



English Language Arts Grade 3rd

Curriculum Committee Members

Rita Bohlen, Jury	Elizabeth Myers, Barrington
Misty Borgsmiller, Garrett	Laura Paden, McNair
Beverly Boyd, Barrington	Jessica Patterson, Armstrong
Jenna Bush, Keeven	Jennifer Pfeiffer, Coldwater
Shannon Drennan, Townsend	Michelle Prather, Grannemann
Myia George, Keeven	Jolie Pugh, Garrett
Melissa Goeken, Townsend	Jean Robinson, Galactic
Aleshea Ingram, Townsend	Gina Quick, Coldwater
Julie Hoffman, McCurdy	Donna Schatz, Keeven
Stacey Hussman, Jamestown	Jenna Sladek, Garret
Mary Leach, Arrowpoint	Leslie Threadgill-Kendall, Jury
Audraya Lee, Barrington	Shannell Tieman, Barrington
Jennifer Le Plante, McCurdy	Cathie Wiesler, McCurdy
Linda May-Doyle, Twillman	Susan Dirnbeck, Literacy Coach
Candyss McNichols, Jury	Holly Putnam, English Language Arts Curriculum Coordinator
Leslie McKinstay, Keeven	

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3rd Grade

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Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

MAP data indicates a need for strengthening our current 3rd grade curriculum as the district's ELA trend shows 29.7% of students scoring proficient and advanced in 2014, 43.2% scoring proficient and advanced in 2013 and 35.9% scoring proficient and advanced in 2012. Internal Scholastic Reading Inventory (SRI) scores are further confirmation that after completing the current 3rd grade curriculum 75% of students are reading below grade level. AIMS RCBM reports that only 53.6% of 3rd graders are able to reach end of year fluency targets.

In addition to the analyzed data trends, a change in state standards and reading level expectations has resulted in a need for intensive curriculum revision to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations. After a careful review of annual data and longitudinal cohort data it was determined by both the Curriculum Department and the District Literacy Task Force that a revised curriculum was a high-priority necessity.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a reading/writing approach that emphasizes systematic and explicit phonemic awareness and phonics instruction, reading strategies, the writing process, and writing that is defined by the standards-based scoring guides for each genre.

The committee members aligned the curriculum with the 2010 Missouri Learning Standards published by DESE. The curriculum meets all of the state and district requirements for 21st century skills, cultural relevance, skill-building, and student-centeredness.

The curriculum contains performance assessments, constructed responses, and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students, with the exception of phonemic awareness and phonics instruction which require systematic and explicit instruction as the building blocks for encoding and decoding to read. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment. Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own. Spelling should be taught to mirror the grade-level phonics continuum to teach students the spelling rules and word patterns they are learning. An additional 3-5 personalized spelling words that are misspelled in students' writing should be incorporated into their weekly spelling list. Handwriting is not taught in isolation, but rather part of learning about letters, sounds and the patterns found within the English Language.

The Hazelwood Required Instructional Components for kindergarten through second grade should be used by teachers when selecting the order of the objectives. The Hazelwood Required Instructional Components ensures an appropriate balance of reading, writing, and word study that is recommended by research and the District Literacy Task Force recommendations from 2015. All English Language Arts teachers should select objectives and resources to best match the instructional activities and fit the needs of their students. One of the provided Instructional Frameworks that contain the required components should be used by all teachers to ensure consistent and rigorous instruction. Although there may be occasional exceptions to these formats, the Instructional Frameworks should be followed to ensure our students consistently receive high quality reading, speaking, listening and writing instruction.

COURSE TITLE: ENGLISH LANGUAGE ARTS 3

GRADE LEVEL: 3RD

Course Description:

The English Language Arts course is designed to promote the development of essential literacy skills for primary readers. Students will develop their phonics, vocabulary, speaking and listening skills. As students read and apply their growing comprehension skills, they will acquire oral language through discussion and collaborative reading and writing with their peers that will help them acquire new information from print and electronic texts. Elementary readers and writers will develop their stamina for reading and writing longer texts and the ability to make meaning of both fiction, nonfiction and poetry. Students will develop foundational life-long reading, writing, speaking, listening and thinking strategies to help them make meaning of the world around them.

Course Rationale:

The English Language Arts curriculum is considered essential for the academic, social and cognitive development of students who are expected to become successful and productive members of society. The English Language Arts curriculum contains the listening, discourse, reading and writing skills needed for students to demonstrate maximum growth in every other subject area and in their future careers. As part of the English Language Arts curriculum students will acquire the necessary skills to think analytically about information presented to them in a variety of formats, including speaking, writing and various forms of print and electronic media.

The English Language Arts curriculum will prepare students to be critical interpreters of media, to articulate their thoughts and back them with evidence and prepare them to express their own ideas artfully and effectively. The English Language Arts curriculum is designed to elevate students beyond baseline skills and provide them with rigorous and relevant opportunities to arm them with the communication skills and literacy interpretation skills required to not only skillfully navigate but lead the global community of the ever evolving 21st Century.

Course Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>
40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes	40-45 sessions Reading - 90 minutes Writing – 45 minutes

Unit Objectives

Unit 1

1. The learner can ask and answer who, what, when, why, and where questions.
2. The learner can cite evidence from the text when forming answers.
3. The learner can synthesize information about the text in order to answer questions about the text.
4. The learner will recount stories, including folktales from other diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
5. The learner can tell the meaning of words and phrases and tell the difference between literal and nonliteral (figurative) language (e.g. similes, metaphors, idioms).
6. The students can 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).
7. The student will be able to ask and answer questions to demonstrate understanding of Fiction text, referring explicitly to the text as the basis for the answers.
8. The learner can identify the central ideas and supporting details of informational text.
9. The learner can identify and list the important central ideas and supporting details of informational text.
10. The learner can select and summarize important information and sort key findings into categories about a topic.
11. The learner can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
12. The learner can 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.
13. The learner can determine the main idea of a text; recount the key details and explain how they support the main idea.
14. The learner will read informational text and use text features to comprehend the text.
15. The learner can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
16. The learner will introduce a topic for informative/explanatory writing and include illustrations when useful to aiding comprehension.
17. The learner will develop the topic of informative writing with facts, definitions, and details.
18. The learner will use linking words and phrases to connect ideas within categories of information.
19. The learner will provide a concluding statement or section.
20. The learner can revise with guidance and support from peers and strengthen writing as needed by planning and revising.
21. The learner can produce simple, compound and complex sentences.
22. The students can correctly explain the function of verbs and their functions in a particular sentences.
23. The students can form and use regular, irregular and simple forms of verbs.
24. The students can determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/ careless, heat/ preheat).
25. The students can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

26. The student can conduct short research projects that build knowledge about a topic.
27. The student can recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
28. The learner can 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.
29. The learner can ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Unit 2

1. The learner can ask and answer who, what, when, why, and where questions.
2. The learner can cite evidence from the text when forming answers.
3. The learner can synthesize information about the text in order to answer questions about the text.
4. The learner will recount stories, including folktales from other diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
5. The learner can tell the meaning of words and phrases and tell the difference between literal and nonliteral (figurative) language (e.g. similes, metaphors, idioms).
6. The students can 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).
7. The student will be able to ask and answer questions to demonstrate understanding of Fiction text, referring explicitly to the text as the basis for the answers.
8. The learner can identify the central ideas and supporting details of informational text.
9. The learner can identify and list the important central ideas and supporting details of informational text.
10. The learner can select and summarize important information and sort key findings into categories about a topic.
11. The learner can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
12. The learner can 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.
13. The learner can determine the main idea of a text; recount the key details and explain how they support the main idea.
14. The learner will read informational text and use text features to comprehend the text.
15. The learner can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
16. The learner will introduce a topic for informative/explanatory writing and include illustrations when useful to aiding comprehension.
17. The learner will develop the topic of informative writing with facts, definitions, and details.
18. The learner will use linking words and phrases to connect ideas within categories of information.
19. The learner will provide a concluding statement or section.
20. The learner can revise with guidance and support from peers and strengthen writing as needed by planning and revising.
21. The learner can produce simple, compound and complex sentences.
22. The students can correctly explain the function of verbs and their functions in a particular sentences.

23. The students can form and use regular, irregular and simple forms of verbs.
24. The students can determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/ careless, heat/ preheat).
25. The students can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
26. The student can conduct short research projects that build knowledge about a topic.
27. The student can recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
28. The learner can 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.
29. The learner can ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Unit 3

1. The learner will recount stories, including myths from other diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
2. The learner can determine the meaning of figurative language as used in text (e.g. similes, metaphors, idioms).
3. The learner can refer to parts of poems when writing or speaking about a text, using terms such as stanza and describe how each successive part builds on earlier sections.
4. The learner can 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.
5. The learner can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
6. The learner can determine the main idea of informational text; recount the key details and explain how they support the main idea.
7. The learner can ask and answer questions to demonstrate understanding of fiction text, referring explicitly to the text as the basis for the answers.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. The learner can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
10. The learner can compare and contrast the most important points and key details presented in two texts on the same topic.
11. The learner will introduce the topic or text they are writing about in an opinion piece and create an organizational structure that lists reasons.
12. The learner will provide reasons that support the opinion.
13. The learner will provide a concluding statement for an opinion writing piece.
14. The learner will revise opinion writing use linking words and phrases to connect opinion and reasons.

15. The learner can use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
16. The learner can ensure subject- verb and pronoun- antecedent agreement.
17. The learner can use coordinating and subordinating conjunctions correctly in their writing.
18. The learner can capitalize appropriate words in titles in their written work.
19. The learner can use sentence -level context as a clue to the meaning of a word or phrase.
20. The learner can explain their own ideas and understanding in light of the discussion.
21. The learner can ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Unit 4

1. The learner can describe in depth a character, setting, or event in a story or drama, The learner will describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
2. The learner can 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).
3. The learner will compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
4. The learner will determine the meaning of general academic and domain-specific words and phrases in a text relevant to a 3rd grade topics or subject area.
5. The learner can 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.
6. The learner can identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
7. Determine the main idea of a text; recount the key details and explain how they support the main idea.
8. The learner can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in informational text, using language that pertains to time, sequence, and cause/effect.
9. The learner can distinguish their own point of view from that of the author of a text.
10. The learner can 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).
11. The learner can compare and contrast the most important points and key details presented in two texts on the same topic.
12. The learner can conduct short research projects that build knowledge about a topic.
13. The learner can determine the meaning of the new word formed when a known affix is added to a known word.
14. The learner can demonstrate understanding of word relationship and nuances in word meaning.
15. The learner can distinguish the literal and nonliteral meanings of words and phrases in context (e.g. take steps).
16. The learner can distinguish shades of meaning are small difference between related words.

17. The learner can 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.
18. The learner can, with the support of peers and adults, revise and edit their written reports.
19. The learner can create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace and add visual displays when appropriate to emphasize or enhance certain facts or details.

Essential Terminology/Vocabulary

Essential Vocabulary in this course represents words from three tiers of vocabulary recommended in research.

<i>Hazelwood Vocabulary Acquisition Plan</i>	
Tier 3	Academic Vocabulary from English Language Arts skills and standards
Tier 2	Academic Vocabulary found across and within texts
Tier 1	K – 5 th Grade High Frequency Word Lists

A list of High Frequency Tier 1 words for each grade are taught throughout each quarter. Tier 2 words are determined based upon the commonly used academic words within each text read with students. Academic vocabulary is taught through learning targets and skills to represent Tier 3 words. The key Tier 3 academic vocabulary words for each are listed below.

Unit 1

adjective, adverb, answer, asking questions, author's purpose, beginning, bold words, brochure, captions, central message, characters, charts, closure, comma, complete sentence, contribute, conversation, convey, culture, demonstrate, details, diagrams, dialogue, differences, distinguish, diverse, editing, ending, events, evidence, fable, graphs, hyperlinks, incomplete sentence, interaction introduction, key details, key words, lesson, listening, main idea, middle, moral, motivation, narrative, narrator, noun, pictures, plural noun, point of view, predicate, presentation, problem, pronoun, questions, resolution, restating, revise, sentence fluency, sequence, setting, sidebars, similarities, singular noun, speaking, subject, summarize, summary, text, text features, timelines, train, transitions, understanding , verb visual aids, word choice

Unit 2

answer, appeal for reader action, aspects of illustrations, biography, bold face, cause, central message, character traits, charts, compare, complex sentences, compound sentences, conclusion, context clues, contrast, convincing, culture, demonstrate, details, determine, distinguish, editing, effect, elaboration, emphasize, evidence, examples, explicit, explicitly, fable, grammar, impact statement, importance, introduction, irregular verbs, italics, key details, linking words, main idea, mood, moral, non-literal, organization, paraphrasing, past tense, peer conferences, phrases, present tense, punctuation, questions, recount, research, retell, revising, sentence fluency, sequence, setting, signal words, simple sentence, speech, strong question, summarize, summary, supporting details, text, text features, theme, thick question, thin question, timeline, topic, understanding , verb tense, verbs, weak question

Unit 3

accuracy, accurate, antagonist, antonym, author and me, autobiography, biography, book review, caption, cause, central message, comic strip, compound sentence, compound word, conclusion, context clues, coordinate, creative, culture, describe, editing, effect, evidence, expression, fact, feeling words, figurative, fluency, grammar, historic, homograph, homonym, homophone, identify, inaccurate, increase, invention, inventive, literal language, main idea, moral, myth, nonliteral language, notable, on my own, opinion, persuasive, poems, poetry, pre-write, prose, protagonist, QAR, question-answer relationship, rate, reason, rereading, retell, right there, scientific, section, self-

correcting, simple sentence, stanza, subordinate, summary, supporting details, synonym, theme, think and search, topic, understanding

Unit4

actions, alliteration, analyze, antonym, aspects, author, bold words, caption, character, character traits, chart, compare, connection, contrast, contribute, contribution, convey, definition, diagram, dictionary, expression, facts, feelings, gestures, heading, idiom, illustrations, informational text, literal, log, main idea, metaphor, mood, multi-meaning, nonfiction, nonliteral, observation log, opinion, picture, plot, poem, point of view, prefix, pronunciation, question, real-world, report, research, root word, setting, shades of meaning, simile, stanza, subheading, suffix, summary, supporting details, supporting evidence, synonym, text, text features, theme, thesaurus, thoughts, topics, traits

Proposed Course Materials and Resources:

Reading Instructional Resources:

Hazelwood Word Work Continuum. Students will receive instruction on words and the patterns within them using a continuum that move from letters and sounds in primary grades to multisyllabic words and words prefixes, suffixes and root words in the upper elementary grades. Suggested activities such as word sorts, puzzles and word generation based upon patterns to cover the content on the Word Work Continuum will be provided during professional development.

Teachers will receive the following texts:

- Whole Class Book Sets
- Classroom sets for small groups/Literature Circle Novel Sets
- Classroom Library Books

Text listed below are provided for each teacher as a class set of 30. Additional sets of thematically related text based upon literacy, social studies or science topics are included in sets of 10 for small group/guided reading or a set of 2 for the classroom library.

Note: Leveled readers/texts from the previous reading programs and books available bookrooms should remain in use for guided reading groups or student's independent reading. The science and social studies leveled online readers may be integrated as a thematically related way for students to practice their reading skills and develop content knowledge.

Hazelwood School District 3rd Grade Tiered Vocabulary List

- Sight Word List (see Appendices)
- Academic Vocabulary list (included in each guide)

Writing Instruction:

- Strategies for Writers Teacher's Guide
- Strategies for Writers Student Workbook

Additional Resources:

- Online Text
 - News ELA
 - Readworks
- Online Dictionary and Thesaurus Resources
 - <http://www.merriam-webster.com/dictionary>
 - <http://www.thefreedictionary.com>

- Video: A maximum of 6 hours per semester of videos or cuttings from videos may be shown

Recommended Pacing Guide

The pacing below is recommended but not required. The books listed below are provided for each teacher as a class set of 30 and were selected based upon the appropriateness of their topic and reading level to teach identified skills within each unit.

Additional sets of thematically related text based upon literacy, social studies or science topics are included in sets of 10 for small group/guided reading or a set of 2 for the classroom library.

Unit 1

Whole Group Books		
Title	Genre	Standards
Stone Fox	Fiction	RL 3.1, RL 3.2, RL 3.3, RL 3.5, RL 3.6,
The Miraculous Journey of Edward Tulane	Fiction	RL 3.1, RL 3.2, RL 3.3, RL 3.5, RL 3.6,
Newton’s Laws	Informational	RI 3.1, RI 3.2, RI 3.3, RI 3.5, RI 3.7,
Magic School Bus – Amazing Magnetism	Fiction	RL 3.1, RL 3.2, RL 3.3, RL 3.5, RL 3.6,

Small Group Texts		
Title	Genre	Standard
True Book North America	Informational	RI 3.1, RI 3.2, RI 3.3, RI 3.5, RI 3.7
First Encyclopedia of Our World	Informational	RI 3.1, RI 3.2, RI 3.3, RI 3.5, RI 3.7

Classroom Libraries		
Title	Genre	Standard
What Makes a Magnet?	Informational	RI 3.1, RI 3.2, RI 3.3, RI 3.5, RI 3.7
Energy – Makes Things Happen	Informational	RI 3.1, RI 3.2, RI 3.3, RI 3.5, RI 3.7

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Unit 1: Narrative Writing		
13-18	*Personal narrative	4-25
	Friendly letter	26-47
	Folktale	48-73
	Fable	76-97
	Narrative Test Writing	100-121
<p>District Narrative Writing Prompt: There are many kinds of heroes. A hero might be someone who shows bravery or courage and faces great danger. Another kind of hero might be someone who we think of as rather "ordinary" but who shows strength of character and goes about his or her everyday life doing a little bit extra for others. Watching these people can teach us all lessons about life.</p> <p>Directions for Writing: Select an "ordinary" person that you consider to be a hero. Write an essay in which you show your readers what this person does that makes him or her a hero to you. Help your readers to know and understand why you think of this person as a hero and why he or she is important.</p>		

Unit 2

Whole Group Books		
Title	Genre	Standard
Because of Winn Dixie	Fiction	RL 2.1, RL 2.2, RL 2.5, RL 2.6
Stories of the Sky	Fiction	RL 2.1, RL 2.2, RL 2.5, RL 2.6
Storms	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.7, RI 2.8

Small Group Texts		
Title	Genre	Standard
The Camping Trip	Fiction	RL 2.1, RL 2.2, RL 2.5, RL 2.6
Vote!	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.7, RI 2.8
Weather	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.7, RI 2.8
On the Same Day in March	Fiction	RL 2.1, RL 2.2, RL 2.5, RL 2.6
The Christmas Blizzard	Fiction	RL 2.1, RL 2.2, RL 2.5, RL 2.6

Classroom Libraries		
Title	Genre	Standard
Hurricanes!	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.7, RI 2.8
Electric Storm	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.7, RI 2.8
Coming to America	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.7, RI 2.8
Forest Fires	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.7, RI 2.8
Matter, Matter, Everywhere	Informational	RI 2.1, RI 2.3, RI 2.5, RI 2.6, RI 2.7, RI 2.8

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Unit 2: Informative/ Explanatory Writing		
16-20	*Descriptive Essay	400-421
	Descriptive Paragraph	354-375
	Description of a process	376-397
	Poem	422-443
	Descriptive Test Writing	444-465
<p>District Informative/Explanatory Writing Prompt; There are many different sports. Examples: swimming, tennis, golf, baseball, cheerleading, football, basketball etc...</p> <p>Directions for Writing: Choose two different sports. Write an essay to compare and contrast how these two sports are the same and how they are different. Help your readers to know and understand what is important about each sport and what makes them different.</p>		

Unit 3

Whole Group Books		
Title	Genre	Standard
Life Cycles	Informational	RI 3.1, RI 3.2, RI 3.3, RI 3.8, RI 3.9
The Tale of Despereaux	Fiction	RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.5
From the Mixed Up Files of Mrs. Basil E. Frankweiler	Fiction	RL 3.1, RL 3.2, RL 3.3, RL 3.4, RL 3.5

Small Group Texts		
Title	Genre	Standard
Life in the Rainforests	Informational	RI 3.1,RI 3.2, RI 3.3, RI 3.8, RI 3.9
Life in the Ocean	Informational	RI 3.1,RI 3.2, RI 3.3, RI 3.8, RI 3.9
Life in the Deserts	Informational	RI 3.1,RI 3.2, RI 3.3, RI 3.8, RI 3.9
Life in the Polar Lands	Informational	RI 3.1,RI 3.2, RI 3.3, RI 3.8, RI 3.9
Exploring Tide Pools	Informational	RI 3.1,RI 3.2, RI 3.3, RI 3.8, RI 3.9

Classroom Libraries		
Title	Genre	Standard
The Rain Forest	Informational	RI 3.1,RI 3.2, RI 3.3, RI 3.8, RI 3.9
Better off Wet – A guide to the wetlands	Informational	RI 3.1,RI 3.2, RI 3.3, RI 3.8, RI 3.9
Science at the Aquarium	Informational	RI 3.1,RI 3.2, RI 3.3, RI 3.8, RI 3.9
Amazing Ants	Informational	RI 3.1,RI 3.2, RI 3.3, RI 3.8, RI 3.9
Strange Plants	Informational	RI 3.1,RI 3.2, RI 3.3, RI 3.8, RI 3.9
Tracking Animal Migrators	Informational	RI 3.1,RI 3.2, RI 3.3, RI 3.8, RI 3.9
Animal Hiding Places	Informational	RI 3.1,RI 3.2, RI 3.3, RI 3.8, RI 3.9

District Unit Curriculum Objectives	Writing Genre	<i>Strategies for Writers</i> Corresponding Pages
Unit 3: Opinion Writing		
12-15	Opinion Paragraph	236-259
	Opinion Essay	260-281
	Response to Literature	282-303
	Brochure	304-327
	Opinion Test Writing	330-351
District Opinion Writing Prompt: Under revision process.		

Unit 4

Whole Class Books		
Book	Genre	Standard
Magic Tree House – Snakes and Other Reptiles	Fiction	RL 3.3, RL 3.7, RL 3.9,
A Long Way From Chicago by Richard Peck	Fiction (Historical)	RL 3.3, RL 3.7, RL 3.9
Reptiles	Informational	RI 3.2, RI 3.3, RI 3.4, RI 3.6, RI 3.7, RI 3.9,

Small Group		
Book	Genre	Standard
The Eyes of The Gray Wolf – Jonathan London	Fiction	RL 3.3, RL 3.7, RL 3.9,
Groups of Animals	Informational	RI 3.2, RI 3.3, RI 3.4, RI 3.6, RI 3.7, RI 3.9,
Magic School Bus The Truth about Bats	Fiction	RL 3.3, RL 3.7, RL 3.9,

Classroom Library		
Book	Genre	Standard
Insect Invaders	Informational	RI 3.2, RI 3.3, RI 3.4, RI 3.6, RI 3.7, RI 3.9,
Learning about Ocean Animals	Informational	RI 3.2, RI 3.3, RI 3.4, RI 3.6, RI 3.7, RI 3.9,
Blue Whales	Informational	RI 3.2, RI 3.3, RI 3.4, RI 3.6, RI 3.7, RI 3.9,
Tree of Life	Informational	RI 3.2, RI 3.3, RI 3.4, RI 3.6, RI 3.7, RI 3.9,

District Unit Curriculum Objectives	Writing Genre	Strategies for Writers Corresponding Pages
Unit 4: Research Report		
13,19	Informative/Explanatory	
	*Research Report	146-167
	How to Essay	124-167
	Problem-Solution Essay	168-189
	Business Letter	190-211
	Informative/Explanatory Test Writing	212-233

District Informative/Explanatory Writing Prompt: Write an informational writing report describing how a park or community garden can be added to a school. Include reasons why it would be a benefit to have a new park or community garden close by. Use information from your sources in your response.

Hazelwood Required Daily Instructional Components 3rd – 5th

Component 1: Word Work and Vocabulary

- Each Word work section should begin with a learning target, include a strong/weak example and end with a quick formative check
- Word Work should include word sorts and word generating games using patterns from the Hazelwood Word Work continuum
- Sight word vocabulary should be taught using the list provided in the appendices
- Vocabulary Instruction should include:
 - Visual examples
 - Identification of supporting context clues within text
 - Multiple exposures to words over the cycle of instruction

Component 2: Explicit Comprehension Instruction inclusive of the Cycle of Effective Instruction (i.e. gradual release).

- Establish Purpose/Share comprehension learning targets and essential questions.
- Modeling and Thinking aloud to promote student internalizing reading comprehension strategies
- Includes strong and weak examples and visual “Showing not telling” of the text using text annotation and/or graphic organizers
- Guided and supported practice on a short excerpt of text with immediate feedback
- Formative check using a slightly longer segment of the text
- Each explicit comprehension instruction section should begin with a learning target, include a strong/weak example, include a quick formative after guided practice and end with a quick formative check

Component 3: Independent Student Practice with teacher support and active reading strategies for accountability and to serve as Checking for Understanding (CFU)

- Active Reading Strategy directly linked to the focus comprehension strategy or skill
- Method to help students “show their work” through interactive reading, questioning or responding
 - Graphic organizer
 - Strategy guides
 - Questions, story response from, post-its, etc.

Component 4: Daily Writer’s Workshop

- Mini-lesson
- Writing Time (includes peer and teacher conferences)
- Student Sharing

English Language Arts Daily Instructional Format Options

Grades 3-5

Hazelwood Required Components	Balanced Literacy Components	Direct Instruction Model	Readers' Workshop	Hybrid
<p align="center">Word Work and Vocabulary (10-15 min)</p> <ul style="list-style-type: none"> • Work on word sorts and patterns on the phonics to word attack continuum <ul style="list-style-type: none"> • Introduce essential and immediate vocabulary 				
<p>Component 2: Explicit Comprehension Instruction inclusive of the Cycle of Effective Instruction or Gradual Release.</p> <ul style="list-style-type: none"> ▪ Establish Purpose/Share comprehension learning targets and EQs. ▪ Modeling (includes strong and weak examples and visual “Showing not telling” of the text) ▪ Guided and supported practice on a short excerpt of text with immediate feedback ▪ Formative check using a slightly longer segment of the text <p>*Each explicit comprehension instruction section should begin with a learning target, include a strong/weak example, include a quick formative after guided practice and end with a quick formative check</p>	<p>Read Aloud (20-25 min.)</p> <ul style="list-style-type: none"> • Teachers read aloud from an intentionally elected trade book to model specific reading skills or strategies • Teacher incorporate anchor charts, graphic organizer and questioning to promote student comprehension and internalization of the good reading behaviors <p>Shared Reading (15-20 min)</p> <ul style="list-style-type: none"> • Read with students to model and facilitate cycles of practicing the skills with immediate feedback • Teacher reads the text more than once to highlight vocabulary meaning and deeper comprehension • Short segments of student practice or partner practice should be built in 	<p>Modeling and Supported Practice (35 min.)</p> <ul style="list-style-type: none"> • Establish a purpose (share learning targets) • Model using a related higher level text, challenging portion of the current text or high-interest portion of the current text • Practice formats: <ul style="list-style-type: none"> ○ Partner Reading with discussion prompts ○ Small group reading with graphic organizers ○ Individual, partner or triad reading with annotations ○ Teacher circulates to listen prompt, ask questions and check for understanding • Cycle can repeat with the next section of text if students are struggling 	<p>Mini-lesson (20 min.)</p> <ul style="list-style-type: none"> • Establish a purpose (share learning targets) • Model applying the skill • Provide guided practice paired with feedback • Formative Check 	<p>Modeling and Guided Practice (45 min.)</p> <ul style="list-style-type: none"> • “A” Days: Mini-lesson, Read Aloud and Shared Reading lesson or Modeling and Supported Practice lesson followed by independent practice • “B” Days: Between 1st and 2nd Close Read or Reciprocal Reading Groups as deemed appropriate by the teacher knowledge of the text and skill (or task)

Hazelwood Required Components	Balanced Literacy Components	Direct Instruction Model	Readers' Workshop	Hybrid
<p>Component 3: Independent Student Practice with teacher support, active reading strategies and checking for understanding.</p>	<p>Guided Reading (20-25 min)</p> <ul style="list-style-type: none"> • Students read independently to apply the strategy and skill modeled during the Read Aloud and practiced during Shared Reading • The teacher meets with small-groups of students to reteach skills and/or circulates to provide student support 	<p>Independent Student Practice (35-40 min)</p> <ul style="list-style-type: none"> • Students read the next section of text and apply it to their reading • Use any of a variety of formats including <ul style="list-style-type: none"> ○ Literature circles ○ Reciprocal Reading Groups ○ After-reading discussion Partners/triads • Formative check should be built into active reading strategies 	<p>Independent Reading and Student Work (45 min)</p> <ul style="list-style-type: none"> • Using any of a variety of formats including <ul style="list-style-type: none"> ○ Literature circles ○ Reciprocal Reading Groups ○ After-reading discussion Partners/triads • Teacher Small Group Instruction <ul style="list-style-type: none"> ○ Re-teaching mini-lessons ○ Meeting with Lit. Circles or Reciprocal Groups 	<p>Independent Student Practice (30 min)</p> <ul style="list-style-type: none"> • "A" Days include Guided Reading or a form of Independent Student Practice • "B" Days Will vary based upon the strategy employed.
<p>Component 4: Writer's Workshop</p> <ul style="list-style-type: none"> ▪ Approximately 45 minutes of writing focused instruction ▪ Topics for writing are aligned to the genre taught during the unit but should integrate other subject areas. Noted in unit integration boxes 	<p>Mini-lesson (15 min)</p> <ul style="list-style-type: none"> • Focus lesson that includes <ul style="list-style-type: none"> ○ Modeling writing with an intentional writing skill/strategy focus ○ Explaining and facilitating student practice of a particular skill ○ Sharing mentor text to highlight specific authoring skills <p>Writing Time (20-25 min.)</p> <ul style="list-style-type: none"> • Includes peer revision and editing conference • Teacher/student conferences to establish writing goals and provide feedback <p>Student Sharing (5 min.)</p> <ul style="list-style-type: none"> • Students share published and "in process" work for peer feedback 			

Sample “Hybrid” Day Reading Schedule 3rd – 5th

Monday	Tuesday	Wednesday	Thursday	Friday
Foundations (25-30 min.)	Foundations (25-30 min.)	Foundations (25-30 min.)	Foundations (25-30 min.)	Foundations (25-30 min.)
Mini-Lesson (15-20min) <ul style="list-style-type: none"> Teacher modeling using text or skill specific materials Setting up new books Modeling Lit. Circle Roles 10 Min. provide spelling words 	Whole Group Close Read (60 min) <ul style="list-style-type: none"> Read 1 Example: Getting the GIST Read 2 Example: Interactive read with partners on a particular skill such as reading for important details Read 3 Example: Independent read for main idea and author’s point of view paired with a response activity for feedback 	Mini-Lesson (15-20min) <ul style="list-style-type: none"> Teacher modeling using text or skill specific materials Setting up new books Modeling Lit. Circle Roles 10 Min. provide spelling words 	Whole Group Close Read (60 min) <ul style="list-style-type: none"> Read 1 Example: Getting the GIST Read 2 Example: Focused on a particular skill such as reading to understand character traits Read 3 Example: reading for details to compare and contrast a character in the story to one from your literature circle book Interactive response activity should be integrated after or as part of the third read 	Mini-Lesson (15-20min) <ul style="list-style-type: none"> Teacher modeling using text or skill specific materials Setting up new books Modeling Lit. Circle Roles 10 Min. provide spelling words
Transition (5 Min) <ul style="list-style-type: none"> Start students reading to ensure each understands their “job” 		Transition (5 Min) <ul style="list-style-type: none"> Start students reading to ensure each understands their “job” 	Transition (5 Min) <ul style="list-style-type: none"> Start students reading to ensure each understands their “job” 	Transition (5 Min) <ul style="list-style-type: none"> Start students reading to ensure each understands their “job”
Literature Circles (35 Min) <ul style="list-style-type: none"> Students read, complete skill-specific graphic organizers and literature circle roles Teacher meets with: <ul style="list-style-type: none"> Grp 1(15 min)-Word Work /Phonics Grp 2(15 min)-Skill Group 		Literature Circles (35 Min) <ul style="list-style-type: none"> Students read, complete skill-specific graphic organizers and literature circle roles Teacher meets with: <ul style="list-style-type: none"> Grp 1(15 min)-Word Work /Phonics Grp 2(15 min)-Skill Group 	Literature Circles (35 Min) <ul style="list-style-type: none"> Students read, complete skill-specific graphic organizers and literature circle roles Teacher meets with: <ul style="list-style-type: none"> Grp 1(15 min)-Word Work /Phonics Grp 2(15 min)-Skill Group 	Literature Circles (35 Min) <ul style="list-style-type: none"> Students read, complete skill-specific graphic organizers and literature circle roles Teacher meets with: <ul style="list-style-type: none"> Grp 1(15 min)-Word Work /Phonics Grp 2(15 min)-Skill Group
Literature Circles Meet (15 Min) and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions		Literature Circles Meet (15 Min) and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions		Literature Circles Meet (15 Min) and re-read and discuss each role. Teacher rotates around the room to listen and facilitate discussions
Writer’s Workshop 45 Minutes				
Closing (5 Min)				

Activities & Games to Increase Retention of Basic Sight Words

The following activities will assist student in mastering the basic sight words that make up 50% - 70% of the word in most written material.

Activities:

1. Overlearning

- Hold up the word, say the word and use it in a sentence.
- Have students say the word once.
- Have the students say the word five times.
- Have the student say the word five times loudly.
- Have the student whisper the word five times.
- Have the students close their eyes and focus to see the word on their eyelids.
- Have the students spell the word
- Have the students describe how they are going to remember the word (mnemonic device).
- Have the students trace in the air, on their knees, or a partners back and repeat it each time it is written.

2. Create Study Buddies. Carve out some time in the day to have students use flash cards in partner of the basic sight words. Have each partner sign off on a sheet indicating when words are mastered and provide a reward to partnerships that master a certain number of words.

3. Create charts to display team and/or partner progress.

4. Pass out a few basic sight word cards to each student. Each student goes to the board and writes his/her word. All other students participate by saying the word out loud.

5. Allow students to create a notebook of mastered sight words.

6. Provide time for students to use the words from their notebooks to create sentences or stories. It is fine for these stories to be silly or nonsensical. Encourage students to use the names of classmates in these stories. They may illustrate these stories, too. Provide team or partner practice in reading these silly sentences or stories.

7. Have students identify troublesome words and write them on cards. Use these cards to form sentences.

8. Create sentences with sight words omitted and have students supply the missing word.

9. Use the troublesome words in sentences and underline them.

10. Create sentence using the sight words on a single list. An example of Basic Sight Word Sentences from List I might look like:

- She said that it was you.
- She said it was his.

11. Cut letters from sand paper and have students create the words and run their fingers over each letter as they say the word out loud.
12. Put some sand in a shoe box lid and have students practice writing words.
13. Place paper over a screen like material. Have student place a piece of paper over the screen and write the words using a crayon.

Games

1. Guess the Word

- Basic Sight Words are written on transparency, sentence strips, or large flash cards.

that	
what	that

- Cover the word on the right.
- Have students pronounce each word on in the list on the left.
- Ask student to try and guess which one of the words will be the mystery word.
- Before moving on to the next card, have students pronounce all of the words again.

2. Dominoes

- Divide flash cards in half.
- Write a different word on each side.

the	what	and	the
-----	------	-----	-----

a	and	go	a
---	-----	----	---

- Make sure the words are repeated several times on several cards.
- Students pronounce the words as it is matched up.

3. Word Order

- Create a ditto sheets as in the following examples:

A	B	C	D
why _____	c _____	sound _____	cat _____
what _____	d _____	frog _____	mule _____
when _____	g _____	wolf _____	cage _____
where _____	b _____	rabbit _____	pill _____
which _____	f _____	pass _____	duck _____

- Play a recording or read words or sounds to students with ditto sheets.
- Each set of words or sounds provides practice in only one area.
- Directions for the sheets might look like:
 - Sheet A: Number the words in the order in which they are read.
 - Sheet B: Number the letters that match the beginning sounds as you them.
 - Cat
 - Duck
 - Food
 - Good
 - Can
 - Sheet C:
 - Put a 1 in front of the word with a long /a/ sound.
 - Put a 3 in front of the word with a short /a/ sound.
 - Etc.
 - Sheet D: Number the words in the order they are given that have the ending sound of /f/, /t/, /g/, /d/, /s/.
 - Create your own ideas.

4. Passport

- Students play this as a class or team.
- Create flash cards with sight words that may look like a passport.
- Choose one student to be the captain (one who knows the words fairly well).
- The captain calls the port (word or words on cards).
- Student(s) who have the card must say it and show it to the captain to board the boat.
- This same game can be played with consonants and vowels to practice phonics skills.

5. Word in a Box

- Students sit in a circle around a box.
- Each student is given several words on cards.
- Read a story aloud to the students.
- As the student(s) hear the word on his/her card, they say

- _____ goes in the box.

6. Word Football

- Draw a football on a large poster board.
- Game begins at the 50-yard line where the football is placed.
- Cards are placed face up in the table.
- Two students or teams take turns reading the words.
- A correctly read word moves the football 10-yards towards the opponent's goal.
- An incorrectly read word is considered a fumble and moved 10-yards toward students goal.
- Each time the ball crosses the end zone, 6 points are earned.
- The scoring side gets a chance to read and one more word for an extra point.
- A variation of baseball can be used.

7. Word Checkers

- Create a checkerboard
- Cover the black squares with words.
- Play the same as checkers.
- Players must say the word before they place the checker on the square.
- Extra practice: say the word several times before placing the checker on the square.
- Phonics sounds may be used instead of sight words.

8. Gamble for Words

- Place the words in a pocket chart.
- Students roll a dice.
- He/she may take the number of cards indicated on the dice.
- She/he must pronounce the words as they are picked up.
- Pass to another student.
- Object of the game is to gather as many cards as possible.

9. Word Match

- Deal four cards each to students.
- Place them face up in front of each student.
- Place five cards face up in the center of the group.
- Remainder of the deck is placed face down in the middle of the group.
- Player one has a matching card with one in the middle of the table.
- Student must pick up the matching card, pronounce it, keep it, and place pair of cards face down next to him/her.
- Student continues playing until she/he no more pairs.
- Student draws four more cards and replaces the five cards in the middle of the table.
- Play passes to the left.

10. Rolling for Words

- Cut up squares of different colored construction paper.
- Separate according to color.
- Write sight words on each square.
- Student rolls a die.
- Count out the number of squares as indicated on the die.
- Student must pronounce all of the words in order to keep all of them.
- The student with the most is the winner.

11. Finding Rhyming Words

- Place sight words in a pocket chart.
- Ask students to find a word in the chart that rhymes with a teacher word.
- The student that finds it gets the word.
- The most words wins.

12. Concentration

- Create two sets of cards with sight words.
- Spread out face down in rows.
- Students select a card and try to find its match.
- Students must say each word as it is turned over.
- They keep matching cards.

English Language Arts

3rd Grade Sight Word List

across	fast	morning	slowly
against	field	music	south
area	figure	north	space
become	fire	notice	stand
best	fish	numeral	step
better	five	order	sun
birds	friends	passed	sure
black	ground	pattern	table
body	happened	piece	through
certain	heard	plan	today
cold	himself	problem	told
color	hold	products	toward
complete	horse	pulled	town
covered	hours	questions	travel
cried	however	reached	true
didn't	hundred	red	unit
dog	I'll	remember	upon
door	king	rock	usually
draw	knew	room	voice
during	listen	seen	vowel
early	low	several	war
easy	map	ship	waves
ever	mark	short	whole
fall	measure	since	wind
farm	money	sing	wood