

This document outlines the academic goals, the activities and materials used in the Third Grade class in order to achieve high academic success. There is a great deal of overlap in the standards within the activities and within the core areas, thus, standards addressed repeatedly throughout the year.

Time period	Standard	Resources (unit in textbook, learning center, recurring activity, other)	Internet/Media/ other resource
Weeks 1 to 36	(1) Reading/Beginning Reading Skills/ Phonics		
	(A) decode multisyllabic words in context and independent of context by applying common spelling patterns including: (i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable); (ii) doubling final consonants when adding an ending (e.g., hop to hopping); (iii) changing the final "y" to "i" (e.g., baby to babies); (iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and (v) using knowledge of derivational affixes (e.g., -de, -ful, -able);	Guided Reading	
	(B) use common syllabication patterns to decode words including: (i) closed syllable (CVC) (e.g., mag-net, splen-did); (ii) open syllable (CV) (e.g., ve-to); (iii) final stable syllable (e.g., puz-zle, con-trac-tion); (iv) r-controlled vowels (e.g., fer-ment, car-pool); and (v) vowel digraphs and diphthongs (e.g., ei-ther); (C) decode words applying knowledge of common spelling	Guided Reading	
	(C) decode words by applying knowledge of common spelling patterns (e.g., -eigh, -ought);	Guided Reading	
	(D) identify and read contractions (e.g., I'd, won't); and	Guided Reading	
	(E) monitor accuracy in decoding.	Guided Reading	
Weeks 1 to 36	(2) Reading//Beginning Reading/Strategies.		
	(A) use ideas (e.g. illustrations, titles, topic sentences, key words, and foreshadowing) to make and confirm predictions;	Guided Reading	
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	(C) establish purpose for reading	Guided Reading	

	selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).		
Weeks 1 to 36	(3) Reading/ Fluency.		
	(A) read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.	Rereading for Fluency (Day 2 of each unit)	
Weeks 1 to 36	(4) Reading/ Vocabulary Development		
Week 1	(A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;	Vocabulary (Day 1 and Day 4) Hidden Surprises Theme 1: <u>Arthur Writes a Story</u> (week 1 and review throughout)	http://www.pasadenaisd.org/teachertoolbox/third_grade_reader_vocabulary.htm (vocab power point)
	(B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;	Vocabulary (Day 1 and Day 4) Hidden Surprises Theme 2: <u>Wild Shots, They're My Life</u> (week 8 and review throughout)	
Week 11 & Week 16	(C) identify and use antonyms, synonyms, homographs, and homophones;	Vocabulary (Day 1 and Day 4) antonyms & synonyms Hidden Surprises Theme 3: <u>The Stories Julian Tells</u> (week 11 and review throughout) homographs & homophones Journey of Wonder , Theme 1: <u>Coyotes Places the Stars</u> (week 16 and review throughout)	
	(D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and	Vocabulary (Day 1 and Day 4)	http://thirdgraderesource.weebly.com/
	(E) alphabetize a series of words to the third letter and use a dictionary or a glossary to	Vocabulary (Day 1 and Day 4) Throughout the year.	

	determine the meanings, syllabication, and pronunciation of unknown words.		
Weeks 1 to 36	(11) Reading/ Comprehension of Text/Independent Reading.		
	(A) read independently for sustained periods of time and produce evidence of their reading and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks). .	DEAR Reading Notebook with Reading Response Letters. Read 20 minutes each night.	
Weeks 1 to 29	(8) Reading/Comprehension of Literary Text/Fiction		
	(A) sequence and summarize the plot's main events and explain their influence on future events;	Hidden Surprises Theme 1: <u>Arthur Writes a Story</u> (week 1), <u>Marta's Magnets</u> (week 2), <u>Ronald Morgan Goes to Camp</u> (week 3), <u>Allie's Basketball Dream</u> (week 4), Theme 2: <u>Officer Buckle and Gloria</u> (week 6), <u>Turtle Bay</u> (week 7), <u>Little Grunt and the Big Egg</u> (week 10) Theme 3: <u>The Stories Julian Tells</u> (week 11), <u>The Talent Show</u> (week 12), <u>Centerfield Ballhawk</u> (week 14), <u>Ramona Forever</u> (week 15) Journey of Wonder Theme 2: <u>Leah's Pony</u> (week 21), <u>Cocoa Ice</u> (week 23) Theme 3: <u>Alejandro's Gift</u> (week 27), <u>The Armadillo from Amarillo</u> (week 29)	
	(B) describe the interaction of characters including their relationships and the changes they undergo; and	See above.	
	(C) identify whether the narrator or speaker of a story is first or third person.	See above.	
Weeks 1 to 29	(10) Reading/ Comprehension of Literary Text/Sensory Language.		
	(A) understand, make inferences and draw conclusions about how an author's sensory language	See above. Journey of Wonder	

	creates imagery in literary text	Theme 1: <u>Coyotes Places the Stars</u> (week 16) and <u>Why Do Mosquitoes Buzz in People's Ears</u> (week 17), <u>Cloudy With a Chance of Meatballs</u> (week 19), Theme 2: <u>The Three Little Javelinas</u> (week 22)	
	(B) provide evidence from text to support their understanding.	See above.	
	(C) to identify language that creates a graphic visual experience and appeals to the senses.	See above.	
Weeks 6 to 10	(15) Reading/Comprehension of Informational Text/ Procedural Texts.		
	(A) follow and explain a set of written multi-step directions; and		http://www.creativeworksforchildren.com/kids-childrens-how-to-articles/childrens-how-to-article-main-page.htm
	(B) locate and use specific information in graphic features of text.	See above.	
Weeks 9	(12) Reading/ Comprehension of Informational Text/Culture and History		
	(A) analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Hidden Surprises Theme 2: <u>Balto, the Dog Who Saved Nome</u> (week 9)	
	(B) identify the topic and explain the author's purpose in writing about the text.	See above.	
Weeks 13	(13) Reading/Comprehension of Informational Text/Expository Text		
	(A) identify the details or facts that support the main idea;	Hidden Surprises Theme 3: <u>Rosie: A Visiting Dog's Story</u> (week 13)	
	(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;	See above.	
	(C) identify explicit cause and effect relationships among ideas in texts; and	See above.	

	(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	See above.	
Weeks 16 to 19	(5) Reading/Comprehension of Literary Text/Theme and Genre		
	(A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and	Journey of Wonder Theme 1: <u>Coyotes Places the Stars</u> (week 16) and <u>Why Do Mosquitoes Buzz in People's Ears</u> (week 17), <u>Cloudy With a Chance of Meatballs</u> (week 19), Theme2: <u>The Three Little Javelinas</u> (week 22)	
	(B) compare and contrast the settings in myths and traditional folktales.	See above.	
Weeks 20	(7) Reading/Comprehension of Literary Text/Drama		
	a) understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding	Journey of Wonder Theme 1: <u>The Crowded House</u> (week 20)	
	b) identify the elements of dialogue and use them in informal plays.	See above.	
Weeks 24	(12) Reading/ Comprehension of Informational Text/Culture and History		
	(A) analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Journey of Wonder Theme 2: <u>Yippee-Yay! A Book About Cowboys and Cowgirls</u> (week 24),	
	(B) identify the topic and explain the author's purpose in writing about the text.	See above.	
Weeks 25	(13) Reading/Comprehension of Informational Text/Expository Text		
	(A) identify the details or facts that support the main idea;	Journey of Wonder Theme 2: <u>If You Made a Million</u> (week 25)	
	(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;	See above.	
	(C) identify explicit cause and	See above.	

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	effect relationships among ideas in texts; and		
	(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	See above.	
Weeks 26	(6) Reading/Comprehension of Literary Text/Poetry		
	a) understand, make inferences and draw conclusions about the structure and elements of poetry and	Hidden Surprises Theme 1: <i>To...</i> (week 4), <i>The Swimmer</i> (week 5), Theme 2: <i>Dream Boat</i> (week 7), Theme 3: <i>All My Hats</i> (week 15) Journey of Wonder Theme 2: <i>Worksong</i> (week 24) Theme 3: <i>I'm in Charge of Celebrations</i> (week 26),	
	b) provide evidence from text to support their understanding	See above.	
Weeks 28 and 30	(13) Reading/Comprehension of Informational Text/Expository Text		
	(A) identify the details or facts that support the main idea;	Journey of Wonder Theme 3: <u>Rocking and Rolling</u> (week 28), <u>Visitors from Space</u> (week 30)	
	(B) draw conclusions from the facts presented in text and support those assertions with textual evidence;	See above.	
	(C) identify explicit cause and effect relationships among ideas in texts; and	See above.	
	(D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.	See above.	
Weeks 5, 8, 9, 13, 24, 25, 28, and 30	(9) Reading/Comprehension of Literary Text/Literary Nonfiction.		
	a) understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction	Hidden Surprises Theme 1: <u>Water Woman</u> (week 5) Theme 2: <u>Wild Shots, They're My Life</u> (week 8), <u>Balto, the Dog Who Saved Nome</u> (week 9) Theme 3: <u>Rosie: A Visiting Dog's Story</u> (week 13) Journey of Wonder	

		Theme 1: <u>A Bookworm was Hatched</u> (week 18) Theme 2: <u>Yippee-Yay! A Book About Cowboys and Cowgirls</u> (week 24), <u>If You Made a Million</u> (week 25) Theme 3: <u>Rocking and Rolling</u> (week 28), <u>Visitors from Space</u> (week 30)	
	b) respond by providing evidence from text to support their understanding	See above.	
	c) expected to explain the difference in point of view between a biography and autobiography.	See above.	
Weeks	(14) Reading/Comprehension of Informational Text/Persuasive Text.		
	a) analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	<u>Earrings</u> by Judith Voirst <u>Hey, Little Ant</u> by Phillip House <u>Old Henry</u> by Joan W. Blos	
	b) to identify what the author is trying to persuade the reader to think or do.	See above.	
Weeks	(16) Reading/Media Literacy		
	(A) understand how communication changes when moving from one genre of media to another;		
	(B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and		
	(C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).		
Weeks 1 to 36	(17) Writing/Writing Process		
	(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);	Writer's Workshop	BrainPopJr.com
	(B) develop drafts by categorizing	Writer's Workshop	

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	ideas and organizing them into paragraphs;		
	(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;	Writer's Workshop	
	(D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and	Writer's Workshop	
	(E) publish written work for a specific audience.	Writer's Workshop	
Weeks 1 to 36	(19) Writing		
	(A) write about important personal experiences.	Journal Writing	
Weeks 1 to 5	(18) Writing/Literary Texts.		
	(A) write imaginative stories that build the plot to a climax and contain details about the characters and setting	Hidden Surprises Theme 1	
Weeks 6 to 10	(20) Writing/Expository and Procedural Texts.		
	(A) create brief compositions that: (i) establish a central idea in a topic sentence; (ii) include supporting sentences with simple facts, details, and explanations; and (iii) contain a concluding statement;	Hidden Surprises Theme 2	
Weeks 11 to 15	(21) Writing/Persuasive Texts.		
	a) write persuasive texts to influence the attitudes or actions of a specific audience on specific issues	Hidden Surprises Theme 3	
Weeks 13	(20) Writing/Expository and Procedural Texts.		
	(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and	Hidden Surprises Theme 3: <u>Rosie, A Visiting Dog's Story</u> (week 13)	
Weeks 21 to 25	(25) Research/Research Plan.		
	(A) generate research topics from personal interests or by brainstorming with others	Journey of Wonder Theme 2 Social Studies 17 A-F	

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	(B) generate a research plan for gathering relevant information (e.g. surveys, interviews, encyclopedias) about the major research question.	See above.	
Weeks 21 to 25	(26) Research/Gathering Sources.		
	(A) follow the research plan to collect information from multiple sources of information, both oral and written, including: (i) student-initiated surveys, on-site inspections, and interviews; (ii) data from experts, reference texts, and online searches; and (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;	Journey of Wonder Theme 2 Social Studies 17 A-F	
	(B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);	See above.	
	(C) take simple notes and sort evidence into provided categories or an organizer;	See above.	
	(D) identify the author, title, publisher, and publication year of sources; and	See above.	
	(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	See above.	
Weeks 21 to 25	(27) Research/Synthesizing Information.		
	a) clarify research questions and evaluate and synthesize collected information	Journey of Wonder Theme 2 Social Studies 17 A-F	
	b) improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).	See above.	
Weeks 21 to 25	(28) Research/Organizing and Presenting Ideas		
	a) organize and present their ideas and information according to the purpose of the	Journey of Wonder Theme 2 Social Studies 17 A-F	

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	research and their audience.		
	b) to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.	See above.	
Weeks 26 & 29	(18) Writing/Literary Texts.		
	(B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).	Journey of Wonder Theme 3: <u>I'm in Charge of Celebrations</u> (week 26), <u>The Armadillo from Amarillo</u> (week 29)	
Weeks 28 & 30	(20) Writing/Expository and Procedural Texts.		
	(B) write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing); and	Journey of Wonder Theme 3: <u>Rocking and Rolling</u> (week 28), <u>Visitors from Space</u> (week 30)	
Weeks 1 to 36	(20) Writing/Expository and Procedural Texts.		
	(C) write responses to literary or expository texts that demonstrate an understanding of the text.	Reading Response Letter in their Reading Notebooks.	
Weeks 1 to 36	(22) Oral and Written Conventions/Conventions.		
	(A) understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: green, tall); (iv) adverbs (e.g., time: before, next); (v) prepositions and prepositional phrases ; (vi) pronouns (e.g., I, me); and (vii) time-order transition words;	Hidden Surprises <i>nouns & time-order transition words</i> Theme 2: <u>Turtle Bay</u> (week 7), <u>Wild Shots, They're My Life</u> (week 8), <u>Balto, the Dog Who Saved Nome</u> (week 9) <i>pronouns</i> Theme 3: <u>Rosie, A Visiting Dog's Story</u> (week 13), <u>Centerfield Ballhawk</u> (week 14), <u>Ramona Forever</u> (week 15) Journey of Wonder <i>adjectives</i> Theme 1 <i>verbs</i> Theme 2 Theme 3: <u>I'm in Charge of Celebrations</u> (week 26), <u>Alejandro's Gift</u> (week 27) <i>adverbs</i> Theme 3: <u>The Armadillo From</u>	

		<u>Amarillo</u> (week 29), <u>Visitors from Space</u> (week 30)	
	(B) use the complete subject and the complete predicate in a sentence; and	Hidden Surprises Theme 1: <u>Allie's Basketball Dream</u> (week 4)	
	(C) use complete simple and compound sentences with correct subject-verb agreement.	Hidden Surprises Theme 1: <u>Water Woman</u> (week 5), Theme 2: <u>Officer Buckle and Gloria</u> (week 6),	
Weeks 1 to 36	(23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.		
	(A) write legibly in cursive script with spacing between words in a sentence;	French	
	(B) use capitalization for: (i) geographical names and places; (ii) historical periods; and (iii) official titles of people;	Hidden Surprises Theme 2: <u>Turtle Bay</u> (week 7), <u>Wild Shots, They're My Life</u> (week 8), <u>Balto, the Dog Who Saved Nome</u> (week 9)	
	(C) recognize and use punctuation marks including: (i) apostrophes in contractions and possessives; and (ii) commas in series and dates; and	Hidden Surprises <i>possessives</i> Theme 2: <u>Little Grunt and the Big Egg</u> (week 10) Theme 3: <u>The Stories Julian Tells</u> (week 11), <u>The Talent Show</u> (week 12) Journey of Wonder <i>contractions</i> Theme 3: <u>Rocking and Rolling</u> (week 28),	
	(D) use correct mechanics including paragraph indentations	Throughout	
Weeks 1 to 36	(24) Oral and Written Conventions/Spelling		
	(A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;	Weekly Spelling Words	

	(B) spell words with more advanced orthographic patterns and rules: (i) consonant doubling when adding an ending; (ii) dropping final "e" when endings are added (e.g., -ing, -ed); (iii) changing y to i before adding an ending; (iv) double consonants in middle of words; (v) complex consonants (e.g., scr-, -dge, -tch); and (vi) abstract vowels (e.g., ou as in could, touch, through, bought);	Weekly Spelling Words	
	(C) spell high-frequency and compound words from a commonly used list;	Weekly Spelling Words	
	(D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);	Weekly Spelling Words	
	(E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);	Weekly Spelling Words	
	(F) spell complex contractions (e.g., should've, won't); and	Weekly Spelling Words	
	(G) use print and electronic resources to find and check correct spellings.	Weekly Spelling Words, Spelling Dictionary	
Week 1 to 36	(29) Listening and Speaking/Listening		
	(A) listen attentively to speakers and ask relevant questions and make pertinent comments	Throughout the year in Reading, Math, Science and Social Studies.	
	(B) follow, restate, and give oral instructions that involve a series of related sequence of actions.	Throughout the year in Reading, Math, Science and Social Studies.	
Weeks 1 to 36	(30) Listening and Speaking/Speaking.		
	a) speak clearly and to the point, using the conventions of language	Throughout the year in Reading, Math, Science and Social Studies.	
	b) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.	Throughout the year in Reading, Math, Science and Social Studies.	
Weeks 1 to 36	(31) Listening and Speaking/Teamwork.		
	a) work productively with	Throughout the year in Reading, Math, Science and Social Studies.	

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	others in teams		
	b) to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.	Throughout the year in Reading, Math, Science and Social Studies, also during transition.	

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