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Reading Curriculum Map Grade 3 p. 1 of 30

Week	Story	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
1	P r o c e d u r e W o r k	1	<b>Independent Reading</b>	-I Chart - What it looks like, what it sounds like for students and teacher. -Model and practice student procedures for “Read to Self” -Begin working on stamina		I Chart <i>Read to Self</i>	
		2	<b>Independent Reading</b>	-Review I chart - Model and practice student procedures for “Read to Self” -Discuss where to sit in the room -Work on reading stamina		- I Chart <i>Read to Self</i>	
		3	<b>Choosing Good Fit Books</b>	-Teach how to choose good fit books -Review I chart -Working on reading stamina		-Chart <i>Ways to Choose Books</i> -Daily 5 page 30 Shoe Lesson - <i>The Cafe</i> page 179	
		4	<b>Making Good Book Choices</b>	-Review I chart -Readers have criteria to judge whether a book is just right for independent reading. -Working on reading stamina		-Chart <i>Easy, Just Right, Challenging</i> -Refer to I-PICK chart page 30 - Use weights for models	
		5	<b>Reading to Someone</b>	-I Chart What it looks like, what it sounds like for students and teacher -Model EEKK -Practice stamina with partner -Review I-Chart for Read to Self -Work on Read to Self Stamina		-I Chart Read to Someone -I Chart Read to Self	

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Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
		6	<b>Check for Understanding</b>	<ul style="list-style-type: none"> <li>-Model and practice “Check for Understanding”</li> <li>-Add to Café Menu</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> <li>-Review I Chart for Read to Someone</li> <li>-Work on Read to Someone Stamina</li> </ul>	3.1.3 RF.4.a-c	<ul style="list-style-type: none"> <li>-I Chart <i>Read to Someone</i></li> <li>Café book p. 154</li> <li>-Café Menu</li> <li>-I Chart <i>Read to Self</i></li> </ul>	
		7	<b>How to Choose a Partner How to Choose Books</b>	<ul style="list-style-type: none"> <li>-Model procedure for selecting a partner for Read to Someone</li> <li>-Raise your hand as a silent signal that you need a partner</li> <li>- Give eye contact with another person who has their hand raised</li> <li>-Walk to the person and say, “Do you want to be my partner?”</li> <li>- Partner says “Sure”</li> <li>-Model procedure for selecting book for Read to Someone</li> <li>-Talk about it and make a deal</li> <li>- Rock, paper, scissors</li> <li>-Review I Chart for Read to Someone</li> <li>-Work on Read to Someone Stamina</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> </ul>	3.1.3 RF.4.a-c	<ul style="list-style-type: none"> <li>- I Chart <i>Read to Someone</i></li> <li>-I Chart <i>Read to Self</i></li> </ul>	

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<b>8</b>	<b>How to Buzz with Each Other</b>	<ul style="list-style-type: none"> <li>-Students learn how to listen to each other and share effectively as partners or in small groups</li> <li>-Model and practice Coaching or Time</li> <li>-If partner comes to a word they don't know the other partner: counts to 3, asks "Do you want coaching or time?"</li> <li>- If coaching, they use clues to help partner</li> <li>-Review I Chart for Read to Someone</li> <li>-Work on Read to Someone Stamina</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> </ul>	3.1.3 RF.4.a-c	<ul style="list-style-type: none"> <li>-Chart <i>How to Buzz Effectively</i></li> <li>First 20 Days</li> <li>pg. 148</li> <li>-Chart <i>Read to Self</i></li> </ul>
<b>9</b>	<b>Abandoning Books</b>	<ul style="list-style-type: none"> <li>-Students learn that, after a good try, they may have a reason to abandon a book</li> <li>-Sometimes readers abandon books for specific reasons</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> <li>-Review I Chart for Read to Someone</li> <li>-Work on Read to Someone Stamina</li> </ul>		<ul style="list-style-type: none"> <li>-Chart <i>Why Readers Abandon Books</i></li> <li>First 20 Days</li> <li>pg. 148</li> <li>-Chart <i>Read to Self</i></li> </ul>
<b>10</b>	<b>Distinguishing Between Fantasy and Reality</b>	<ul style="list-style-type: none"> <li>-Students are able to distinguish between two types of books as a foundation for learning about genre.</li> <li>-Each genre has specific characteristics.</li> <li>-Students learn to categorize books so that they can vary their reading.</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> </ul>	(3.3.1)	<ul style="list-style-type: none"> <li>First 20 Days</li> <li>pg. 148-149</li> <li>- Chart <i>Books We've Shared</i></li> <li>Examples of Books that have been read aloud</li> <li>-Chart <i>Fiction</i></li> <li>-Chart <i>Read to Self</i></li> </ul>

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Week	Story	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
3	P r o c e d u r e W o r k	11	<b>Different Kinds of Nonfiction</b>	<ul style="list-style-type: none"> <li>-There are many different kinds of nonfiction.</li> <li>-Each genre has specific characteristics.</li> <li>-Students learn to categorize type of nonfiction so that they can vary their reading.</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> <li>-Review I Chart for Read to Someone</li> <li>-Work on Read to Someone Stamina</li> </ul>	3.2.9 RI .8	<ul style="list-style-type: none"> <li>-Chart <i>Books We've Shared</i> First 20 Days pg. 150</li> <li>-Chart <i>Nonfiction</i></li> <li>-Chart <i>Read to Self</i></li> </ul>	Book Sort Assessment (Genre)  Fountas and Pinnell Benchmark Assessment
		12	<b>Keeping a Record for your Reading</b>	<ul style="list-style-type: none"> <li>-I-Chart What it looks like, what it sounds like for students and teacher</li> <li>-Reading Log</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> </ul>	3.4.2 W.5	<ul style="list-style-type: none"> <li>- I Chart <i>Work on Writing</i></li> </ul>	
		13	<b>Procedures for Work on Writing</b>	<ul style="list-style-type: none"> <li>-Model what to do when writing words they can't spell (underline and go on)</li> <li>-Review I Chart Work on Writing</li> <li>-Work on Writing Stamina</li> <li>-Reading Log</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> <li><b>Mini Lesson 1</b></li> <li>-Initial sounds in words (first 3 letters)</li> </ul>		<ul style="list-style-type: none"> <li>- I Chart <i>Work on Writing</i></li> <li>-Café pg. 189-190 (modify for spelling)</li> </ul>	

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<b>14</b>	<b>Procedures for Work on Writing</b>	<ul style="list-style-type: none"> <li>-Review I chart</li> <li>- Model and practice student procedures for “Work on Writing”</li> <li>-Brainstorm and practice where to sit</li> <li>-Brainstorm and practice what materials to use during writing (notebook, pencil, drawing)</li> <li>- Work on Writing Stamina</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> </ul>		- I Chart <i>Work on Writing</i>
<b>15</b>	<b>Writing Responses to your Reading</b>	<ul style="list-style-type: none"> <li>-Readers can share their thinking about reading through writing.</li> <li>- Model two types of chapter notes for students: predictions and connections</li> <li>Possible Types of Responses:</li> <li>-wonderings</li> <li>-predictions</li> <li>-connections</li> <li>-inferences</li> <li>-drawing conclusions</li> <li>-book recommendations</li> <li>-letters</li> <li>- Work on Writing Stamina</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> </ul>	(3.5.3) 3.5.5 W10 3.5.7 W.2 a-d	-Chart <i>Chapter Notes</i> First 20 Days pg. 152

Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
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4	P r o c e d u r e W o r k	16	<p><b>Use Sticky Notes to Prepare for Response for Reading</b></p>	<p>-Students learn process to help them remember their thinking so that they can write about it and talk about it -Write down predictions and connections on sticky notes</p>	3.4.1 3.4.2 W.5	<p>-Chart <i>Chapter Notes</i> First 20 Days pg. 152 Sticky Notes</p>
		17	<p><b>CAFÉ: Accuracy and Expand Vocabulary</b></p> <p><b>Word Work</b></p>	<p><b>Mini Lesson 1</b> -Cross Checking <b>Mini Lesson 2</b> - Tune into Interesting Words <b>Mini Lesson 3</b> -Introduce Materials and their locations -Brainstorm I-chart How to Work with Materials -Model correct and incorrect -Choice: Work on Writing, Read to Self</p>	3.5.4 L.3a-b	<p><i>The Café</i>- page 170 <i>The Café</i>- page 185 - I Chart <i>Word Work</i></p>
		18	<p><b>CAFÉ: Comprehension, Accuracy and Expand Vocabulary</b></p> <p><b>Listen to Reading</b></p>	<p><b>Mini Lesson 1</b> -Back up and reread <b>Mini Lesson 2</b> -Review check for understanding, cross checking, tune into interesting words, and back up and reread <b>Mini Lesson 3</b> -Introduce Listen to Reading Materials and their locations -Brainstorm I-chart How to Work with Materials -Model correct and incorrect -Choice: Work on Writing, Read to Self, Read to Someone, Word Work</p>	3.1.6 L.4	<p><i>The Café</i>- page 155 - I Chart <i>Listen to Reading</i></p>

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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
5	Of fic er Bu ck le a nd Gl ori a	<p><b>Comprehension</b></p>	<p>Use prior knowledge and context to predict and confirm meaning (pg. 14J)</p>	<p>3.2.2 RI .1 3.1.2 RF.3c (3.1.1) L.2.F 3.6.8 L2f RF.4b</p>	<p>CAFÉ: p. 188</p>	
		<p><b>Accuracy</b> Phonemic Awareness and Phonics</p>	<p>Chunk Letters and Sounds Together (Decode Long Words – pg. 14I)</p> <p>Blend Sounds; stretch and reread (Syllables CVC Spelling Pattern pg. 41A)</p> <p>Look Carefully at Letters and Words (Words with short a and e pg. 41G)</p>		<p>CAFÉ: p. 175</p> <p>Spelling book p. 10-12</p> <p>CAFÉ: P. 173</p> <p>Interactive CAFÉ Menu</p>	
		<p><b>Fluency</b> Comprehension, Accuracy, Rate, Expression</p>	<p>Reread Text</p>		<p>CAFÉ: pg. 180</p> <p>Poem: <u>Heavy Backpack!</u></p>	
		<p><b>Expand Vocabulary</b></p>				

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
6	Pe pi ta Talks Twice	<b>Comprehension</b>	Recognize Literacy Elements (Narrative Elements pg. 42I)  Make and Adjust Predictions – Use Text to Confirm (Make and Confirm Prediction pg. 42J)	(3.2.6) (3.2.4) 3.6.8 L2F 3.6.8 L2E RF.4b	CAFÉ: p. 167 CAFÉ: p. 161	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Look carefully at letters and words (Short i, o, and u pg. 67I)		Interactive CAFÉ Menu Spelling book p. 13-15	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		CAFÉ: p. 180 Poem: <u>Who’s Your Best Friend?</u>	
		<b>Expand Vocabulary</b>	Use word parts to determine the meaning of words (Word Structure Root Plus Inflection –s, -es pg. 67C)		CAFÉ: pg. 187	

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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7	Science Unit 1 Scientists at Work	<b>Comprehension</b>			CAFÉ: p. 167	ACUITY SEPT. 26-OCT. 7
		<b>Accuracy</b> Phonemic Awareness and Phonics	Chunk letters and sounds together (Decoding Long Words pg. 68I)  Look carefully at letters and words (Long a and e pg. 99I)  Skip the word, then come back (Read Ahead pg. 68J)	3.1.2 RF.3C 3.6.8 L.2f 3.1.3 RF.4c RF.4b	CAFÉ: p. 175  Spelling book p. 16-18  Interactive CAFÉ Menu  CAFÉ: p. 176	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		Poem: <u>Confession</u>	
		<b>Expand Vocabulary</b>				

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
8	Allie's Basketball Dream	<b>Comprehension</b>	Recognize Literacy Elements (Narrative Elements pg. 100I)  Summarize text; includes sequence of main events (Summarize pg. 100J)	(3.2.6) 3.3.3 RL.3 3.6.8 L.2f RF.4b	CAFÉ: p. 167  CAFÉ: p. 164	

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	<p><b>Accuracy</b> Phonemic Awareness and Phonics</p>	<p>Blend Sounds; stretch and reread (CVCe and CVC spelling patterns pg. 129A)</p> <p>Look carefully at letters and words (Long i and o pg. 129G)</p>	<p>CAFÉ: p. 173</p> <p>Spelling book p. 19-21</p> <p>Interactive CAFÉ Menu</p>
	<p><b>Fluency</b> Comprehension, Accuracy, Rate, Expression</p>	<p>Reread text</p>	<p>Poem: <u>Good Sports</u></p>
	<p><b>Expand Vocabulary</b></p>		

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
9	S oc ial Stud ies Unit 1 Chapters 1 & 2 Com muni ties	<b>Comprehension</b>	Use text features (Elements of Nonfiction pg. 130I)	3.2.1 RI.5 3.6.8 L.2f 3.1.3 RF.4b RF.4b	CAFÉ: p. 163	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Blend sounds; stretch and reread (Consonant Blends st and str pg. 153I) Using beginning and ending sounds (Closed syllables pg. 153C)		CAFÉ: p. 161 CAFÉ: p. 173	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Adjust and apply reading rates to match text (Adjust Reading Rate pg. 130J)		Spelling book p. 22-24 CAFÉ: p. 172	
		<b>Expand Vocabulary</b>	CAFÉ: p. 182 Poem: <u>The Olympics 2004</u>			

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
10	Turtle Bay	<b>Comprehension</b>	Determine and analyze author's purpose and support with text (Author's Purpose pg. 156I)  Monitor and fix up: check for understanding, back up and reread (Reread to clarify pg. 156J)	3.3.4 RL.2 3.1.3 RF.4c 3.6.8 L.2f RF.4b	CAFÉ: p. 166  CAFÉ: p. 156	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Look carefully at letters and words (Letter patterns: words with kn-, wr- and gn- pg. 181C) (spelling kn-, wr-, -gh, and ph- pg. 181I)		Interactive CAFÉ Menu  Spelling book p. 27-29	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		Poem: <u><a href="#">He's Got the Whole Beach in His Pants</a></u>	
		<b>Expand Vocabulary</b>				

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
		<b>Comprehension</b>				

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	<p><b>Accuracy</b> Phonemic Awareness and Phonics</p>	<p>Use word parts to determine the meaning of words (Word structure root word +inflection –ed pg. 205C)</p> <p>Use beginning and ending sounds (sh, ch and tch pg. 205I)</p>	<p>CAFÉ: p. 187</p> <p>Spelling book p. 30 – 32</p> <p>CAFÉ: p. 172</p>
	<p><b>Fluency</b> Comprehension, Accuracy, Rate, Expression</p>	<p>Read text as the author would say it conveying the meaning or feeling (Inflection pg. 205C)</p>	<p>Interactive CAFÉ Menu</p> <p>Poem: <u>My Dog has got no Manners</u></p>
	<p><b>Expand Vocabulary</b></p>	<p>Use prior knowledge and context to predict and confirm meaning (Word relationships pg. 182I)</p>	<p>CAFÉ: p. 188</p>

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
		<p><b>Comprehension</b></p>	<p>Determine and analyze author's purpose and support with text (Author's Purpose pg. 206I)</p> <p>Use text features (Use text structure and format pg. 206J)</p>		<p>CAFÉ: p. 166</p> <p>CAFÉ: p. 163</p>	

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		<p><b>Accuracy</b> Phonemic Awareness and Phonics</p>	<p>Look carefully at letters and sounds (Letter patterns: consonants s/c, j/g and -dge pg. 223A)</p> <p>Use beginning and ending sounds (words with s and j pg. 2231)</p>		<p>Interactive CAFÉ Menu</p> <p>Spelling book p. 33- 35</p> <p>CAFÉ: p. 172</p>	
		<p><b>Fluency</b> Comprehension, Accuracy, Rate, Expression</p>	<p>Reread text</p>		<p>Poem: <u>Don't Bring Camels in the Classroom</u></p> <p>CAFE: p. 180</p>	
		<p><b>Expand Vocabulary</b></p>				

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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13	Little G runt a nd the Big Egg	<b>Comprehension</b>	Ask questions throughout the reading process (Self Question pg. 224J)		CAFÉ: p. 160	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Use beginning and ending sounds (Open syllables pg. 255A)  Look carefully at letters and words (Words with -oi pg. 255G)		CAFÉ: p. 172  Spelling book p. 36-38  Interactive CAFÉ Menu	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		CAFE: p. 180  Poem: <u>Tyrannosaurus Tex and Other Sillysaurs</u>	
		<b>Expand Vocabulary</b>	Use prior knowledge and context to predict and confirm meaning (word relationships pg. 224I)		CAFÉ: p. 188	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
		<b>Comprehension</b>	Use prior knowledge and context to predict and confirm meaning (Use text to confirm meaning pg. 256J)		CAFÉ: p. 188	

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	<p><b>Accuracy</b> Phonemic Awareness and Phonics</p>	<p>Chunk letters and sounds together (Decode long words pg. 256I)</p> <p>Flip the sound  (Words with –ough pg. 279A) Flip the sound (words with –ou pg. 279G)</p>	<p>CAFÉ: p. 175</p> <p>CAFÉ: p. 174</p> <p>Spelling book p. 39 - 41</p> <p>CAFÉ: p. 174</p>
	<p><b>Fluency</b> Comprehension, Accuracy, Rate, Expression</p>	<p>Reread text</p>	<p>CAFE: p. 180</p> <p>Poem: <u>My Doggy Ate My Homework</u></p>
	<p><b>Expand Vocabulary</b></p>		

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
15	S ocial St udies Un it 2 Co m mu nit ies a nd Ge og ra	<p><b>Comprehension</b></p>	<p>Summarize text include sequence of main events (Sequence pg. 282I)</p>		<p>CAFÉ: p. 164</p>	ACUITY NOV. 28-DEC. 9
		<p><b>Accuracy</b> Phonemic Awareness and Phonics</p>	<p>Skip the word, then come back (Read ahead pg. 282J)</p> <p>Look carefully at the letters and words (Possessives and Plurals pg. 303I)</p>		<p>CAFÉ: p. 176</p> <p>CAFÉ: p. 179</p> <p>Spelling book p. 44 - 46</p>	

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	<p><b>Fluency</b> Comprehension, Accuracy, Rate, Expression</p>	Reread text	<p>CAFE: p. 180 Poem: <u>Heart Stopper</u></p>
	<p><b>Expand Vocabulary</b></p>	Use words parts to determine the meanings of words (Prefix +roots pg. 303C)	<p>CAFÉ: p. 187</p>

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
17	T he T a l e n t S h o w	<b>Comprehension</b>	Make a picture or mental image (Create mental images pg. 304J)		CAFÉ: p. 159	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Recognizes words at sight (Letter patterns: words with /o/ as in taught pg. 329C)		Interactive CAFÉ Menu  Spelling book p. 47 – 49	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread Text		CAFÉ: p. 180  Poem:	
		<b>Expand Vocabulary</b>	Use words parts to determine the meanings of words (Prefix +roots pg. 304I)		CAFÉ: p. 187	

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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
18	Ce nt erfi eld Ba llh aw k	<b>Comprehension</b>	Summarize text; include sequence of events (Sequence pg. 330I) (Summarize pg. 330J)		CAFÉ: p. 164	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Flip the sound (Words with /oo/ as in book and moon pg. 355I)		CAFÉ: p. 174  Spelling book p. 50 – 52	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread Text		CAFÉ: p. 180  Poem: <u>Take me Out of the Ballgame</u>	
		<b>Expand Vocabulary</b>	Use word parts to determine the meaning of words (Compound words pg. 355A)		CAFÉ: p. 187	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
		<b>Comprehension</b>				

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	<p><b>Accuracy</b> Phonemic Awareness and Phonics</p>	<p>Blend sounds; stretch and reread (Use decoding phonics pg. 356J)</p> <p>Chunk letters and sounds together (-ar as in card pg. 387I)</p>	<p>CAFÉ: p. 173</p> <p>CAFÉ: p. 175</p> <p>Spelling book p. 53 – 55</p>
	<p><b>Fluency</b> Comprehension, Accuracy, Rate, Expression</p>	<p>Reread text</p>	<p>CAFÉ: p. 180</p> <p>Poem: <u>Twim the Twee</u></p>
	<p><b>Expand Vocabulary</b></p>	<p>Use words parts to determine the meanings of words (Prefix +roots pg. 356I)</p>	<p>CAFÉ: p. 187</p>

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
20	Fables (Our Unit)	<p><b>Comprehension</b></p>	<p>Recognize Literary Elements (Narrative Elements p. 388I)</p> <p>Make and Adjust Predictions; Use text to confirm (Make and Adjust Predictions p. 388J)</p>		<p>CAFÉ: p. 167</p> <p>CAFÉ: p. 161</p>	
		<p><b>Accuracy</b> Phonemic Awareness and Phonics</p>	<p>Flip the sound (Words with the /ar/ as in bear p. 407G)</p>		<p>CAFÉ: p. 174</p> <p>Spelling book p. 56-58</p>	

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	<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text	CAFÉ p. 180 Poem: <u>Fables</u> Reader's Theater
	<b>Expand Vocabulary</b>	Use word parts to determine meaning of words (Word Structure: Root + Root p. 407A)	CAFÉ: p. 187

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
21	S o c i a l S t u d i e s U n i t 3 C o m m u n i t i e s O v e r T i m e	<b>Comprehension</b>	Summarize text (include sequence of main events) (summarizing p. 14I) Back up and reread (read to clarify p. 14 J)		CAFÉ: p. 164  CAFÉ: p. 155	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Look carefully at letters (or as in worn p. 35I) Use word parts to determine meaning (word structure prefix and root word p. 35C)		Interactive  CAFÉ: p. 187  Spelling book p. 61-63	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		Poem: <u>Freedom and Honor</u>	

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	<b>Expand Vocabulary</b>	Use word parts to determine meaning (word structure prefix and root word p. 35C)	CAFÉ: p. 187
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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
22	Coyote Places the Stars	<b>Comprehension</b>	Compare and contrast within and between text (Compare and contrast p. 36 I) Summarize text include sequence and main events (Summarizing p. 36 J)		CAFÉ: p. 169  CAFÉ: p. 164	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Looking carefully at letters and words (letter patterns word with igh and eigh p. 59A)		CAFÉ Interactive Spelling book p.64-66	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		Poem: <u>All My Great Excuses</u>	
		<b>Expand Vocabulary</b>				

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
23	Why Mosquitoes Buzz in	<b>Comprehension</b>	Summarize text include sequence of main events (Summarizing p. 60 I) Make and adjust predictions; use text to confirm (Make and confirm predictions p. 60J)		CAFÉ: p. 164  CAFÉ: p. 161	

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	<b>Accuracy</b> Phonemic Awareness and Phonics	Look carefully at letters and words (Accent marks p. 93 A.) Letter patterns words with ur as in church	CAFÉ interactive Spelling p. 67-69
	<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text	Poem:
	<b>Expand Vocabulary</b>		

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
24	L on Po Po	<b>Comprehension</b>	Summarize text include sequence of main events (summarizing p. 94 J) Compare and contrast within and between text (Compare and contrast p. 94 I)		CAFÉ: p. 164 CAFÉ: p. 169	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Use word parts to determine the meaning of words (word structure prefix and root word p. 117 A) Spelling words with double consonants		CAFÉ: p. 187 Spelling book p. 70-72	

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	<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text	Poem: <u>The Gray Wolf</u>
	<b>Expand Vocabulary</b>	Use word parts to determine the meaning of words (word structure prefix and root word p. 117 A)	CAFÉ: p. 187

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
25	Sci en ce Un it 5 Me as uri ng an d Si mp le Ma chi ne s & "T he Gr eat  Gr ow  Al on g"	<b>Comprehension</b>	Determine and analyze author's purpose and support with text (Author's purpose p. 188 I) Use text features (use text structure and format p. 118 J)		CAFÉ: p. 166 CAFÉ: p. 163	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Use word parts to determine the meanings words (word structure root work+suffix p. 143 A) Words with -er and -est p. 143 G		CAFÉ: p. 187 Spelling book p. 73-75	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		Poem: <u>I've Been Cleaning Up My Bedroom</u>	

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		<b>Expand Vocabulary</b>	Use Word Parts to Determine the Meaning of Words (words with suffixes)	CAFÉ: p. 187
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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
26	Le ah 's Po ny	<b>Comprehension</b>	Fact and opinion (p. 146 I) Ask questions throughout reading process (self question p. 146 J)		CAFÉ: p. 160	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Use Word Parts to Determine the Meaning of Words (Word Structure: Compound Words p. 167 A) Spelling: Compound words		CAFÉ: p. 187  Spelling p. 78-80	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		Poem:	
		<b>Expand Vocabulary</b>	Use Word Parts to Determine the Meaning of Words Compound words		CAFÉ: p. 187	

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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
27	Yi pp ee Ya y	<b>Comprehension</b>	Use main idea and supportive details to determine importance (main idea and details p. 168 I) Use context to confirm meaning p. 168 J		CAFÉ: p. 165 CAFÉ: p. 188	ISTEP APPLIED SKILLS MARCH 5-16
		<b>Accuracy</b> Phonemic Awareness and Phonics	Look carefully at letters and words Syllable Pattern: VCCV p. 193 C  Spelling : syllable patterns : VCCV words p. 193 I		CAFE: Interactive Spelling p. 81-83	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		Poem: (many choices of cowboy poems)	
		<b>Expand Vocabulary</b>	Use context to confirm meaning p. 168 J		CAFÉ: p. 188	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
28	S oc ial St ud ies Un it 4 Cit ize ns a nd Go ver nm	<b>Comprehension</b>	Fact and Opinion p. 194 I  Ask questions throughout the reading process (self question p. 194 J)		CAFÉ: p. 160	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Look carefully at letters and words (syllables VCV pattern p. 221 A)  Spelling pattern VCV words p. 221 I		CAFÉ: Interactive Spelling p. 84-86	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		Poem:	

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	<b>Expand Vocabulary</b>		
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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
29	Pi ctu re bo ok for co mp ari ng a nd co ntr ast ing a nd	<b>Comprehension</b>	<p>Compare and contrast within and between text (Compare and Contrast p. 221I)</p> <p>Make a picture or mental image (Create Mental Images p. 221J)</p>		<p>CAFÉ: p. 169</p> <p>CAFÉ: p. 159</p>	
		<b>Accuracy</b> Phonemic Awareness and Phonics	<p>Use word parts to determine the meaning of words (Word structure: root word +inflection (ed, ing) p. 261C)</p> <p>Spelling words that end with –ed and –ing p. 261I</p>		<p>CAFÉ: p. 187</p> <p>Spelling p.87-89</p>	

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	<b>Fluency</b> Comprehension, Accuracy, Rate, Expression			Poem: <u>Jessica Jean</u>
	<b>Expand Vocabulary</b>	Use word parts to determine the meaning of words (Word structure: root word +inflection (ed, ing) p. 261C)		CAFÉ: p. 187

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
30	Sc ien ce: Di sc us si ng Sc ie nti fic Me th od a nd Pr oje cts	<b>Comprehension</b>	Use Main Idea and Supporting Details to Determine Importance (main idea and details p. 262 I)  Adjust and apply different reading rates to match text (Adjust reading rate p. 262 J)		CAFÉ: p. 165  CAFÉ: p. 182	IREAD ASSESSMENT MARCH 19-23
		<b>Accuracy</b> Phonemic Awareness and Phonics	Use word parts to determine the meaning of words (Word structure: root word + suffix p. 297C)  Spelling words that end with -tion and -sion		CAFÉ: p. 187  Spelling p. 90-92	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Adjust and apply different reading rates to match text (Adjust reading rate p. 262 J)		CAFÉ: p.182 Poem: <u>The Marvelous Homework and Housework Machine</u>	
		<b>Expand Vocabulary</b>	Use word parts to determine the meaning of words (Word structure: root word + suffix p. 297C)		CAFÉ: p. 187	

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
31	Social Studies Unit 6 Working in Communities/ Economics	<b>Comprehension</b>	Summarize text: include sequence of main events (Summarize p. 300 I)  Make a picture or mental image (Create mental images p. 300 L)		CAFÉ: p. 164  CAFÉ: p. 159	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Use word parts to determine the meaning of words (Word structure: prefix+root+suffix .p 323 A)  Spelling words with suffixes –er, -ful, -ly, -able p. 323 G		CAFÉ: p.187  Spelling p. 95-97	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		Poem: <u>Wille’s Wart</u>	
		<b>Expand Vocabulary</b>	Use word parts to determine the meaning of words (Word structure: prefix+root+suffix .p 323 A)		CAFÉ: p. 187	

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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32	Al ej an dr o's Gif t	<b>Comprehension</b>	Recognize and explain cause and effect relationships (Cause and effect p. 324 I)  (Read Ahead p. 324 J)		CAFÉ: p. 168	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Use word parts to determine the meaning of words (Word structure: root word + inflection p. 347 A)  Spelling words changing <i>y</i> to <i>i</i> p. 347 G.		CAFÉ: p. 187  Spelling p. 98-100	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		Poem:	
		<b>Expand Vocabulary</b>	Use word parts to determine the meaning of words (Word structure: root word + inflection p. 347 A)		CAFÉ: p. 187	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
33	Ro cki ng a nd Ro llin g	<b>Comprehension</b>	Use text features (Locate information p. 348 I)  Adjust and apply reading rates to match text (Adjust reading rate p. 348J)		CAFÉ: p. 163  CAFÉ: p. 182	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Look carefully at letters and words (Syllable patterns: Schwa p. 369 C)  Spelling words contractions p. 369 I		CAFÉ: Interactive  Spelling p. 101-103	

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		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Adjust and apply reading rates to match text(Adjust reading rate p. 348 J)  Reread text	CAFÉ: p. 182  Poem:
		<b>Expand Vocabulary</b>		

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
34	Science: Unit 4 Planets	<b>Comprehension</b>	Recognize and explain cause and effect relationships (Cause and Effect p. 370 I)  Back up and reread (Reread to clarify p. 370 J)		CAFÉ: p. 168  CAFÉ: p. 155	ISTEP APPLIED SKILLS MARCH 5-16
		<b>Accuracy</b> Phonemic Awareness and Phonics	Look at letters and words carefully (Syllables: Unaccented syllables p. 399A)  Spelling words that end like <i>ever</i> p. 399 I		CAFÉ: Interactive  Spelling p. 104-106	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		Poem:	
		<b>Expand Vocabulary</b>				

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
35	Celebrate the end of the year!!!!	<b>Comprehension</b>	Use text features (Locate information p. 400 I)  Use text features (Use text structure and format p. 400 J)		CAFÉ: p. 163	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Look carefully at letters and words (Syllables: consonant –le syllable pattern p. 417 A)  Spelling words ending with –le and-al p. 417 G		CAFÉ: interactive Spelling p. 107-109	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread text		Poem:	
		<b>Expand Vocabulary</b>				