SCEC GR 3 Reading Instructional Calendar

August 2018

◄ Jul 2018 | *Revised 10.09.18* | Sep 2018 ►

Sun	Mon	Tue	Wed	Thu	Fri	Resources
			1	**2**	**3**	**4**
5 **BOY Learning Log Meeting**- *Conducted and Date set by Principal*	**6**	**7**	**8**	**9**	**10**	**11**
12 8 STEP: Cycle 1 Success Orientation Penmanship (Manuscript & Cursive) Develop rules for class discussions	**13** Introduce: **3.RL.2.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	**14**	**15**	**16**	**17**	**18** Trade Book:: **First Day Jitters** by Julie Danneburg (online: https://www.youtube.com/watch?v=YMGCDrk3nqQ)
19	**20** Introduce: **3.RN.2.1** Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers	**21**	**22**	**23**	24	**25** Trade Book: **My Mouth is a Volcano** by Julia Cook (online: https://www.youtube.com/watch?v=e9fXtvcxLlc)
26 **iReady Reading BOY Diagnostic Aug 27- Sept 7 (proposed)**	**27** Introduce: **3.RV.2.1** Apply context clues and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words	**28**	**29**	**30**	**31**	

SCEC GR 3 Reading Instructional Calendar

color code: **critical standards**   **important standards**

September 2018

◄ Aug 2018   *Revised 10.09.18*   Oct 2018 ►

Sun	Mon	Tue	Wed	Thu	Fri	Resources
						1
2 Integrate penmanship with RACE Strategy	**3** **LABOR DAY**	**4** Introduce **3.RL.2.2** Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works	**5**	**6** **Cycle 1 Learning Log Meeting** **iReady BOY Data**	**7**	**8** Trade Book: **Stone Soup** Reading Street: **Tops & Bottoms** by Janet Stevens Trade Book: **True Story of the 3 Little Pigs** by Jon Scieszka
9 **8 STEP: Cycle 2** Success Focus: **3.RL.2.1**	**10**	**11**	**12**	**13**	**14**	**15** Story: **Stone Soup** online: https://www.youtube.com/watch?v=trbHdayluLA
16	**17**	**18**	**19** **iSM 3.RL.2.1** **Use as an instructional tool.**	**20** **Assess iSM 3.RL.2.2 Form A**	**21**	**22**
23 Informative Writing (Write a paragraph with the main idea and supporting details) *Resource:* **The Important Book** by Margaret Wise Brown online: https://www.youtube.com/watch?v=IS6F2EBWyk4	**24** Introduce **3.RN.2.2** Determine the main idea of a text; recount the key details and explain how they support the main idea	**25** **Assess iSM 3.RN.2.1 Form A**	**26**	**27** **Cycle 2 Learning Log Meeting** **iSM 3.RN.2.1**	**28**	**29** Reading Street: **Penguin Chick** by Betty Tatham Reading Street: **Seeing Stars** by Donna Latham
30 **8 STEP: Cycle 3** Success Focus: **3.RN.2.1 & 3.RV.2.1**						

SCEC GR 3 Reading Instructional Calendar

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October 2018

◄ Sep 2018   *Revised 10.09.18*   Nov 2018 ►

Sun	Mon	Tue	Wed	Thu	Fri	Resources
	1	**2**	**3**	**4**	**5**	**6**
7	**8** Introduce **3..RV.2.2** Identify relationships among words, including synonyms, antonyms, homographs, & multiple-meaning words	**9**	**10**	**11** **Assess iSM 3.RN.2.2 Form A**	**12**	**13** Trade Book: **Amelia Bedelia** books Trade Book: **The King who Rained** by Fred Gwynne Trade Book: **Two Bad Ants** by Chris Van Allsburg Multiple Meaning Words - M&M Activity
14	**15** Word Work **3.RF.4.2**: Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. (ongoing)	**16** **Assess iSM 3.RV.2.1**	**17**	**18** **End of Quarter 1**	**19** **FALL BREAK**	**20**
21 Narrative Writing (Start with the problem/plot and develop characters and story from there)	**22** Introduce **3.RL.2.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot	**23** **Cycle 3 Learning Log Meeting** **3.RN.2.2 and 3.RV.2.1**	**24**	**25** **Parent/Teacher Conference**	**26**	**27** Trade Book(s): **Charlotte's Web** by E.B. White **The Way I Feel** by Janan Cain **The Way I Act** by Steve Metzger
28 **8 STEP: Cycle 4** **Success Focus:** **3.RL.2.2 & 3.RN.2.2**	**29** Introduce **3.RV.2.4** Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix added to a known root word	**30**	**31**			

SCEC GR 3 Reading Instructional Calendar

color code: **critical standards**   **important standards**

November 2018   *Revised 10.09.18*

◄ Oct 2018   Dec 2018 ►

Sun	Mon	Tue	Wed	Thu	Fri	Resources
			1	**2**	**3**	
4	**5** Introduce **3.RV.2.5** Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases	**6**	**7**	**8**	**9** **Assess iSM** **3.RL.2.3** **Form A**	**10** Trade Book: **The One and Only Ivan** by Katherine Applegate Trade Book: **Sideway Stories from Wayside School** by Louis Sachar Trade Book: **The King who Rained** by Fred Gwynne Trade Book: **Roller Coaster** by Marla Frazee
11	**12** **Veterans Day**	**13** Word Work **3.RF.4.4**: Read grade-appropriate words that have blends (e.g., *walk, play*) and common spelling patterns (e.g., *qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural*).	**14** **Assess** **3.RV.2.4 and 3.RV.2.5** **(combined iSM)**	**15** **Cycle 4 Learning Log Meeting** **iSM 3.RL.2.3**	**16**	**17**
18 8 STEP: Cycle 5 Success Focus: **3.RL.2.3**	**19** **Thanksgiving**	**20**	**21**	**22**	**23**	**24**
25 Informative Writing: Use text features (e.g., pictures, graphics) when useful to aid comprehension.	**26** Introduce **3.RN.3.1** Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	**27**	**28**	**29**	**30**	Reading Street: **Hottest Coldest, Highest, Deepest** by Steve Jenkins Reading Street: **Amazing Bird Nests** by Ron Fridell Text Feature Surgery Activity

SCEC GR 3 Reading Instructional Calendar 2018

color code: **critical standards**   **important standards**

December 2018

◄ Nov 2018   *Revised 10.09.18*   Jan 2019 ►

Sun	Mon	Tue	Wed	Thu	Fri	Resources
						1
2 **iReady Math MOY Diagnostic Dec 3-14 (proposed)**	**3** **3.RV.3.1**: Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., *similes*).	**4**	**5**	**6**	**7** **Assess iSM 3.RV.3.1 Form A**	**8**
9 Narrative writing: (Poems/Raps/Songs/Plays)	**10** Introduce **3.RL.3.1**: Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	**11**	**12**	**13**	**14** **Assess iSM 3.RN.3.1-1 Form A**	**15**
16	**17**	**18** **Cycle 5 Learning Log Meeting** **iSM 3.RN.3.1**	**19**	**20**	**21** **Winter Break**	**22**
23	**24**	**25**	**26**	**27**	**28**	**29**
30	**31**					

SCEC GR 3 Reading Instructional Calendar 2019

color code: **critical standards**   **important standards**

January 2019
Revised 10.09.18

◄ December | February ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	**2**	**3**	**4**	**5**
6 8 STEP: Cycle 6 Success Focus: **3.RV.3.1**	**7** ½ Da	**8** Review **3.RL.3.1** Use terms such as chapter, theme, stanza …	**9**	**10** Assess **iSM 3.RL.3.1**	**11** Introduce **3.RN.3.3** Distinguish one's own perspective from that of the author of the text	**12**
13	**14** Word Work **4.RF.4.5**: Know and use more difficult word families when reading unfamiliar words (e.g., *-ight*).	**15**	**16**	**17**	**18** Assess **iSM 3.RN.3.3** Form A	**19**
20 Persuasive Writing	**21** MLK Day	**22** Introduce **3.RL.3.2** Distinguish personal point of view from that of the narrator or those of the characters	**23**	**24**	**25**	**26**
27	**28** Word Work **4.RF.4.6:** Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., *will not = won't*) and possessives (e.g., *children's, Dennis's*).	**29**	**30**	**31** Assess **iSM 3.RL.3.2** Form A **Cycle 6 Learning Log Meeting** **iSM 3.RN.3.3**	**Notes:**	

SCEC GR 3 Reading Instructional Calendar 2019

color code: **critical standards** **important standards**

February 2019

◄ Jan 2019 *Revised 10.09.18* Mar 2019 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Introduce **3.RN.3.2:** Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	**2**
3 8 STEP: Cycle 7 Success Focus: **3.RL.3.2**	**4**	**5**	**6**	**7**	**8**	**9**
10	**11** Introduce **3.RN.4.1** Distinguish between fact and opinion/ explain how an author uses reasons and facts to support specific points in a text	**12**	**13**	**14**	**15** No School	**16**
17 Informative Writing	**18** No School	**19** Introduce **3.RN.2.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	**20**	**21**	**22**	**23**
24	**25** Assess **3.RN.4.1** Form A	**26** Introduce **3.RL.4.2:** 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*)	**27** Parent/Teacher Conferences	**28** Cycle 7 Learning Log Meeting iSM **3.RN.4.1**		

SCEC GR 3 Reading Instructional Calendar

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March 2019

◄ Feb 2019   *Revised 10.09.18*   Apr 2019 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	**2**
3 **8 STEP: Cycle 8** Success Focus: **3.RL.3.1**	**4**	**5** Introduce **3.RN.4.2** Compare and contrast the most important points presented by two texts on the same topic	**6**	**7**	**8**	**9**
10 Narrative Writing	**11**	**12** Introduce **3.RL.4.1**: 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*).	**13**	**14**	**15**	**16**
17 **IREAD- 3** **March 18-22**	**18**	**19**	**20**	**21**	**22** End of Quarter 3	**23**
24	**25** Spring Break	**26**	**27**	**28**	**29**	**30**
31						

SCEC GR 3 Reading Instructional Calendar

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April 2019

◄ Mar 2019   *Revised 10.09.18*   May 2019 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
RACE Strategy	**1** Introduce **3.RN.3.2** Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order	**2**	**3** **Assess iSM 3.RN.4.2 Form A**	**4** **Cycle 8 Learning Log Meeting** iSM 3.RN.4.2	**5**	**6**
7 *8 STEP: Cycle 9* *Success Focus:* **3.RN.4.1**	**8** Introduce **3.RV.3.2** Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	**9** **Assess iSM 3.RL.4.2 Form A**	**10**	**11**	**12**	**13**
14	**15**	**16** **Assess iSM 3.RN.3.2 Form A**	**17**	**18**	**19** **GOOD FRIDAY**	**20**
21 **ILEARN WINDOW April 22 - May 17**	**22** Introduce **3.RV.3.3** Recognize the meanings of idioms in context. *(No iSM available yet)*	**23**	**24**	**25**	**26**	**27**
28	**29**	**30**				

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May 2019 *Revised 10.09.18*

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19 **Ready Math EOY Diagnostic May 20-31 (proposed)**	20	21	22 **Parent/Teacher Conference**	23	24	25
26	27 **MEMORIAL DAY**	28	29	30	31	

SCEC GR 3 Reading Instructional Calendar

June 2019

◄ May 2019   *Revised 10.09.18*   Jul 2019 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5 **LAST DAY OF SCHOOL**	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						