

3rd Grade Curriculum Guide

for the *Read Side by Side Reading Program*



3rd Grade

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The *Read Side by Side Reading Program* exposes all students to longer, more complex texts. Each unit teaches an approach to reading chapter books that motivates readers. This approach is outlined in the acronym C. I. A., which stands for collect, interpret, and apply.

The third grade series provides five complete units. These units incorporate a three-part instructional model: read-aloud, book clubs, and extended reading. The three-part curriculum design intentionally builds students' confidence and skill.

Part 1 is the read-aloud instruction, where the teacher reads the text aloud to the students as they follow along in their own copy of the text. Students are brought into the lesson through turn-and-talk discussion, taking notes, and writing.

Part 2 is the book club instruction, where students read books differentiated to their reading level and transfer skills learned in the read-aloud to texts that they are reading. Book club time is where the magic happens; students become competent, confident readers. Their interest and motivation to read increases, and they can't wait to read the next book in the genre or series!

Part 3 provides a collection of books to fuel students' passion for reading.

When you utilize all five units in your classroom, you will be exposing students to a variety of genres and making reading, writing, and social studies connections across the school year. You will be amazed at your students' level of engagement as they master grade-level standards and read quality literature.

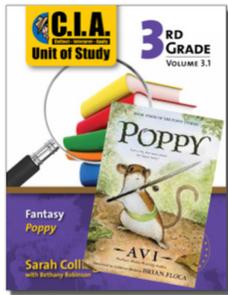
3rd Grade Scope & Sequence

Year Long Theme: Resolving conflicts at home, at school, and in the community.

Social Studies Focus: The Civil Rights Movement in America.

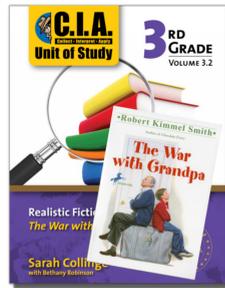
3.1 Read-Aloud

Poppy



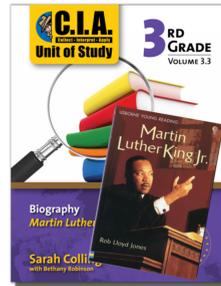
3.2 Read-Aloud

The War with Grandpa



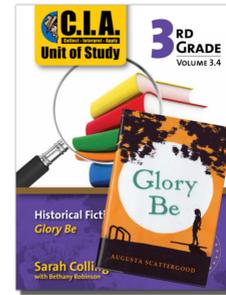
3.3 Read-Aloud

Martin Luther King Jr.



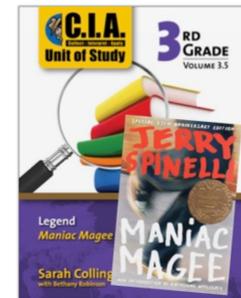
3.4 Read-Aloud

Glory Be



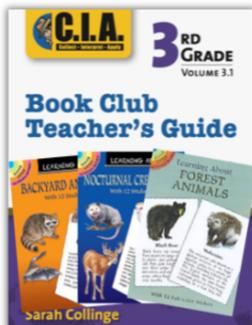
3.5 Read-Aloud

Maniac Magee



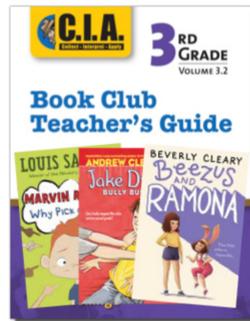
3.1 Book Club

Backyard Animals, Nocturnal Creatures, and Forest Animals.



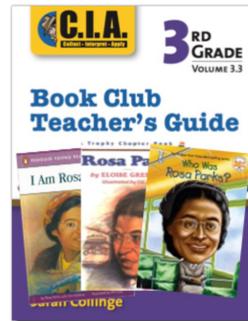
3.2 Book Club

Marvin Redpost, Jake Drake, and Beezus & Ramona.



3.3 Book Club

I Am Rosa Parks, Rosa Parks, and Who Was Rosa Parks?



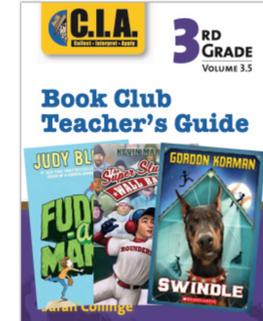
3.4 Book Club

Julian's Glorious Summer, Abby Takes a Stand, and Freedom Train.



3.5 Book Club

Fudge-a-Mania, Wall Ball, and Swindle.



3rd Grade Pacing Guide

To teach all five units in the third grade school year, you will need to designate a total of 90-minutes a day for the teaching of reading. You will need 45-minutes for the read-aloud block and another 45-minutes for the book club block. These times do not have to be back-to-back in your schedule, nor do they have to be in any particular order.

If you are using the writing units, you will need an additional 30-minute writing block.

To create a stagger in your schedule, we recommend waiting to start your book clubs until students have finished quadrant 1 of the read-aloud. If you are using the writing units, we recommend waiting to start writing units until the last 3-weeks of the book clubs. This stagger schedule will create some “open times” throughout the year. These open times create an opportunity for self-selected reading or other language arts instruction.

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Read-Aloud	3.1 Read-Aloud (31 Days)							3.2 Read-Aloud (26 Days)					3.3 Read-Aloud (26 Days)					3.4 Read-Aloud (25 Days)			Open Time	3.5 Read-Aloud (27 Days)					Open Time	Open Time	Open Time	Open Time	Open Time					
Book Club	Open Time	3.1 Book Club (30 Days)							Open Time	Open Time	3.2 Book Club (28 Days)					3.3 Book Club (25 Days)					Open Time	3.4 Book Club (28 Days)			3.5 Book Club (29 Days)					Open Time	Open Time	Open Time				
Write	Open Time	Open Time	Open Time	Open Time	Open Time	Open Time	Open Time	Open Time	Open Time	Open Time	Open Time	Open Time	3.2 Narrative (15 Days)		Open Time	Open Time	3.3 Persuasive (15 Days)			Open Time	Open Time	Open Time	Open Time	3.4 Expository (15 Days)		Open Time	Open Time	Open Time	3.5 Realistic Fiction (15 Days)			Open Time	Open Time	Open Time		

Range of Reading Levels

Text Complexity, CCSS 10

Read-Aloud Novels					
	3.1 Poppy	3.2 War with Grandpa	3.3 Martin Luther King Jr.	3.4 Glory Be	3.5 Maniac Magee
Lexile:	670	640	900	680	820
Complexity:	Medium	Medium	High	High	Medium
Page Count:	192	160	64	224	192
Book Club Novels					
3.2 Book Clubs	Below-Level <i>Marvin Redpost</i>	On-Level <i>Jake Drake, Bully Buster</i>	Above Level <i>Beezus and Ramona</i>	<p>During the book club time, students will be matched to a text in their <i>instructional</i> range. The scaffolds of the read-aloud, as well as peer and teacher support will help students practice and gain skill.</p> <p>The <i>Assessment and Intervention Guide</i> provides tools for matching students to book club texts, as well as strategies for working with struggling readers.</p>	
Lexile:	510	650	780		
Complexity:	Low	Low	Medium		
Page Count:	80	80	176		
3.3 Book Clubs	Below-Level <i>I Am Rosa Parks</i>	On-Level <i>Rosa Parks</i>	Above Level <i>Who Was Rosa Parks?</i>		
Lexile:	520	600	700		
Complexity:	Medium	High	High		
Page Count:	48	64	112		
3.4 Book Clubs	Below-Level <i>Julian's Glorious Summer</i>	On-Level <i>Abby Takes a Stand</i>	Above Level <i>Freedom Train</i>		
Lexile:	630	580	650		
Complexity:	Low	Medium	High		
Page Count:	64	112	160		
3.5 Book Clubs	Below-Level <i>Fudge-a-Mania</i>	On-Level <i>Wall Ball</i>	Above Level <i>Swindle</i>		
Lexile:	490	630	710		
Complexity:	Low	Medium	Medium		
Page Count:	160	192	256		

Reading Standards Alignment

All lessons in the curriculum are aligned to the Common Core State Standards Initiative (CCSS, 2010) and the Next Generation Standards Initiative (NGSS, 2013). Lessons move students from literal, to inferential, to interpretive thinking as students read through each quadrant of the text. Students practice all standards in every book. The standards increase in rigor as students apply them to new genres, topics, themes, and text types.

The CIA Process	Standards (CCSS & NGSS)
Quadrant 1: Collect Critical Information	Key Ideas and Details (1-3)
Quadrant 2 & 3: Interpret the Text	Craft & Structure (4-6)
Quadrant 4: Apply to Your Life	Integrate Knowledge (7-9)

Key Ideas and Details, CCSS 1-3

Power Standard (Quadrant 1): The student has a *literal* understanding of the key ideas and details and can summarize the text.

		Read-Aloud Quadrant 1 Lessons	Book Club Quadrant 1 Lessons
Unit 3.1	Fantasy & Nonfiction	Days 1-14.	Days 4, 15, and 24.
Unit 3.2	Realistic Fiction	Days 1-10.	Days 1-10.
Unit 3.3	Biography	Days 1-7.	Days 1-10.
Unit 3.4	Historical Fiction	Days 1-11.	Days 1-10.
Unit 3.5	Realistic Fiction, Legend	Days 1-11.	Days 1-10.

Reading Standards Alignment, Cont.

Craft & Structure, CCSS 4-6

Power Standard (Quadrants 2 & 3): The student has an *inferential* understanding of the ideas in the text including key vocabulary, character traits/feelings/motives, the author’s craft, and the author’s message/theme.

		Read-Aloud Quadrant 2 & 3 Lessons	Book Club Quadrant 2 & 3 Lessons
Unit 3.1	Fantasy & Nonfiction	Days 15 – 29.	Days 6, 8, 17, 19, 26, and 28.
Unit 3.2	Realistic Fiction	Days 11 – 22.	Days 11 – 22.
Unit 3.3	Biography	Days 8 – 22.	Days 11 – 19.
Unit 3.4	Historical Fiction	Days 12 – 22.	Days 11 – 22.
Unit 3.5	Realistic Fiction, Legend	Days 12 – 24.	Days 11 - 23.

Integration of Knowledge, CCSS 7-9

Power Standard (Quadrant 4): The student builds knowledge while reading and connects knowledge to other sources.

		Read-Aloud Quadrant 4 Lessons Nonfiction Sources	Book Club Quadrant 4 Lessons Nonfiction Sources
Unit 3.1	Fantasy & Nonfiction	Days 30 – 31, and 23.	Days 10, 11, 20, 21, 29, and 30.
Unit 3.2	Realistic Fiction	Days 23 – 26, and 13.	Days 23 – 28.
Unit 3.3	Biography	Days 23 – 26, 2, 10, 14, 17, and 20.	Days 20 – 26.
Unit 3.4	Historical Fiction	Days 23 – 25, 3 and 7.	Days 23 – 28.
Unit 3.5	Realistic Fiction, Legend	Days 25 – 27, and 17.	Days 24 – 29.

Reading Standards Alignment, Cont.

In the 3.1 book club unit, students will review the foundational skills of decoding, fluency and comprehension in order to warm-up to chapter book reading in the remaining book clubs.

Phonics & Vocabulary, CCSS 4

Power Standard 11: Know and apply phonics and word analysis skills to decode words and determine meaning.

Multi-Syllabic Words	Daily Vocabulary Lessons	3.1 Book Club	All Other Book Clubs
	Students practice reading and breaking words into syllables during the daily vocabulary routine.	Closed Syllables: Day 1 R-Controlled Syllables: Day 3 Open Syllables: Day 5 Super-E Syllables: Day 5 Vowel Pair Syllables: Day 7 Consonant +le Syllables: Day 9	Students practice reading multi-syllabic words as they read their differentiated book club text. Vocabulary activities are provided on a must-do-may-do list. These activities give students practice reading and writing multi-syllabic words.
Morphemes (prefixes, suffixes, roots)	Daily Vocabulary Lessons	3.1 Book Club	All Other Book Clubs
	Students practice circling the prefix, underlining the root, and boxing the suffix during the daily vocabulary routine. They look up the meaning of the morphemes and infer the meaning of the word.	Suffix -ing: Days 12 & 14 Suffix -ed: Days 16 & 18 Suffix -ful: Day 22 Suffix -ly: Day 25 Suffix – ion: Day 27	Students practice reading multi-syllabic words as they read their differentiated book club text. Vocabulary activities are provided on a must-do-may-do list. These activities give students practice reading and writing multi-syllabic words.
Context Clues	Daily Vocabulary Lessons	All Read-Aloud Lessons	All Book Clubs
	Students practice inferring the meaning of words using the context to guide them.	Students practice inferring the meaning of unknown words as they read, using context clues to guide them.	Students practice inferring the meaning of unknown words as they read, using context clues to guide them.
Vocabulary Acquisition	Daily Vocabulary Lessons	All Read-Aloud Lessons	All Book Clubs
	Students acquire and use new words in discussion and writing.	Students acquire and use new words in discussion and writing.	Students acquire and use new words in discussion and writing.

Writing Standards Alignment

Writing, CCSS 1-10

Power Standard: The student writes for a variety of purposes in which the type of writing, and the development and organization of the writing, are appropriate to the task and purpose.

	Short Writing: Research, recall, and draw evidence from the text in order to organize and write a piece of short, expository or opinion writing (CCSS 1, 2, 4, 7-9, 10).		Longer Writing: Research, recall, and draw evidence from the text in order to organize, write, and strengthen a longer, published piece that is narrative, expository or opinion (CCSS 1-10).
	Read-Aloud Short Writing	Book Club Short Writing	Writing Unit Longer Writing
Unit 3.1	Retell Summary, Turning Point Summary, and Synthesis Summary.	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	N/A
Unit 3.2	Retell Summary, Turning Point Summary, Synthesis Summary, and Comparison Writing.	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	Personal Narrative: Write about a time you conflicted with someone. Include dialogue.
Unit 3.3	Retell Summary, Turning Point Summary, Synthesis Summary, and Opinion Writing.	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	Persuasive: Convince your reader that they should learn about the life of Martin Luther King Jr. Include transition words, strong words, and a call-to-action.
Unit 3.4	Retell Summary, Turning Point Summary, Synthesis Summary, and Opinion Writing.	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	Expository: Summarize what you have learned about the Civil Rights Movement, segregation, and the events of Freedom Summer. Include transition words, and strong words.
Unit 3.5	Retell Summary, Turning Point Summary, Synthesis Summary, and Comparison Writing.	Retell Summary, Turning Point Summary, Synthesis Summary, and Evaluation.	Realistic Fiction: Write a story about a character who performs one or more amazing feat. Include dialogue, alliteration, and elaboration.

Bring the *Read Side by Side Reading Program* to your school!

We partner with schools and districts across the US and internationally!
We would love to work with you!



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