

Rhodes School District 84.5

Grade 3: ReadyGen Reading Curriculum Guide

Unit	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
1	A (18 Lessons) <i>Observing the World Around Us</i>	How do readers understand the characters' motivations and the effects of their actions?	<p>Readers understanding the actions and motivations of characters in stories.</p> <p>Learners understand that close observation helps identify problems and find solutions.</p>	<p>Readers will be able to show how a character's motivations and actions affect the events in a story.</p> <p>Learners will demonstrate that close observation can help identify problems and find solutions.</p>	R1.3.3: Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<p>Performance Based Assessment:</p> <p>*How do Evan's emotions affect where he sets up his lemonade stand? Use evidence from the text to support your answer.</p> <p>*How does Evan decide where to set up his lemonade stand and how does that impact the outcome? Use evidence from the text to support your answer.</p>	<p>Anchor Text: The Case of the Gasping Garbage</p> <p>Supporting Texts-Text Collection: Thunder Cake "Location, Location, Location" from The Lemonade War</p> <p>Poetry-Text Collection: "Rhyme" "Magnifying Glass" "Brother"</p> <p>Sleuth: Getting Organized Lin's Lessons</p>	<p>Scaffolded Strategies Handbook (SSH): Part 1 Unlock the Text (Pages 14-25): Part 4-Unlock Language Learning (Pages 367-373)</p> <p>Online Resources</p> <p>Ready-Up Intervention</p>	<p>Short Vowels and syllable VC/CV</p> <p>Vowel Digraphs: /ee/, /ea/, /ai/, /ay/, /oa/, /ow/</p> <p>Plurals: -s, -es, -ies</p> <p>Base word and endings</p>
1	B (18 Lessons) <i>Observing the World Around Us</i>	How do readers identify the central message in literary texts and main ideas from informational texts?	Readers understand central messages or main ideas by looking closely at the details used to support them.	Readers will demonstrate understanding of central message and main ideas by identifying details in text.	RL.3.2: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the	<p>Optional-Performance Based Assessment:</p> <p>End of Unit Assessment</p>	<p>Anchor Text: Treasure in the Trees</p> <p>Supporting Texts-Text Collection: About Earth</p>	<p>Scaffolded Strategies Handbook: Part 1</p> <p>Unlock the Text (Pages 28-45): Part 4-Unlock</p>	<p>Vowel Digraphs: /ee/, /ea/, /ai/, /ay/, /oa/, /ow/</p> <p>Vowel Diphthongs: ou, ow, ou, oy</p>

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			Learners understand that observation can give us clues about things in the world that change over time.	Learners will use observational skills to understand how things change over time.	text as the basis for the answer. 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.	Optional-Check Progress (Foundational Skills)	The Moon Seems to Change Poetry-Text Collection: "Roots" "Under the Microscope" "Summer Full Moon" "The Moon is a White Cat" Sleuth: A Whale of a Rescue Backyard Safari	Language Learning (Pages 374-380) Online Resources Ready-Up Intervention	Syllable Patterns V/CV, VC/V Final syllable -le
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Unit	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
2	A (18 Lessons) <i>Connecting Character, Culture, and Community</i>	How do readers use evidence from texts to understand what they read?	Readers understand that asking and answering questions using text-based evidence can help them better comprehend a text. Learners understand that relationships within a community are affected by	Readers will use text-based evidence to ask and answer questions about the text. Learners will understand that people have a rich cultural heritage and a variety of traditions.	RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Performance Based Assessment: *How did the Athabascans adapt to their environment to survive? Provide at least 3 examples of how they adapted and provide evidence from the	Anchor Text: The Year of Miss Agnes Supporting Texts-Text Collection: The Athabascans: Old Ways and New Ways The Frog Princess: A	Scaffolded Strategies Handbook (SSH): Part 1 Unlock the Text (Pages 50-69): Part 4-Unlock Language Learning (Pages 384-390)	Compound Words (2 and 3 letter) Consonant Digraphs Contractions

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			culture and traditions.			text to support your ideas.	Tlingit Legend from Alaska Poetry-Text Collection: "Artic Sun" "Ptarmigan" "Caribou" Sleuth: A Visit to Vietnam A Day at School in Japan	Online Resources Ready-Up Intervention	
2	B (18 Lessons) <i>Connecting Character, Culture, and Community</i>	How do photographs, illustrations, and details help readers understand a text?	Readers understand that photographs, illustrations, and details help them make sense of what they read. Learners understand that there are similarities and differences in communities around the world.	Readers will use photographs, illustrations, and details to make sense of texts. Learners will recognize that families and communities differ from place to place around the world.	RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. RI.3.7: Use information gained from illustrations and the words in a text to demonstrate understandings of the text.	Optional-Performance Based Assessment: End of Unit Assessment Optional-Check Progress (Foundational Skills)	Anchor Text: Deep Down and Other Extreme Place to Live Supporting Texts-Text Collection: The Song of the Sky and Sand City Homes Poetry-Text Collection: "Living Above Good Fortune" "Walking Home from School" "City Song" Sleuth: A Visit to Cuba	Scaffolded Strategies Handbook (SSH): Part 1 Unlock the Text (Pages 70-87): Part 4-Unlock Language Learning (Pages 391-400) Online Resources Ready-Up Intervention	Prefixes: un-, re-, mis-, dis-, non- Spellings of /j/, /s/, and /k/ Suffixes: -ly, -ful,-ness, -less, -able, -ible Consonant Patterns: wr, kn, gn, st, mb

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							The World's Smallest Island Nation		
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Unit 3	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
3	A (18 Lessons) <i>Seeking Explanations</i>	How do readers determine the central message, lesson, or moral of a story?	<p>Readers understand that stories have important central messages, lessons, or morals.</p> <p>Learners understand that oral histories have transmitted experiences, explanations, and wisdom for generations.</p>	<p>Readers will recount stories to determine the central message, lesson, or moral.</p> <p>Learners will understand how people use stories to explain the world.</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>Performance Based Assessment:</p> <p>*In the texts Storms in the Night and Knots on a Counting Rope, which text has a more powerful central message? Provide at least 2 reasons and evidence from the text to support your opinion.</p>	<p>Anchor Text: Storm in the Night</p> <p>Supporting Texts-Text Collection: Knots on a Counting Rope Paul Bunyan</p> <p>Poetry-Text Collection: "Storm" "The Wind" "Where Would You Be?"</p> <p>Sleuth: We Need New Tornado Warnings! Taking Shelter</p>	<p>Scaffolded Strategies Handbook (SSH): Part 1 Unlock the Text (Pages 92-109): Part 4- Unlock Language Learning (Pages 401-408)</p> <p>Online Resources</p> <p>Ready-Up Intervention</p>	<p>Irregular Plurals</p> <p>r-Controlled vowels: ir, er, ur, ear, or, ar, ore, oar</p> <p>Prefixes: pre-, mid-, over-, bi-, out-, de-</p> <p>Suffixes: -er, -or, -ess, -ist</p>
3	B (18 Lessons) <i>Seeking Explanations</i>	How do readers use text structures and features to better comprehend texts?	Readers understand that informational texts have various structures and features that aid the	Readers will determine text structures and identify text features to better	RI.3.5: Use text features and search tools (e.g. key words,	Optional-Performance Based Assessment:	Anchor Text: Weather	Scaffolded Strategies Handbook (SSH): Part 1 Unlock the	Syllable Pattern: VCCV

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			<p>reader's comprehension.</p> <p>Learners understand scientific reasons for how and why things occur in nature.</p>	<p>understand what they read.</p> <p>Learners will identify reasons that explain how and why things occur in nature.</p>	<p>sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>End of Unit Assessment</p> <p>Optional-Check Progress (Foundational Skills)</p>	<p>Supporting Texts-Text Collection- On the Same Day in March: A Tour of the World's Weather Living Through A Natural Disaster</p> <p>Poetry-Text Collection: "Weather" "Tornado Season"</p> <p>Sleuth: Weather Work Be Prepared</p>	<p>Text (Pages 112-129): Part 4- Unlock Language Learning (Pages 409-416)</p> <p>Online Resources</p> <p>Ready-Up Intervention</p>	<p>Syllable Pattern: CV/VC</p> <p>Homophones</p> <p>Vowel Patterns: a, au, aw, al, augh, ough</p>
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Unit	Module	Essential Questions	Enduring Understandings	Goals	Priority CCSS	Assessments	Text Set	Resources	Foundational Skills
4	A (18 Lessons) <i>Becoming an Active Citizen</i>	How do readers learn about a topic through literary and informational texts?	<p>Readers understand that literary and informational texts can be used to explore similar topics and ideas.</p> <p>Learners understand that</p>	<p>Readers will explore a topic using both literary and informational texts.</p> <p>Learners will identify qualities of active citizenship.</p>	RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis	<p>Performance Based Assessment:</p> <p>*Using the texts Brave Girl, Back of the Bus, or Below Deck: A Titanic Story, state and support an opinion about which person</p>	<p>Anchor Text: Brave Girl</p> <p>Supporting Texts-Text Collection: Back of the Bus</p>	<p>Scaffolded Strategies Handbook (SSH): Part 1 Unlock the Text (Pages134-151): Part 4- Unlock Language</p>	<p>Vowel Patterns: ei, eigh</p> <p>Suffixes: -y, -ish, -hood, -ment</p> <p>Vowel Digraphs: oo, ew, ue, ui</p>

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			active citizens can change the world when they stand up for what they believe in.		for the answers.	or character you think had the greatest effect on the events in the selection.	Below Deck: A Titanic Story Poetry-Text Collection: “Brother Against Brother” “The Little Black-Eyed Rebel” “Dare” “Where?” Sleuth: Don’t Give Up Honoring Code Talkers	Learning (Pages 418-424) Online Resources Ready-Up Intervention	Schwa
4	B (18 Lessons) <i>Becoming an Active Citizen</i>	How do readers identify main ideas and key details in texts?	Readers understand that texts contain main ideas and details that support them. Learners understand that different types of governments around the world have varied structures and processes.	Readers will use details in texts to determine the main ideas. Learners will demonstrate understanding that governments around the world differ.	RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	Optional-Performance Based Assessment: End of Unit Assessment Optional-Check Progress (Foundational Skills)	Anchor Text: What is Government? Supporting Texts-Text Collection: Who Really Created Democracy? A More Perfect Union: The Story of Our Constitution	Scaffolded Strategies Handbook (SSH): Part 1 Unlock the Text (Pages 154-171): Part 4-Unlock Language Learning (Pages 425-434) Online Resources Ready-Up	Schwa Final Syllables Prefixes: im-, in- Related Words

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							Poetry-Text Collection: "Where?" "America" "Washington, D.C." Sleuth: The Election America's National Bird	Intervention	
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