A.5. Curriculum Sample for 3rd Grade Reading

Grade Level	**Content Area**	**Course Title** *(For 9-12 Samples Only)*	**Unit Title**
Third Grade	Reading	N/A	Neighborhood Visit
Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**	
5 Days	First Quarter	Students' prior knowledge will include describing characters, (e.g. traits, roles, similarities) and understand that words are connected and have meaning. Students will also know the meaning of different and same for comparison purposes.	
Unit Description			
This unit teaches students about the multicultural aspect of neighborhoods. It includes cooperative learning, scaffolding, and technology to complete several projects.			
Standards:	Reading Standards for Information Text, Craft and Structure #6 RI.3.6. Distinguish their own point of view from that of the author of a text.		
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Summative assessment will be as follows: Students will be required to write a paragraph in which the student describes his belief in the innocence or guilt of the main character and compare his beliefs from that of the author. Inventive spelling is accepted.		
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	The assessment will be scored on a 12 point rubric with mastery at a score of 10 (80%). Scoring rubric is included.		
Materials/Resources Needed *Include all items for the entire unit.*	Houghton Mifflin Harcourt Journeys text (TE and student edition), Projector, Projectable 2.1, 2.4, 2.8; Student Workbook; lined paper, pencils, erasers, Decodable Readers – *Sequoyah, A Cottage Full of Clues, Jury Duty,* and *The Trial of Cardigan Jones.*		

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Read Aloud Explain that when good readers read aloud, they group words into phrases and pause at the end of those phrases which is marked by commas and periods. Display Projectable 2.1 about *Sequoyah*. As you read the passage, model how to pause at each comma, semi-colon, and period. Point out that these help the student gain fluency and aids in comprehension. Listening Comprehension Explain that conclusions are smart guesses about things that an author doesn't say. We draw conclusions by making connections between facts or details in a text. Read *Sequoyah* as a group,	Introduce Comprehension Review and discuss the word *conclusion*. Using Student Book, page 45, students will use the word in a discussion. Display Projectable 2.4. Have students read *A Cottage Full of Clues*. Explain that using an Inference Map helps readers to figure out things not stated directly. Ask questions about clues in the story. Infer/Predict Explain that inferring is similar to drawing conclusions. When readers infer, they use what they know to figure out things that the author does not tell in the text. Have students draw conclusions about another text they hiver read recently. Remind them on how	Deepen Comprehension Review the definition of a conclusion. Have students reread pages 49-51. Display and discuss Deepen Comprehension Question 1 on Projectable 2.8. Point out that recording clues and conclusions on an Inference Map helps readers connect story details and decide whether a conclusion is reasonable or make sense. Conclusions With students' help, record the clues and conclusion for Question 1. Reread with students pages 52-62 of *the Trial of Cardigan Jones*. Read and discuss Question 2. Discuss story details that support possible answers.	Making Connections Tell students that they will read a play called *Jury Duty*. Have students look at the last paragraph at the end of *Jury Duty* on Student Book page 68. Have students read the play. Ask partners to lit characteristics that make the selection a play. Invite pairs to share their lists. Ask students to think about how Cardigan Jones acted at his trial. After students act out the story, ask them how they would have acted in the same situation. Discuss the judge's role. Ask how Victor's mom said she would make a decision.	Nonverbal Clues Explain to the students that we communicate in both verbal and nonverbal ways. The word verbal means "spoken". In addition to verbal communication, we give nonverbal cues such as facial expressions and hand motions. It is important to pay attention to nonverbal cues when speaking. Both speaker and audience give nonverbal cues. Have students present their ideas for a research topic. Remind them to explain the type of media they would use to present the topic and purpose. After each presentation, have students discuss the nonverbal cues used by the speaker and the audience.

	and then ask questions shown on page T103 about conclusions. Ask students their point of view and how did they come to that conclusion. .	to use the Inference Map to list clues and confirm predictions. <u>Read Main Selection</u> Explain that as they read, students will use Projectable 2.5 to record the conclusions they draw. Tell students that you will record their predictions and inferences as they read *The Trial of Cardigan Jones.* Have students preview the story, and then make their predictions. Read aloud Student Book page 46. Display Blackline Master 2.2. Model identifying the genre of the story.			

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Read Aloud Listen as the teacher explains that when good readers read aloud, they group words into phrases and pause at the end of those phrases which is marked by commas and periods. Students will view Projectable 2.1 about *Sequoyah*, and then read the passage about *Sequoyah.* As you read, pause at each comma, semi-colon, and period. Use these to gain fluency and comprehension of your text. Listening Comprehension Discuss as a group about conclusions which are smart guesses about things that an author doesn't say. Students will read *Sequoyah* as a group, and then ask answer the questions from the teacher. N	Introduce Comprehension Listen as the teacher discusses the word *conclusion*. Students will read Student Book, page 46, and then use the target vocabulary words in a discussion. When Projectable 2.4 has been displayed, students will *A Cottage Full of Clues.* After reading is finished, students will use an Inference Map to figure out things not stated directly. Students will ask questions about clues in the story. Infer/Predict Students will discuss that inferring is similar to drawing conclusions. They will then draw conclusions about another text that they recently read. They will next use an Inference Map to list	Deepen Comprehension Students will reread pages 49-51. Students will look watch as the teacher displays Question 1 on the projector. Students will understand that recording clues and conclusions on an Inference Map will help them connect story details and decide whether a conclusion is reasonable or make sense. Conclusions Students will record the clues and conclusion for Question 1. Reread pages 52-62 of *the Trial of Cardigan Jones*. Students will read and discuss Question 2. Discuss story details that support possible answers.	Making Connections Students will read a play called *Jury Duty*. Students will look at the last paragraph at the end of *Jury Duty* on Student Book page 68. Students will reread the play, then get with a partner and make a list of the characteristics that make the selection a play. Partners will share their lists. Students will think about how Cardigan Jones acted at his trial. Students will then act out the story, explaining how they would have acted in the same situation. Discuss the judge's role. Students will then think about how Victor's mom said she would make a decision.	Nonverbal Clues Students will learn that we communicate in both verbal and nonverbal ways. Students will understand that we give nonverbal cues such as facial expressions and hand motions and that both speakers and audiences give nonverbal cues. Students present their ideas for a research topic. Students will choose a type of media to present the topic and purpose. After each presentation, students will discuss the nonverbal cues used by the speaker and the audience.

	prompted, students will give their point of view and how they came to that conclusion.	clues and confirm predictions. <u>Read Main Selection</u> Once students have read, they will use Projectable 2.5 to record the conclusions they draw. Next, students will preview and make predictions about the story. Silently read *The Trial of Cardigan Jones.* Students will then read aloud Student Book page 46.			

Rubrics and Grading for 3rd Grade Reading

1. Little or no evidence of point of view in response to the text
2. Provides some evidence of a point of view, and only one vague example from the text of reasons for their point of view
3. Has a strong point of view, yet does not give sufficient evidence from the text, and also makes a connection to the outside world to support his or her point of view
4. The writer's point of view is extremely well developed, and formulates a response, which connects to self, the outside world, or another text.

Skills/Criteria	4	3	2	1	Score
Point of View	Point of view is extremely well developed	Point of view is developed	Point of view is partially developed	Point of view not well developed	
Mechanics	Proper grammar used always	Proper grammar used most of the time	Proper grammar used some of the time	Proper grammar not used	
Conventions	Spelling and punctuation used correctly always	Spelling and punctuation used correctly most of the time.	Spelling and punctuation used correctly part of the time.	Spelling and punctuation incorrect.	
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If a Student Scores…..	Then…..
7 – 10 of 10 possible	Continue with Core Instruction Program
4-6 of 10 possible	Re-teach Lesson Page T175
1 – 3 of 5 possible	Intervention, Page S12-S21

Grade	**Percentage**
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Mastery is at 80% and above