

YCUSD 2016-17 - Grade 3 Reading Wonders – Units 1 & 2

Week	Dates	Unit/Wk	# days	Reading: Word Work	Reading	Language Arts	Integrate Ideas
	8/11-8/12		2	Teach Routines/Administer Diagnostic Assessments			
1	8/15-8/19	SS/1	5	Start Smart Daily Lessons/Teach Routines/Administer Diagnostic Assessments			
2	8/22-8/26	SS/2	5				
3	8/29-9/2	Unit 1/ Week 1	5	<p>Phonics/Spelling: Short vowels <i>a, i</i></p> <p>Word Families: <i>-at, -in</i></p> <p>Fluency: Expression</p>	<p>Listening Comp: “Three Pigs, a Wolf, and a Book”</p> <p>Vocabulary: <u>Words:</u> ached, concentrate, discovery, educated, effort, improved, inspired, satisfied <u>Strategy:</u> Synonyms</p> <p>Reading/Writing Workshop “Bruno’s New Home” (Fantasy)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Wolf!” (Fantasy) Paired Selection: “Jennie and the Wolf” (Fable)</p> <p>Skill: Character, Plot, Setting: Character</p> <p>Strategy: Visualize</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Sentences & Fragments</p> <p>Genre Writing: Narrative: Friendly Letter -Expert Model -Prewrite</p>	<p>Research/Inquiry: Create a Story Map</p> <p>Text Connections: “What Can Stories Teach You?”</p> <p>Text to Poetry</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
4	Sept 5 th : Labor Day 9/6-9/9	Unit 1/ Week 2	4	<p>Phonics/Spelling: Short vowels <i>e, o, u</i></p> <p>Inflectional Endings: <i>-s, -ed, -ing</i></p> <p>Fluency: Phrasing</p>	<p>Listening Comp: “Ready to Aloha”</p> <p>Vocabulary: <u>Words:</u> celebrate, courage, disappointment, precious, pride, remind, symbol, tradition <u>Strategy:</u> Context Clues</p> <p>Reading/Writing Workshop “The Dream Catcher” (Realistic Fiction)</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion)</p>	<p>Research/Inquiry: Prepare a Web</p> <p>Text Connections: “What can traditions teach you about cultures?”</p> <p>Text to Photography</p>

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4	9/6-9/9	Unit 1/ Week 2	4		<p>Literature Anthology/Close Reading Companion: Main Selection: “Yoon and the Jade Bracelet” (Realistic Fiction) Paired Selection: “Family Traditions” (Expository Text)</p> <p>Skill: Sequence</p> <p>Strategy: Visualize</p>	<p>Write to Sources (daily, brief writes): <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Commands and Exclamations</p> <p>Genre Writing: Narrative: Friendly Letter -Draft and Revise</p>	<p>Speaking and Listening: <i>Throughout week – all components</i></p>
5	9/12-9/16	Unit 1/ Week 3	5	<p>Phonics/Spelling: Final <i>e</i></p> <p>Inflectional Endings: Drop final <i>e</i></p> <p>Fluency: Rate</p>	<p>Listening Comp: “Faith Ringgold: Telling Stories Through Art”</p> <p>Vocabulary: <u>Words:</u> admires, classmate, community, contribute, practicing, pronounce, scared, tumbled <u>Strategy:</u> Compound Words</p> <p>Reading/Writing Workshop “Room to Grow” (Narrative Nonfiction)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Gary the Dreamer” (Narrative Nonfiction) Paired Selection: “Sharing Polkas and Pitas” (Expository Text)</p> <p>Skill: Sequence</p> <p>Strategy: Ask and Answer Questions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Subjects</p> <p>Genre Writing: Narrative: Friendly Letter -Proofread/Edit and Publish; Evaluate</p>	<p>Research/Inquiry: Create a Travel Brochure</p> <p>Text Connections: “How do people from different cultures contribute to a community?”</p> <p>Text to Fine Art</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>

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6	9/19-9/23	Unit 1/ Week 4	5	<p>Phonics/Spelling: Long <i>a</i></p> <p>Plurals –s and -es</p> <p>Fluency: Expression</p>	<p>Listening Comp: “Chester Greenwood and His Cold Ears”</p> <p>Vocabulary: <u>Words:</u> design, encouraged, examine, investigation, quality, simple, solution, substitutes <u>Strategy:</u> Metaphors</p> <p>Reading/Writing Workshop “Mary Anderson’s Great Invention” (Biography)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “All Aboard!” (Biography) Paired Selection: “Lighting the World” (Biography)</p> <p>Skill: Cause and Effect</p> <p>Strategy: Ask and Answer Questions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Predicates</p> <p>Genre Writing: Narrative: Personal Narrative -Expert Model and Prewrite</p>	<p>Research/Inquiry: Create an Action Plan</p> <p>Text Connections: “How can problem solving lead to new ideas?”</p> <p>Text to Media</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
7	9/26-9/30	Unit 1/ Week 5	5	<p>Phonics/Spelling: Long <i>o</i></p> <p>Compound Words</p> <p>Fluency: Accuracy and Phrasing</p>	<p>Listening Comp: “America’s Landmarks and Memorials”</p> <p>Vocabulary: <u>Words:</u> carved, clues, grand, landmark, massive, monument, national, traces <u>Strategy:</u> Context Clues</p> <p>Reading/Writing Workshop “A Natural Beauty” (Expository Text)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “A Mountain of History” (Expository Text) Paired Selection: “A Landmark Street” (Expository Text)</p> <p>Skill: Main Ideas and Key Details</p> <p>Strategy: Ask and Answer Questions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Simple and Complex Sentences</p> <p>Genre Writing: Narrative: Personal Narrative -Expert Draft and Revise</p>	<p>Research/Inquiry: Write an Informative Report</p> <p>Text Connections: “How do landmarks help us understand our county’s story?”</p> <p>Text to Media</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>

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8	10/3-10/7	Unit 1/ Week 6	5	<p>Unit Review Phonics/Spelling: Short vowels <i>a, i</i> Word Families</p> <p>Short vowels <i>e, o, u</i> Inflectional Endings: <i>-s, -ed, -ing</i></p> <p>Final <i>e</i> Inflectional Endings: Drop final <i>e</i></p> <p>Long <i>a</i> Plurals: <i>-s and -es</i></p> <p>Long <i>o</i> Compound Words</p> <p>Model Fluency: Phrasing, Rate, and Prosody</p>	<p>Reader’s Theater: “Take Me to Your Litter”</p> <p>Time For Kids (Reading Digitally): “Soccer is America’s Game”</p>	<p>Genre Writing: Personal Narrative -Proofread/Edit and Publish; Evaluate</p> <p>Share Your Writing: Students select a narrative writing piece from the unit</p> <p>Unit Grammar: Unit Review</p>	<p>Text Connections: Connect to the Big Idea: <i>How does learning help us grow?</i></p> <p>Research/Inquiry: Choose a Project! – The Big Idea: <i>How does learning help us grow?</i> Select from weeks 1-5</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
Unit Assessment – to be determined (throughout Unit 1/Week 6)							
9	10/10-10/14	Unit 1/ Week 7	5	Extension Week (Unit 1 only)			
10	10/17-10/21	Unit 2/ Week 1	5	<p>Phonics/Spelling: Long <i>i</i></p> <p>Plural Words with <i>y</i> and <i>i</i></p> <p>Fluency: Intonation and Phrasing</p>	<p>Listening Comp: “A Field Full of Stones”</p> <p>Vocabulary: <u>Words:</u> attempt, awkward, cooperation, created, furiously, interfere, involved, timid <u>Strategy:</u> Antonyms</p> <p>Reading/Writing Workshop “Anansi Learns a Lesson” (Folktale)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Roadrunner’s Dance” (Folktale) Paired Selection: “Deltona is Going Batty” (Expository Text)</p> <p>Skill: Theme</p> <p>Strategy: Make, Confirm, or Revise Predictions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Kinds of Nouns</p> <p>Genre Writing: Informative Text: How-To -Expert Model -Prewrite</p>	<p>Informative Performance Task: Inquiry Space: Analyze the Task</p> <p>Text Connections: “Why is working together a good way to solve a problem?”</p> <p>Text to Photography</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>

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11	10/24-10/28	Unit 2/ Week 2	5	<p>Phonics/Spelling: Long <i>e</i></p> <p>Inflectional Endings: <i>-es, -ed, -er, -est</i></p> <p>Fluency: Rate</p>	<p>Listening Comp: “Our Story Cloth”</p> <p>Vocabulary: <u>Words:</u> arrived, immigrated, inspected, moment, opportunity, photographs, valuable, whispered <u>Strategy:</u> Figurative Language: Similes</p> <p>Reading/Writing Workshop “Sailing to America” (Historical Fiction)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “The Castle on Hester Street” (Historical Fiction) Paired Selection: “Next Stop, America!” (Expository Text)</p> <p>Skill: Theme</p> <p>Strategy: Make, Confirm, and Revise Predictions</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Singular and Plural Nouns</p> <p>Genre Writing: Informative Text: How-to -Draft and Revise</p>	<p>Informative Performance Task: Inquiry Space: Evaluate Sources</p> <p>Text Connections: “Why do people immigrate to new places?”</p> <p>Text to Photography</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
12	10/31-11/4	Unit 2/ Week 3	5	<p>Phonics/Spelling: Words with silent letters</p> <p>Singular and Plural Possessives</p> <p>Model Fluency: Accuracy and Phrasing</p>	<p>Listening Comp: “All About Elections”</p> <p>Vocabulary: <u>Words:</u> announced, candidates, convince, decision, elect, estimate, government, independent <u>Strategy:</u> Prefixes</p> <p>Reading/Writing Workshop “Every Vote Counts” (Expository Text)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Vote!” (Expository Text) Paired Selection: “A Plan for the People” (Expository Text)</p> <p>Skill: Author’s Point of View</p> <p>Strategy: Reread</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Irregular Plural Nouns and Collective Nouns</p> <p>Genre Writing: Informative Text: How-to -Proofread/Edit and Publish; Evaluate</p>	<p>Informative Performance Task: Inquiry Space: Take Notes</p> <p>Text Connections: “How do people make government work?”</p> <p>Text to Media</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>

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13	11/7-11/10 Nov 11 th : Veterans Day	Unit 2/ Week 4	4	<p>Phonics/Spelling: Three-Letter Blends</p> <p>Closed Syllables</p> <p>Fluency: Rate</p>	<p>Listening Comp: “The Bald Eagle: A Success Story”</p> <p>Vocabulary: <u>Words:</u> caretakers, population, recognize, relatives, resources, success, survive, threatened <u>Strategy:</u> Suffixes</p> <p>Reading/Writing Workshop “Kids to the Rescue!” (Expository Text)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “Whooping Cranes in Danger” (Expository) Paired Selection: “Help the Manatees!” (Expository Text)</p> <p>Skill: Reread</p> <p>Strategy: Author’s Point of View</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Combining Sentences</p> <p>Genre Writing: Informative Text: Explanatory Essay Expert Model and Prewrite</p>	<p>Informative Performance Task: Inquiry Space: Write an Outline</p> <p>Text Connections: “How can people help animals survive?”</p> <p>Text to Media</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
14	11/14-11/18	Unit 2/ Week 5	5	<p>Phonics/Spelling: Digraphs</p> <p>Open Syllables</p> <p>Fluency: Phrasing</p>	<p>Listening Comp: “New Bike, Old Bike”</p> <p>Vocabulary: <u>Words:</u> bounce, imagine, inventor, observer <u>Strategy:</u> Figurative Language; Similes</p> <p>Reading/Writing Workshop “Empanada Day” (Limerick and Free Verse)</p> <p>Literature Anthology/Close Reading Companion: Main Selection: “The Inventor Thinks Up Helicopters” and “Ornithopter” (Poetry) Paired Selection: “Montgolfier Brothers’ Hot Air Balloon” (Poetry)</p> <p>Skill: Point of View</p> <p>Literary Elements: Alliteration and Rhyme</p>	<p>Write to Sources (daily, brief writes): <u>Day 1:</u> Writing Fluency <u>Day 2:</u> Write to Reading/Writing Workshop <u>Day 3:</u> Write to Literature Anthology Text (Close Reading Companion) <u>Days 4&5:</u> Write to Two Sources (Close Reading Companion)</p> <p>Grammar: Possessive Nouns</p> <p>Genre Writing: Informative Text: Explanatory Essay -Expert Draft and Revise</p>	<p>Informative Performance Task: Inquiry Space: Revise and Edit</p> <p>Text Connections: “How do people figure things out?”</p> <p>Text to Poetry</p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
	11/21-11/25			Thanksgiving Break			

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15	11/28-12/2	Unit 2/ Week 6	5	<p>Unit Review Phonics: Long <i>i</i> Plural Words with <i>y</i> and <i>i</i></p> <p>Long <i>e</i> Inflectional endings: -<i>es</i>, -<i>ed</i>, -<i>er</i>, -<i>est</i></p> <p>Words with silent letters Singular and Plural Possessives</p> <p>Three-Letter Blends Closed Syllables</p> <p>Digraphs Open Syllables</p> <p>Fluency: Accuracy, Rate, and Prosody</p>	<p>Reader’s Theater: “Name That Character”</p> <p>Time For Kids (Reading Digitally): “A Hunt to Help Frogs”</p>	<p>Share Your Writing: Students select an informative text writing piece from the unit</p> <p>Genre Writing: Informative Text: Explanatory Essay -Proofread/Edit and Publish; Evaluate</p> <p>Unit Grammar: Unit Review</p>	<p>Informative Performance Task: Inquiry Space: Publish and Present</p> <p>Text Connections: Connect to the Big Idea: <i>What does it take to solve a problem?</i></p> <p>Speaking and Listening: <i>Throughout week – all components</i></p>
Unit Assessment – to be determined (throughout Unit 2/Week 6)							