

**Mrs. Mummey 3rd Grade Reading Pacing and Standards Guide- 2019-2020**

<b>Date</b>	<b>Story/ Poems</b>	<b>Literature Skills</b>	<b>Speaking &amp; Listening Skills</b>	<b>Language Skills</b>	<b>Phonics and Fluency</b>
8/26- 9/20	Sarah Plain and Tall by Patricia McLaughlin	RL.1: I can ask and answer questions to show my understanding of a text.	SL.1.A: I can come to discussions prepared prepared to explore the ideas under discussion.	L.1.D: I can form and use regular and irregular verbs.	RF.3.3: I can apply grade- level phonics and word analysis skills in decoding words.
4 Weeks	Sleepy Oyster (Risser)	RL.3: I can describe characters in a story and how their actions sequence events.	SL.1.C: I can ask questions to check my understanding of the information presented, stay on topic, and link comments.	L.1.E: I can form and use simple verb tenses.	RF.3.3.D: I can read grade- appropriate irregularly spelled words.
	Do Oysters Sneeze? (Prelutsky)	RL.4: I can determine the meaning of words and phrases by how they're used in the story.	SL.1.D: I can explain my own ideas and understandings in a discussion.	L.2.C: I can use commas and quotation marks in writing.	RF.3.4: I can read with sufficient accuracy and fluency to support comprehension.
		RL.5: I can refer to parts of a poem by referring to the line or stanza.	SL.2: I can determine the main idea and supporting details of a text read aloud.	L.2.G: I can consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	RF.3.4.A: I can read grade- level text with purpose and understanding.

		RL.6: I can distinguish my own point of view from that of a narrator or character.		L.3.A: I can choose words and phrases for effect.	RF.3.4.B: I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
		RL.9: I can compare and contrast poems and books written about the same setting.		L.5.C: I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	RF.3.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		RL.10: I can read and comprehend texts at a third grade level.			
		RI.2: I can determine the main idea of a text.			
		RI.6: I can distinguish my own point of view from the author's.			

**Vocabulary:** stern, weary, sly, squall, roamer, dune, gullies, prairie, pesky, homely

**Red Words:** keep, because, start, know, draw, said, together, friend, obey, minute, clothes, grow

Date	Story/ Poems	Literature Skills	Speaking & Listening Skills	Language Skills	Phonics and Fluency
------	-----------------	-------------------	--------------------------------	-----------------	------------------------

9/23-9/27	Finding Winnie by Lindsay Mattick	RI.3.1: I can ask and answer questions, referring explicitly to the text as the basis for answers.	SL.1: I can engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts.	L.1.D: I can form and use regular and irregular verbs.	RF.3.3: I can apply grade-level phonics and word analysis skills in decoding words.
1 Week	Rooted in Reading Spetember Unit	RI.10: I can read and comprehend informational texts at a third grade level.	SL.1.B: I can follow agreed upon rules for discussions.	L.1.E: I can form and use simple verb tenses.	RF.3.C: I can decode multisyllable words
			SL.6: I can speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.2.E: I can use conventional spelling for high frequency and other studied words and for adding suffixes to base words.	RF.3.4: I can read with sufficient accuracy and fluency to support comprehension.
				L.2.F: I can use spelling patterns and generalizations in writing words.	RF.3.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
				L.2.G: I can consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	

**Vocabulary:** veterinarian, pace, propose, assign, vigor, nuzzled, navigator, voyage, terrace, enclosure, beloved, unveiled,

**Red Words:** breakfast, calendar, whole

Date	Story/ Poems	Literature Skills	Speaking & Listening Skills	Language Skills	Phonics and Fluency
9/30- 10/28	Ramona Quimby, Age 8 by Beverly Cleary	RL.1: I can ask and answer questions to show my understanding of a text.	SL.1.B: I can follow the rules for discussions.	L.1.I: I can produce simple, compound, and complex sentences	RF.3: I can apply grade-level phonics and word analysis skills in decoding words.
4 Weeks		RL.3: I can describe characters in a story and how their actions sequence events.	SL.1.C: I can ask questions to check my understanding of the information presented, stay on topic, and link comments.	L.2: I can use correct capitalization, punctuation, and spelling when writing.	RF.3.A: I can identify and understand the meaning of common prefixes.
		RL.4: I can determine the meaning of words and phrases by how they're used in the story.	SL.1.D: I can explain my own ideas and understandings in a discussion.	L.2.E: I can spell commonly occurring words. I can spell base words when adding prefixes.	RF.3.4: I can read with sufficient accuracy and fluency to support comprehension.
		RL.6: I can distinguish my own point of view from that of a narrator or character.	SL.2: I can determine the main idea and supporting details of a text read aloud.	L.2.G: I can consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	RF.3.4.A: I can read grade-level text with purpose and understanding.

		RL.7: I can explain how the illustrations support a text.	SL.4: I can speak clearly about a topic using facts and details.	L.3.A: I can choose words and phrases for effect.	RF.4: I can comprehend with accuracy and fluency.
		RL.10: I can read and comprehend texts at a third grade level.	SL.6: I can speak in complete sentences to provide clarification.	L.4.A: I can use context clues to help me understand the meaning of an unfamiliar word or phrase.	RF.4.B: I can read aloud with accuracy, fluency, and expression.
				L.4.B:L I can figure out the meaning of a word with an added prefix.	
				L.4.D: I can use glossaries and dictionaries to determine and clarify the precise meaning of key words and phrases.	

**Vocabulary:** quivery, cross, blissful, heap, seize, inspiration, nuisance, satisfactory, timid, rueful, sympathetic, humiliation, reluctantly, defiant

**Red Words:** heart, hold, pretty, board, drink, floor, own, wear, tear, tomorrow, company, kind

Date	Story/ Poems	Literature Skills	Speaking & Listening Skills	Language Skills	Phonics and Fluency
10/28- 11/1	Crankenstein by Samantha Berger	RL.1: I can ask and answer questions to demonstrate understanding of a text, referring to the text for the answers.	SL.2: I can determine the main idea and supporting details of a text read aloud.	L.3.1.A: I can explain the function of adjectives in particular sentences.	RF.3.3: I can apply grade-level phonics and word analysis skills in decoding words.

I Week	Rooted in Reading October Unit	RL.3: I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	SL.4: I can speak clearly about a topic using facts and details.	L.3.1.G: I can form and use comparative and superlative adjectives and choose between them depending on what is to be modified.	RF.3.4: I can read with sufficient accuracy and fluency to support comprehension.
			SL.6: I can speak in complete sentences to provide clarification.	L.3.1.I: I can produce simple, compound, and complex sentences.	RF.3.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
				L.2.C: I can use commas and quotation marks in writing.	
				L.3.5.C: I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	
				L.3.5.B: I can identify real life connections between words and their use.	

**Vocabulary:** despise, ill, exhausted, devastated, companion, common, impatient, irritated, disgusted, bothered

**Red Words:** danger, blood, hurt

--	--	--	--	--	--

Date	Story/ Poems	Literature Skills	Speaking & Listening Skills	Language Skills	Phonics and Fluency
11/4- 11/26	Thanksgiving on Thursday (Magic Tree House #27)	RI.1: I can ask and answer questions to demonstrate understanding of a text, referring to the text for the answers.	SL.2: I can determine the main idea and supporting details of a text read aloud.	L.3.1.I: I can produce simple, compound, and complex sentences.	RF.3.3: I can apply grade-level phonics and word analysis skills in decoding words.
3 Weeks		RI.2: I can determine the main idea of a text, recount the key details, and explain how they support the main idea.	SL.3: I can ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	L.2.E: I can use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.	RF.3.3.C: I can decode multisyllable words.
		RI.3: I can Describe the relationship between a series of historical events, using language that pertains to time, sequence, and cause/effect.	SL.6: I can speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.2.F: I can use spelling patterns and generalizations in writing words.	RF.3.3.D: I can read grade-appropriate irregularly spelled words.
		RI.6: I can distinguish their own point of view from that of the author of a text.		L.4.A: I can use sentence-level context as a clue to the meaning of a word or phrase.	RF.3.4: I can read with sufficient accuracy and fluency to support comprehension.

		RI.7: I can use information gained from illustrations and the words in a text to demonstrate understanding of the text.		L.4.D: I can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	RF.3.4.A: I can read grade-level text with purpose and understanding.
		RI.8: I can describe the logical connection between particular sentences and paragraphs in a text			RF.3.4.B: I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
		RI.9: I can compare and contrast the most important points and key details presented in two texts on the same topic.			RF.3.4.C: I can use context to confirm or self-correct word recognition and understanding.
		RI.10: By the end of the year, I can read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.			

**Vocabulary:** toil, scrolls, feast, crisp, thatched, rattled, scrambled, burly, giggled, shooed, frowning, fowling, folk, grinned, swooped, clutching, index, stockings, lousy, hearth, relieved, chowder, turnip, barrels, sputtered, platter, roasting, muskets, harvest, cured, blessings, rotting, eager, bowed, fiery, sighed, community, pouch, survivor

**Red Words:** copy, parent, cousin, only, honor, island, honest, laugh, roll

Date	Story/ Poems	Literature Skills	Speaking & Listening Skills	Language Skills	Phonics and Fluency
12/3-12/11	The Legend of Old Befana by Tomie DePaola	RL.3.2: I can recount stories, including fables, folktales, and myths, from diverse cultures; determine the central message, and explain how it is conveyed through key details in the text.	SL.2: I can determine the main idea and supporting details of a text read aloud.	L.3.1.D: I use form and use regular and irregular verbs.	RF.3.3: I can apply grade-level phonics and word analysis skills in decoding words.
1 week	Rooted in Reading December Unit	RL.6: I can distinguish my own point of view from that of the narrator or those of the characters.	SL.4: I can speak clearly about a topic using facts and details.	L.4.A: I can use context clues to help me understand the meaning of an unfamiliar word or phrase.	RF.3.4: I can read with sufficient accuracy and fluency to support comprehension.
			SL.6: I can speak in complete sentences to provide clarification.		

**Vocabulary:** villiage, lullabies, shuttered, procession, muttered, brilliant, outskirts, shawl, dared, splendid, burst

**Red Words:** chalk, light, view

--	--	--	--	--	--

Date	Story/ Poems	Literature Skills	Speaking & Listening Skills	Language Skills	Phonics and Fluency
12/3-12/11	The Carpenter's Gift by David Rubel	RI.1: I can ask and answer questions to demonstrate understanding of a text, referring to the text for the answers. (Inference)	SL.2: I can determine the main idea and supporting details of a text read aloud.	L.3.2.A: I can capitalize appropriate words in titles.	RF.3.3: I can apply grade-level phonics and word analysis skills in decoding words.
1 Week	Rooted in Reading December Unit	RL.3: I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	SL.3: I can ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	L.2.F: I can use spelling patterns and generalizations in writing words.	RF.3.4: I can read with sufficient accuracy and fluency to support comprehension.
		RL.6: I can distinguish my own point of view from that of the narrator or those of the characters.	SL.6: I can speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.A: I can use sentence-level context as a clue to the meaning of a word or phrase.	
				L.4.D: I can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	

**Vocabulary:** cobble, exhausted, gaze, emerged, carpenter, generosity, shack, grove, passerby, lumber, seedling, skilled

**Red Words:** guess, guest, rhyme

Date	Story/ Poems	Literature Skills	Speaking & Listening Skills	Language Skills	Phonics and Fluency
1/13-1/17	Martin's Big Words	RI.1: I can ask and answer questions to demonstrate understanding of a text, referring to the text for the answers.	SL.2: I can determine the main idea and supporting details of a text read aloud.	L.5: I can demonstrate understanding of figurative language, word relationships and nuances in word meanings.	RF.3.3: I can apply grade-level phonics and word analysis skills in decoding words.
1 Week		RI.3: I can describe the relationship between a series of historical events, using language that pertains to time, sequence, and cause/effect.	SL.3: I can ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		RF.3.C: I can decode multisyllable words
		RL.3: I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	SL.6: I can speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		RF.3.4: I can read with sufficient accuracy and fluency to support comprehension.

		RI.2: I can determine the main idea of a text, recount the key details, and explain how they support the main idea.			RF.3.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		RI.7: I can use information gained from illustrations and the words in a text to demonstrate understanding of the text.			
		RI.6: I can distinguish their own point of view from that of the author of a text.			

**Vocabulary:** freedom, equality, hometown, discover, arrest, blistering, courage, protested, segregation

**Red Words:** across, better, sign, much

Date	Story/ Poems	Literature Skills	Speaking & Listening Skills	Language Skills	Phonics and Fluency
1/20- 1/24	The Polar Bear Son	RL.1: I can ask and answer questions to show my understanding of a text.	SL.2: I can determine the main idea and supporting details of a text read aloud.	L.3.1.A: I can explain the function of adjectives in particular sentences.	RF.3.3: I can apply grade-level phonics and word analysis skills in decoding words.

1 Week	Rooted in Reading January Unit	RL.3: I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	SL.3: I can ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	L.3.1.G: I can form and use comparative and superlative adjectives and choose between them depending on what is to be modified.	RF.3.4: I can read with sufficient accuracy and fluency to support comprehension.
		RL.3.2: I can recount stories, including fables, folktales, and myths, from diverse cultures; determine the central message, and explain how it is conveyed	SL.6: I can speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		RF.3.A: I can identify and understand the meaning of common prefixes.

**Vocabulary:** Inuit, fend, depend, pleading, spare, bitterly, blubber, custom, provider, sleek

**Red Words:** beauty, eye, false, pick

Date	Story/ Poems	Literature Skills	Speaking & Listening Skills	Language Skills	Phonics and Fluency
1/27- 2/21	Dear Mr. Henshaw (Cleary)	RI.1: I can ask and answer questions to demonstrate understanding of a text, referring to the text for the answers.	SL.2: I can determine the main idea and supporting details of a text read aloud.	L.1.F: I can ensure subject-verb and pronoun-antecedent agreement.	RF.3.3: I can apply grade-level phonics and word analysis skills in decoding words.
4 Weeks		RI.2: I can determine the main idea of a text, recount the key details, and explain how they support the main idea.	SL.3: I can ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	L.2.E: I can use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.	RF.3.3.C: I can decode multisyllable words.

		RI.3: I can Describe the relationship between a series of historical events, using language that pertains to time, sequence, and cause/effect.	SL.6: I can speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.2.F: I can use spelling patterns and generalizations in writing words.	RF.3.4: I can read with sufficient accuracy and fluency to support comprehension.
		RI.6: I can distinguish their own point of view from that of the author of a text.		L.4.A: I can use sentence-level context as a clue to the meaning of a word or phrase.	RF.3.4.A: I can read grade-level text with purpose and understanding.
		RI.7: I can use information gained from illustrations and the words in a text to demonstrate understanding of the text.		L.4.D: I can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	RF.3.4.B: I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
		RI.8: I can describe the logical connection between particular sentences and paragraphs in a text			RF.3.4.C: I can use context to confirm or self-correct word recognition and understanding.
		RI.9: I can compare and contrast the most important points and key details presented in two texts on the same topic.			

		RI.10: By the end of the year, I can read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.			
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

**Vocabulary:**

**Red Words:** bring, clean, fall, fruit, long, marry, myself, never, small, soft, study, warm, women, woman

<b>Date</b>	<b>Story/ Poems</b>	<b>Literature Skills</b>	<b>Speaking &amp; Listening Skills</b>	<b>Language Skills</b>	<b>Phonics and Fluency</b>
2/24- 3/13	Flat Stanley by Jeff Brown	RL.1: I can ask and answer questions to demonstrate understanding of a text, referring to the text for the answers.	SL.2: I can determine the main idea and supporting details of a text read aloud.	L.2.A: I can capitalize appropriate words in titles.	RF.3.3: I can apply grade-level phonics and word analysis skills in decoding words.
3 Weeks		RL.3: I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	SL.3: I can ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	L.2.B: I can use commas in addresses.	RF3.C: I can decode multisyllable words.

		RL.6: I can distinguish my own point of view from that of the narrator or those of the characters.	SL.6: I can speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.2.D: I can form and use possessives.	RF.3.4: I can read with sufficient accuracy and fluency to support comprehension.
		RL.7: I can explain how specific aspects of an illustration contribute to what is conveyed by the words in a story.			RF.4.C: I can use context to confirm or self correct word recognition and understanding, rereading as necessary.

**Vocabulary:** tailor, parcel, gloomy, bulged, limber, spool, sash, rummage

**Red Words:** absence, biscuit, bouquet, bruise, calf, canoe, cordial, debt, exhaust

Date	Story/ Poems	Literature Skills	Speaking & Listening Skills	Language Skills	Phonics and Fluency
3/16- 3/20	Hoop Genius by John Coy	RI.1: I can ask and answer questions to demonstrate understanding of a text, referring to the text for the answers.	SL.1: I can engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts.	L.3.1: I can demonstrate command of the conventions of standard English grammar and usage when writing and speaking,	RF.3.3: I can apply grade-level phonics and word analysis skills in decoding words.

I Week	Rooted in Reading March Unit	RI.3: I can Describe the relationship between a series of historical events, using language that pertains to time, sequence, and cause/effect.	SL.1.B: I can follow agreed upon rules for discussions.	L.1.D: I can form and use regular and irregular verbs.	RF.3.3.C: I can decode multisyllable words.
		RI.6: I can distinguish their own point of view from that of the author of a text.	SL.6: I can speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.1.B: I can form and use regular and irregular plural nouns.	RF.3.3.D: I can read grade-appropriate irregularly spelled words.
		RI.5: I can use text features and search tools to locate information relevant to a given topic efficiently.		L.3.1.C: I can use abstract nouns.	RF.3.4.C: I can use context to confirm or self-correct word recognition and understanding.
		(Nonfiction Text Features and Fact and Opinion)		L.3.1.F: I can use subject-verb and pronoun-antecedent agreement.	

**Vocabulary:** halt, desperation, accuracy, foul, launch, eager, arcing, invent, opponent, avoid

**Red Words:** foreign, height, iron

<b>Date</b>	<b>Story/ Poems</b>	<b>Literature Skills</b>	<b>Speaking &amp; Listening Skills</b>	<b>Language Skills</b>	<b>Phonics and Fluency</b>

3/23-3/27	The Albertosaurus Mystery	RI.1: I can ask and answer questions to demonstrate understanding of a text, referring to the text for the answers.	SL.2: I can determine the main idea and supporting details of a text read aloud.	L.3: I can use knowledge of language and its conventions when writing, speaking, and listening.	RF.3.3: I can apply grade-level phonics and word analysis skills in decoding words.
1 Week	Journeys Book 2	RI.3: I can Describe the relationship between a series of historical events, using language that pertains to time, sequence, and cause/effect.	SL.3: I can ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	L.3.B: I can recognize the differences between the conventions of written and spoken English.	RF.3.4: I can read with sufficient accuracy and fluency to support comprehension.
		RI.6: I can distinguish their own point of view from that of the author of a text.	SL.6: I can speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	L.4.C: I can use a known root word to determine the meaning of an unknown work with the same root.	RF.3.4.C: I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		RI.7: I can use information gained from illustrations and the words in a text to demonstrate understanding of the text.		L.6: I can acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships	

		RI.10: By the end of the year, I can read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.			
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

**Vocabulary:** fossils, clues, remains, prove, evidence, skeletons, uncovering, buried, fierce, location

**Red Words:** leisure, length, muscle

<b>Date</b>	<b>Story/ Poems</b>	<b>Literature Skills</b>	<b>Speaking &amp; Listening Skills</b>	<b>Language Skills</b>	<b>Phonics and Fluency</b>
3/30- 4/3	AIR Test Prep Boot Camp	Review All Standards	Review All Standards	Review All Standards	Review All Standards
<b>Date</b>	<b>Story/ Poems</b>	<b>Literature Skills</b>	<b>Speaking &amp; Listening Skills</b>	<b>Language Skills</b>	<b>Phonics and Fluency</b>
4/20- 5/15	Because of Winn Dixie (DiCamillo)	RL.1: I can ask and answer questions to show my understanding of a text.	SL.1.B: I can follow the rules for discussions.	L.4.b: I can determine the meaning of the new word formed when a known affix is added to a known word.	RF.3: I can apply grade-level phonics and word analysis skills in decoding words.

3 Weeks		RL.3: I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	SL.1.C: I can ask questions to check my understanding of the information presented, stay on topic, and link comments.	L.4.d: I can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	RF.3.A: I can identify and understand the meaning of common prefixes.
		RL.6: I can distinguish my own point of view from that of a narrator or character.	SL.1.D: I can explain my own ideas and understandings in a discussion.	L.5: I can demonstrate understanding of figurative language, word relationships and nuances in word meanings.	RF.3.d: I can read grade-appropriate irregularly spelled words.
		RI.10: By the end of the year, I can read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.	SL.2: I can determine the main idea and supporting details of a text read aloud.	L.6: I can acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships	RF.3.4: I can read with sufficient accuracy and fluency to support comprehension.
			SL.4: I can report on a topic or text with appropriate facts and relevant information, speaking clearly at an understandable pace. (Wax Museum)		RF.3.4.A: I can read grade-level text with purpose and understanding.

			SL.5: I can create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize certain facts. (Wax Museum)		RF.4: I can comprehend with accuracy and fluency.
--	--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------

**Vocab:** produce, relieved, skidding, prideful, crinkly, pathological, ignorant, abiding, sensation, melancholy, convinced, memorized

**Red Words:** ocean, promise, restaurant, rhythm, scissors, soldier, stomach, vacuum, width







































