Books “The Library” and “The Friend” by Sarah Stewart 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Reading Street 3.1 “Pushing Up The Sky” • Reading Street Leveled Readers • Trade Books “Children of the Longhouse” and “The Earth Under Sky Bear’s Feet: Native American Poems of the Land” by Joseph Bruchac 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Reading Street 3.1 “Night Letters” • Reading Street Leveled Readers 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Reading Street 3.1 “A Symphony of Whales” • Reading Street Leveled Readers 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Reading Street 3.1 “Volcanoes: Nature’s Incredible Fireworks” • Reading Street Leveled Readers • Trade Books “Earthquakes: Earth’s Mightiest Moments” and “Mountains: The Tops of the World’ by David L. Harrison 	<p>Resources Needed</p> <ul style="list-style-type: none"> • Unit 3 Assessment • Reading Street 3.1 Unit 3 Poetry

<p>Weeks 19 - 21</p>	<p>Weeks 22 - 24</p>
<p>Unit/Topic Literary/Informational Unit</p>	<p>Unit/Topic Informational Unit</p>

KENTUCKY CORE ACADEMIC STANDARDS

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

RI.3.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

L.3.3. Choose words and phrases for effect.

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

L.3.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

L.3.5 (a).

Distinguish the literal and nonliteral meanings of words and phrases in context

KENTUCKY CORE ACADEMIC STANDARDS

L.3.1 (g). Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.2 (b). Use commas in addresses.

L.3.5 (c). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3 (a). Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3 (b). Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3 (c). Use temporal words and phrases to signal event order.

W.3.3 (d). Provide a sense of closure.

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29)

W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

W.3.3 (c).

Use temporal words and phrases to signal event order.

<p>(e.g., take steps).</p> <p>SL.3.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>			<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>		
CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<p>Identify Sub-Topics Cause and Effect Answer Questions</p>	<p>Identify Sub-Topics Compare and Contrast Ask Questions</p>	<p>Identify Sub-Topics Generalize Prior Knowledge</p>	<p>Identify Sub-Topics Fact and Opinion</p>	<p>Identify Sub-Topics Plot Theme Graphic Organizers</p>	<p>Identify Sub-Topics Unit Test</p>
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
<p>I CAN STATEMENTS:</p> <p>I can describe the logical connection between particular sentences and paragraphs in a text (cause/effect).</p> <p>I can tell the difference between my point of view and that of the author.</p> <p>I can tell how two pieces about the same topic are alike and different.</p>	<p>I CAN STATEMENTS:</p> <p>I can describe the logical connection between particular sentences and paragraphs in a text (compare and contrast).</p> <p>I can use words that make the reading interesting for the reader.</p> <p>I can distinguish the literal and nonliteral meanings of words and phrases in what I read.</p>	<p>I CAN STATEMENTS:</p> <p>I can describe characters in a story (their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>I can add drawings and other visual aids to provide additional detail to what I write.</p>	<p>I CAN STATEMENTS:</p> <p>I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p> <p>I can form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>I can use commas in addresses.</p>	<p>I CAN STATEMENTS:</p> <p>I can identify the plot of a story by summarizing the key details of the text.</p> <p>I can identify and describe the theme of the story.</p> <p>I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</p> <p>I can write a narrative and establish a situation, organize event</p>	<p>I CAN STATEMENTS:</p> <p>I can revise and edit my writing as needed with support from my peers and adults.</p> <p>I can use technology to write and publish my writing.</p> <p>I can use technology to interact and collaborate with others.</p>

				sequence, use dialogue, use temporal words to signal event order and provide a sense of closure.	
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Distinguish Point of View Narrator Character	Prompting Similarities Differences Illustrations Descriptions Procedures	Phrases Effect Distinguish Literal Non literal Visual displays Detail	Comparative Adjective Superlative Adjective Adverbs Modify Commas Shades of Meaning States of Mind	Effective Technique Descriptive Details Organize Dialogue Temporal Words Phrases Closure	Guidance Peers Revising Editing Technology Produce Publish Interact Collaborate
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
*Use vocabulary games to develop, review and extend concepts. *Employ panel discussions as to present learned knowledge.	*Use cooperative learning and games that involve partners and groups. *Deliver instruction using songs, raps, or rhythmic games and activities.	*Utilize journal writing, imaginative activities and games. *Deliver instruction to promote student interaction with others.	*Utilize charades, skits, and plays. *Use physical activities to teach concepts.	*Deliver instruction using hands-on and movement activities. *Deliver instruction through a visual presentation.	*Allow collaboration with a partner or a small study group prior to tests.
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
1. What would you suggest Ikarus do to make friends? How would you feel if you were him? 2. What do you think has happened to	1. After reading, “Hottest, Coldest, Highest, Deepest” where would you suggest someone visit from the story? Use details from the	1. What are the most important traits that the author’s father has that helps him get the job? Explain. 2. What is your opinion of the author’s	1. How would you explain the reason that life for women has changed since the early 1900s? 2. Explain reasons why Gertrude would	1. Describe the conflict in the story, “Fly, Eagle, Fly”. What would you suggest the characters in the story do to solve the problem?	

<p>the author to make her understand how Ikarus feels? Explain.</p> <p>3. What are the most important traits of a good friend?</p>	<p>text to support your opinion.</p> <p>2. Describe the most important facts about Lake Baikal.</p> <p>3. Describe Mount Everest.</p>	<p>father?</p> <p>3. How would you determine if the author's father was the best person for the job?</p>	<p>want to cross the English Channel.</p> <p>3. How would you portray Gertrude to someone who had never heard of her?</p>	<p>2. What is your opinion of how the eagle was treated in the story? Explain.</p> <p>3. What choice would you have made if you were the farmer's friend and couldn't get the eagle to fly? Explain.</p>	
<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Group Discussion Participation Journal Writing Performance-based Tasks and/or Activities Learning Logs Written Daily Practice Activities Constructed Responses- #1 Analyze the story, "Wings". Identify the genre of the story. Use details from the story to support your answer. #2 Describe why Ikarus was sad during the story. Describe a time when you saw other people who felt the same way. How does that 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Group Discussion Participation Journal Writing Performance-based Tasks and/or Activities Learning Logs Written Daily Practice Activities Constructed Responses- #1 Describe the difference between living in Al Aziziyah, Libya and Vostok, Antarctica? #2 Compare the Nile River to the Amazon River. Use details from the story to support your answer. The Atacama Desert and Death Valley are very dry. Identify the cause of the dryness. 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Group Discussion Participation Journal Writing Performance-based Tasks and/or Activities Learning Logs Written Daily Practice Activities Constructed Responses- #1 Analyze "Rocks in His Head". Identify the genre of the story. Use details from the story to support your answer. #2 The author writes that people bought her father's "junk" for money. She did not think it was really junk. Do you agree or disagree with the author about his 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Group Discussion Participation Journal Writing Performance-based Tasks and/or Activities Learning Logs Written Daily Practice Activities Constructed Responses-#1 Identify the genre of "America's Champion Swimmer: Gertrude Ederle". Use details from the text to support your answer. #2 Describe two things that you can infer about the English Channel. Use details from the story to support your answer. 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Group Discussion Participation Journal Writing Performance-based Tasks and/or Activities Learning Logs Written Daily Practice Activities Constructed Responses-#1 Summarize "Fly, Eagle, Fly!". #2 Identify the theme of "Fly, Eagle, Fly". Use details from the text to support your answer. <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader 	<p>Balanced Assessment: Formative</p> <ul style="list-style-type: none"> Group Discussion Participation Journal Writing Performance-based Tasks and/or Activities Learning Logs Written Daily Practice Activities Suggested Writing Prompt- Your teacher has asked for your opinion about the best way for students to learn. Write an email to your teacher. Be sure to give three reasons to support your answer. <p>Summative</p> <ul style="list-style-type: none"> Reading Street Unit

<p>compare to what is happening to Ikarus?</p> <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Use details from the story to support your answer.</p> <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>father's "junk"? Explain.</p> <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Tests on Computer</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>4 Test</p> <ul style="list-style-type: none"> Fluency Check- Students should be reading 120+ words per minute. <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.2 "Wings" Reading Street Leveled Readers Trade Book "Black Cat" by Christopher Myers Buckle Down Books Coach Books 	<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.2 "Hottest, Coldest, Highest, Deepest" Reading Street Leveled Readers Buckle Down Books Coach Books 	<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.2 "Rocks in His Head" Reading Street Leveled Readers Trade Book "In Plain Sight" by Carol Otis Hurst Buckle Down Books Coach Books 	<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.2 "America's Champion Swimmer: Gertrude Ederle" Reading Street Leveled Readers Trade Cooks-The Cam Jansen Series by David A. Adler Buckle Down Books Coach Books 	<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.2 "Fly, Eagle, Fly!" Reading Street Leveled Readers Trade Book "Why a Donkey Was Chosen" by Christopher Gregorowski 	<p>Resources Needed</p> <ul style="list-style-type: none"> Unit 4 Assessment Reading Street 3.2 Unit 4 Poetry Reading Street Leveled Readers Buckle Down Books Coach Books

Weeks 25 - 27	Weeks 28 - 30
Unit/Topic Literary Unit	Unit/Topic Literary Unit

KENTUCKY CORE ACADEMIC STANDARDS

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

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.

L.3.1 (b). Form and use regular and irregular plural nouns.

L.3.1 (f). Ensure subject-verb and pronoun-antecedent agreement.

L.3.4 (a). Use sentence-level context as a clue to the meaning of a word or phrase.

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.3.1 (a). Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.3.1 (b). Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.1 (c). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1 (d). Explain their own ideas and understanding in light of the discussion.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

RI.3.3.

Describe the relationship between a series of historical events, scientific ideas

KENTUCKY CORE ACADEMIC STANDARDS

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

L.3.1 (d). Form and use regular and irregular verbs.

L.3.4 (c). Use abstract nouns (e.g., childhood).

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)

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

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.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.					
CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Sub-Topics Compare/Contrast Predict	Sub-Topics Fact/Opinion Text Structure	Sub-Topics Sequence	Sub-Topics Draw Conclusions Summarize	Sub-Topics Author's Purpose Prior Knowledge	Sub-Topics Unit Test
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
I CAN STATEMENTS: I can ask and answer questions to show that I understand what I am reading and refer to the text as a basis for the answers. I can distinguish my own point of view from the author's point of view. I can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect.	I CAN STATEMENTS: I can form and use regular and irregular plural nouns. I can ensure subject-verb and pronoun-antecedent agreement. I can use context clues to determine the meaning of a word or phrase. I can use text features and search tools to locate information relevant to a given topic.	I CAN STATEMENTS: I can recount stories and determine their central message, lesson, or moral. I can engage effectively in a range of collaborative discussions on grade 3 topics, building on others' ideas and expressing my own clearly.	I CAN STATEMENTS: I can distinguish my own point of view from that of the author of a text. I can form and use comparative and superlative adverbs in speaking and writing.	I CAN STATEMENTS: I can describe characters based on things they say and do in a story. I can form and use regular and irregular verbs. I can identify and correctly use abstract nouns in writing and speaking.	I CAN STATEMENTS: I can conduct research to gain knowledge about a topic. I can recall information about experiences or things I have read. I can take notes as I complete my research.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Demonstrate Explicitly Relationship	Plural Nouns Irregular Plural Nouns Antecedent	Engage Collaborative Diverse	Distinguish Point of View Author	Regular Verbs Irregular Verbs Abstract Nouns	Guidance Produce Organization

<ul style="list-style-type: none"> • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed Responses- #1 Summarize "Suki's Kimono". #2 Describe how Suki feels when she is teased about looking like a bat. Use details from the story to support your answer. #3 Identify the theme of Suki's Kimono. Use details from the story to support your answer. <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Reading Street Multiple Choice and Short Answer Test • Accelerated Reader Tests on Computer <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed Responses- #1 Compare and contrast mealtime in America and Senegal. #2 Describe the how the Chinese language is written. Explain how it is different than the English language. <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Reading Street Multiple Choice and Short Answer Test • Accelerated Reader Tests on Computer <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed Responses- #1 Analyze "Good-Bye, 382 Shin Dang Dong". What type of story is it? Explain how you know. #2 Describe Jangmi. Use details from the story to support your answer. <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Reading Street Multiple Choice and Short Answer Test • Accelerated Reader Tests on Computer <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed Responses- Analyze "Jalepeno Bagels". What type of story is it? Explain how you know. #2 Describe how Pablo's parents combine their cultures in creating jalapeno bagels <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Reading Street Multiple Choice and Short Answer Test • Accelerated Reader Tests on Computer <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Constructed Responses- #1 Describe how James felt during his train ride to New York City. Use details from the story to support your answer. #2 Describe how James feels about his birthday celebration. Use details from the story to support your answer. <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Reading Street Multiple Choice and Short Answer Test • Accelerated Reader Tests on Computer <p style="text-align: center;">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities • Suggested Writing Prompt- In the story, "How My Family Lives in America" you read about children who were from other cultures and were growing up in America. Choose a country you would like to visit. Research customs, holidays, and food. Form a judgment after your research and explain if you would still like to visit there. <p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Reading Street Unit 5 Test • Fluency Check- Students should be reading 120+ words per minute.
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depts.)				and/or depts.)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
<ul style="list-style-type: none"> • Reading Street 3.2 “Suki’s Kimono” • Reading Street Leveled Readers 	<ul style="list-style-type: none"> • Reading Street 3.2 “How My Family Lives in America” • Reading Street Leveled Readers 	<ul style="list-style-type: none"> • Reading Street 3.2 “Good-Bye 382 Shin Dang Dong” • Reading Street Leveled Readers 	<ul style="list-style-type: none"> • Reading Street 3.2 “Jalapeno Bagels” • Reading Street Leveled Readers 	<ul style="list-style-type: none"> • Reading Street 3.2 “Me and Uncle Romie” • Reading Street Leveled Readers 	<ul style="list-style-type: none"> • Unit 5 Assessment • Reading Street 3.2 Unit 5 Poetry

Weeks 31 - 33	Weeks 34 - 36
Unit/Topic Informational Unit	Unit/Topic Literary Unit
<p style="text-align: center;">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>L.3.1 (c). Use abstract nouns (e.g., childhood).</p> <p>L.3.1 (e). Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <p>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</p>	<p style="text-align: center;">KENTUCKY CORE ACADEMIC STANDARDS</p> <p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>L.3.2 (a). Capitalize appropriate words in titles.</p> <p>L.3.2 (d). Form and use possessives.</p> <p>L.3.5 (b). Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>)</p> <p>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.</p>

<p>categories.</p> <p>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</p> <p>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.</p>	<p>SL.3.1 (a). Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1 (a). Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.3.1 (a). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1 (a). Explain their own ideas and understanding in light of the discussion.</p> <p>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</p> <p style="text-align: center;"><i>*No Gaps</i></p>
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CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
<p>Identify Sub-Topics Main Idea and Details Text Structure</p>	<p>Identify Sub-Topics Cause and Effect Graphic Organizers</p>	<p>Identify Sub-Topics Fact and Opinion Answer Questions</p>	<p>Identify Sub-Topics Plot and Theme Visualize</p>	<p>Identify Sub-Topics Generalize Predict</p>	<p>Identify Sub-Topics Unit Test</p>
LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS	LEARNING TARGETS
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
<p>I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p>I can use abstract nouns.</p>	<p>I can form and use simple verb tenses.</p> <p>I can speak in complete sentences to provide requested detail or clarification.</p> <p>I can use context clues to determine the</p>	<p>I can recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>I can ask and answer questions to demonstrate</p>	<p>I can ask and answer questions to demonstrate that I understand what I am reading.</p> <p>I can capitalize appropriate words in titles.</p>	<p>I can identify real-life connections between words and their use.</p> <p>I can recount stories, including fables, folktales, and myths from diverse cultures.</p> <p>I can determine the</p>	<p>I can come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>

<p>I can identify the main idea of a text and support details.</p>	<p>meaning of unknown words and phrases.</p>	<p>understanding of a text. I can refer to the text for answers to questions.</p>	<p>I can determine the theme, central message, lesson or moral of a text.</p> <p>I can find details in the text to support the theme, central message, lesson or moral of the text.</p>	<p>central message, lesson, or moral and explain how it is detailed in the text.</p>	<p>I can follow agreed-upon rules for discussions.</p> <p>I can ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. I can explain my own ideas and understanding in light of the discussion.</p> <p>I can write routinely over extended time frames and shorter time frames for different tasks, purposes, and audiences.</p>
<p>Critical Vocabulary</p> <p>Phrases Literal Language Non-literal Language Abstract Nouns</p>	<p>Critical Vocabulary</p> <p>Simple Verb Tenses Appropriate Task Situation Clarification</p>	<p>Critical Vocabulary</p> <p>Recall Experiences Digital Evidence</p>	<p>Critical Vocabulary</p> <p>Demonstrate Referring Explicitly</p>	<p>Critical Vocabulary</p> <p>Appropriate Possessives Real-Life</p>	<p>Critical Vocabulary</p> <p>Explicitly Preparation Explore Topics Comments Discussion</p>
<p>Suggested Strategies/Activities</p> <p>*Use vocabulary games to develop, review and extend concepts.</p>	<p>Suggested Strategies/Activities</p> <p>*Use cooperative learning and games that involve partners and groups.</p>	<p>Suggested Strategies/Activities</p> <p>*Utilize journal writing, imaginative activities and games.</p>	<p>Suggested Strategies/Activities</p> <p>*Utilize charades, skits, and plays.</p> <p>*Use physical activities</p>	<p>Suggested Strategies/Activities</p> <p>*Deliver instruction using hands-on and movement activities.</p>	<p>Suggested Strategies/Activities</p> <p>*Allow collaboration with a partner or small study group prior to tests.</p>

*Employ panel discussions as to present learned knowledge.	*Deliver instruction using songs, raps, or rhythmic games and activities.	*Deliver instruction to promote student interaction with others.	to teach concepts.	*Deliver instruction through a visual presentation.	
Higher Order Questions 1. What is the most important purpose of the Statue of Liberty? 2. What would you have suggested people do to raise money to build the Statue of Liberty? 3. What is your opinion of the Statue of Liberty compared to others buildings and statues that you have seen?	Higher Order Questions 1. Why do you think Mr. Kang wants to read the New York Times every day? 2. What problem does Sam have in the story? What is your opinion of how he should solve his problem? 3. What is your opinion of the kind of person Mr. Kang is? Explain. Do you know anyone that compares to Mr. Kang?	Higher Order Questions 1. Construct your own meaning of David Botello’s mural “Dreams of Flight”. Use details from the story to support your answer. 2. Choose your favorite mural from the story “Talking Walls: Art for the People”. Explain why this is your favorite mural. 3. Do you agree with the author that murals are “talking walls”? Explain why or why not. Use details from the story to support your answer.	Higher Order Questions 1. Compare the setting of the story and how it changes as the story progresses. 2. If someone wanted to read another animal fantasy, what story would you suggest? 3. What is your opinion of how the ants feel at the end of the story? Describe a time you felt the same way.	Higher Order Questions 1. What are the most important steps to being a successful glassblower? 2. Analyze “Elena’s Serenade”. Identify and describe the narrator. 3. What choices would you have made if you wanted to be a glassblower but were not accepted?	Higher Order Questions
Balanced Assessment: Formative • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily	Balanced Assessment: Formative • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily	Balanced Assessment: Formative • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily Practice Activities	Balanced Assessment: Formative • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily	Balanced Assessment: Formative • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily	Balanced Assessment: Formative • Group Discussion Participation • Journal Writing • Performance-based tasks and/or activities • Learning Logs • Written Daily

<p>Practice Activities</p> <ul style="list-style-type: none"> Constructed Responses- #1 Explain why Bartholdo had to raise money to build the Statue of Liberty. #2 In 1884, how were the French and American's feelings about the Statue of Liberty different. Explain. <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Practice Activities</p> <ul style="list-style-type: none"> Constructed Responses-#1 Summarize Mr. Kang. #2 Describe the effect that seeing Mr. Lum's nirdcages has on Mr. Kang. Use details from the story to support your answer. <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<ul style="list-style-type: none"> Constructed Responses- #1 Identify the theme of the mural "Reach High and You Will Go Far". Use details from the text to support your answer. #2 Compare the murals "A Shared Hope" and "Reach High and You Will Go Far". Use details from the text to support your answer. <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Practice Activities</p> <ul style="list-style-type: none"> Constructed Responses-#1 Analyze the beginning of the story "Two Bad Ants". Describe the setting at the beginning of the story. Use details from the text to support your answer. #2 Identify the theme of the story "Two Bad Ants". Use details from the text to support your answer. <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Practice Activities</p> <ul style="list-style-type: none"> Constructed Responses- #1 Summarize "Elena's Serenade". #2 Analyze "Elena's Serenade. Identify the genre. Use details from the text to support your answer. <p>Summative</p> <ul style="list-style-type: none"> Reading Street Multiple Choice and Short Answer Test Accelerated Reader Tests on Computer <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>	<p>Practice Activities</p> <ul style="list-style-type: none"> Suggested Writing Prompt- Write a letter to an upcoming third grade informing them about things that every third grader should know. Be sure to list 3-5 facts about third grade in your letter. <p>Summative</p> <ul style="list-style-type: none"> Reading Street Unit 6 Assessment Fluency Check- Students should be reading 120+ words per minute. <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts.)</p>
<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.2 "The Story of the Statue of Liberty" Reading Street 	<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.2 "Happy Birthday Mr. Kang" Reading Street 	<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.2 "Talking Walls: Art for the People" Reading Street 	<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.2 "Two Bad Ants" Reading Street Leveled Readers 	<p>Resources Needed</p> <ul style="list-style-type: none"> Reading Street 3.2 "Elena's Serenade" Reading Street Leveled Readers 	<p>Resources Needed</p> <ul style="list-style-type: none"> Unit 6 Assessment Fluency Check- Students should be reading 120+

<p>Leveled Readers</p> <ul style="list-style-type: none">• Buckle Down Books• Coach Books	<p>Leveled Readers</p> <ul style="list-style-type: none">• Buckle Down Books• Coach Books	<p>Leveled Readers</p> <ul style="list-style-type: none">• Buckle Down Books• Coach Books	<ul style="list-style-type: none">• Buckle Down Books• Coach Book	<ul style="list-style-type: none">• Buckle Down Books• Coach Books	<p>words per minute.</p> <ul style="list-style-type: none">• Reading Street 3.2 Unit 6 Poetry• Reading Street Leveled Readers
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