

# TUSD Elementary Reading Curriculum Map

Grade Level 3

District Framework

Reading Strand 1

**Semester 2**

ELD teachers must include English Language Proficiency (ELP) Standards and Discrete Skills Inventory (DSI) in daily instruction.

<b>Topic:</b> Reading Process (AZ Reading Standards- Strand 1)
<b>Student Outcomes:</b> Develop confidence as readers Build a solid foundation of linguistic understanding Read to improve their lives Become critical readers and thinkers

<b>References, Resources and Supplemental Materials:</b>	
<u>Harcourt Trophies</u> Trophies Anthology Supplemental Materials Websites	<u>Hampton Brown Avenues</u> Avenues Anthology English at Your Command Phonics Street Kidspiration Avenue Student Website Level Book Finder/Bookroom/ Trade books

Assessments		
	Harcourt Trophies or other adopted Core Curriculum	Avenues
<b>Diagnostic/ Pretest</b>	Site selected (such as DRA, Phonics Screeners, etc.)	DRA optional
<b>Formative</b>	Core Curriculum Assessments, Site selected tests	Units 5-8 Tests
<b>Summative</b>	Core Curriculum Assessments, Site selected tests	e-Assessment Post-Test
<b>State or Federally Mandated Assessments</b>		
AIMS, DIBELS, Terra Nova, AZELLA, e-Assessment		

Knowledge (Concept)	Skills (PO)
<b>Print Concepts:</b> Demonstrate understanding of print concepts	Alphabetize of series of words to the third letter. R03-S1C1-PO1
<b>Phonemic Awareness:</b> Identify and manipulate the sounds of speech.	Not addressed at this time.
<b>Phonics:</b> Decode words, using knowledge of phonics, syllabication, and word parts	Read multi-syllabic words fluently, using letter-sound knowledge. R03-S1C3-PO1
	Apply knowledge of the following common spelling patterns to read words: <ul style="list-style-type: none"> <li>• that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable)</li> <li>• with final consonants that need to be doubled when adding an ending (e.g., hop/hopping)</li> <li>• that require changing the final y to i (e.g., baby/babies)</li> <li>• that end in -tion, -sion (e.g., election, vision)</li> <li>• with complex word families (e.g., -ight, -ought)</li> <li>• that include common prefixes, suffixes and root words R03-S1C3-PO3</li> </ul>
<b>Vocabulary:</b> Acquire and use new vocabulary in relevant context.	Not addressed at this time.
<b>Fluency:</b> Read fluently.	Consistently read grade level text with at least 90 percent accuracy. R03-S1C5-PO1
<b>Comprehension:</b> Employ strategies to comprehend text.	Answer clarifying questions in order to comprehend text. R03-S1C6-PO4
	Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text. R03-S1C6-PO5

<b>Key Vocabulary</b>
Harcourt Trophies or Avenues Key Vocabulary from Core Curriculum  Grade Level Sight Words  Academic Vocabulary from Performance Objectives.

<b>21<sup>st</sup> Century Readers and Writers Need to:</b>
<ul style="list-style-type: none"> <li>• Develop proficiency with the tools of technology</li> <li>• Build relationships with others to pose and solve problems collaboratively and cross-culturally</li> <li>• Design and share information for global communities to meet a variety of purposes</li> <li>• Manage, analyze and synthesize multiple streams of simultaneous information</li> <li>• Create, critique, analyze, and evaluate multi-media texts</li> <li>• Attend to the ethical responsibilities required by these complex environments</li> </ul> <p>© National Council of Teachers of English, <i>Position papers, 98-09</i></p>

# TUSD Elementary Reading Curriculum Map

Grade Level 3

District Framework

Reading Strand 2

**Semester 2**

ELD teachers must include English Language Proficiency (ELP) Standards and Discrete Skills Inventory (DSI) in daily instruction.

<b>Topic:</b> Comprehending Literary Text (AZ Reading Standards- Strand 2)
<b>Student Outcomes:</b> Discuss and recommend books to others Appreciate authors, illustrators, genres, and styles Form opinions about authors and books and develop individual viewpoints Make connections among text experiences Become critical readers and thinkers

<b>References, Resources and Supplemental Materials:</b>	
<u>Harcourt Trophies</u> Trophies Anthology Supplemental Materials Websites	<u>Hampton Brown Avenues</u> Avenues Anthology English at Your Command Phonics Street Kidspiration Avenue Student Website Level Book Finder/Bookroom/ Trade books

Knowledge (Concept)	Skills (PO)
<b>Elements of Literature:</b> Identify, analyze, and apply knowledge of the structures and elements of literature	Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text. R03-S2C1-PO4
	Identify rhyme, rhythm, repetition, and sensory images in poetry. R03-S2C1-PO6
<b>Historical and Cultural Aspects of Literature:</b> Recognize and apply knowledge of historical and cultural aspects of American, British, and world literature.	Not addressed at this time

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Assessments		
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AIMS, DIBELS, Terra Nova, AZELLA, e-Assessment		

<b>21<sup>st</sup> Century Readers and Writers Need to:</b>
<ul style="list-style-type: none"> <li>● Develop proficiency with the tools of technology</li> <li>● Build relationships with others to pose and solve problems collaboratively and cross-culturally</li> <li>● Design and share information for global communities to meet a variety of purposes</li> <li>● Manage, analyze and synthesize multiple streams of simultaneous information</li> <li>● Create, critique, analyze, and evaluate multi-media texts</li> <li>● Attend to the ethical responsibilities required by these complex environments</li> </ul> <p>© National Council of Teachers of English, Position papers, 98-09</p>

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Grade Level 3

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Reading Strand 3

**Semester 2**

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<b>Topic:</b> Comprehending Informational Text (AZ Reading Standards- Strand 3)
<b>Student Outcomes:</b> Discuss and recommend books to others Become critical readers and thinkers Read to become informed on a wide range of topics Read to improve their lives Collect books and refer to them repeatedly

<b>References, Resources and Supplemental Materials:</b>	
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Knowledge (Concept)	Skills (PO)
<b>Expository Text:</b> Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.	Identify the main idea and supporting details in expository text. R03-S3C1-PO1
	Locate facts in response to questions about expository text. R03-S3C1-PO2
	Locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics) in expository text. (Connected to Research Strand in Writing) R03-S3C1-PO3
	Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic sources, textbooks) to answer specific questions, and/or gather information. (Connected to Research Strand in Writing) R03-S3C1-PO4
<b>Functional Text:</b> Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.	Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose. R03-S3C2-PO4
<b>Persuasive Text:</b> Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.	Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications). R03-S3C3-PO1
	Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives. R03-S3C3-PO2

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