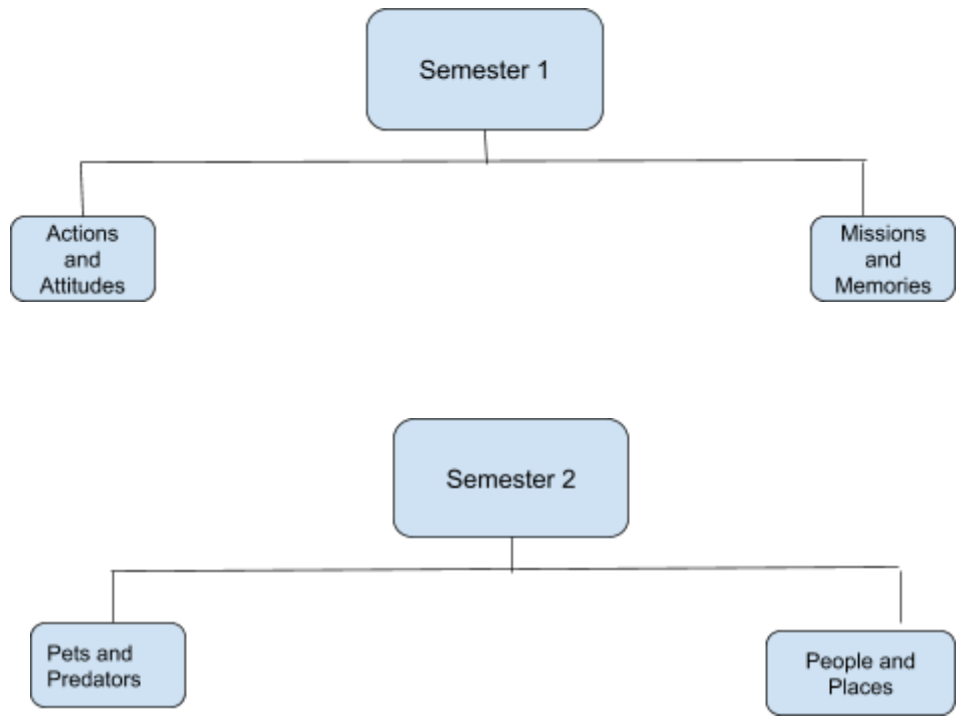


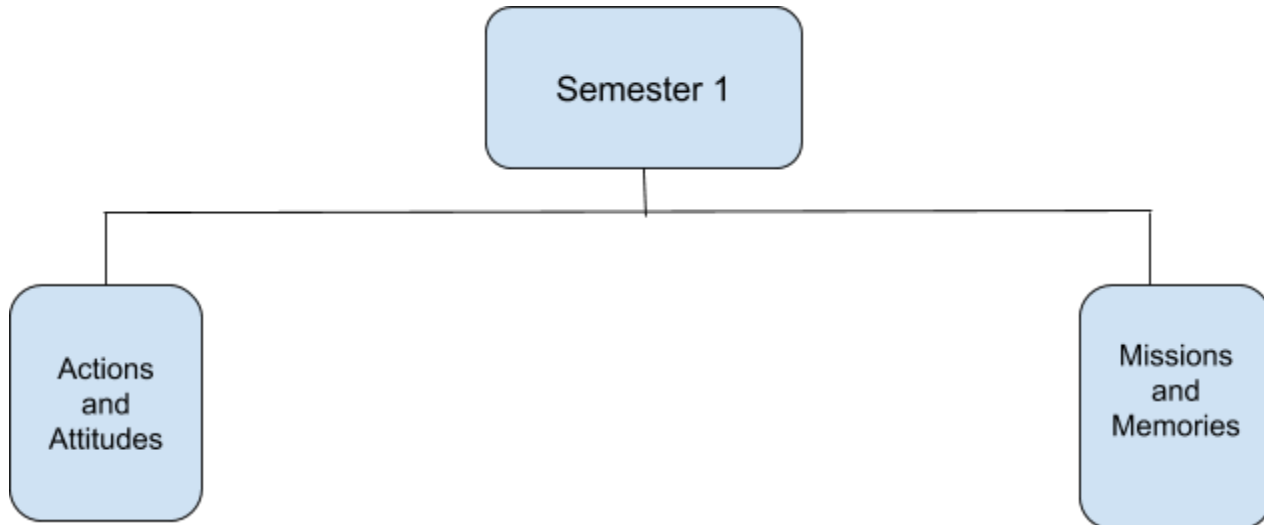


Ridgefield Christian School





Ridgefield Christian School



| Semester 1: Units/Content Studied | |
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| Actions and Attitudes | Memories and Missions |
| 9 Weeks | 9 Weeks |
| 1.1 "Welcome to Reading 3"- Predict the themes of the units in the Student Text 3 A based on the titles of unit opener pages. Find a story in the Student text using contents. Find unknown words in the Student Text using the Glossary. Demonstrate current reading skills. | 2.1 "Danger on the Mountain"- Identify important elements in a story's plot. Identify the setting and characters at the beginning of the story. Draw and support conclusions with evidence from the text. Identify the problem that happens in the middle of a story. Predict the solution to a problem. Identify how the author solves the problem at the end of a story. Discuss the lesson that the characters learn. Reread the story aloud. Reading dialog to portray the characters. Plan and write a story including the setting, characters, problem, and solution. Trusting God brings peace. God remains true to his promises. God answers prayer. |
| 1.2 "One of a Kind"- Identify the main character of a story. Infer A character's traits based on how he looks, what he says, what he does, and what he thinks. Explain how a character changes in a story. | 2.2 "Tent" and "Under the Tent of the Sky"- Listen to a poem for comprehension and enjoyment. Interpret a poet's use of imagery. Compare and contrast how two poets use the same image to describe different things. |
| 1.3 "Andre" and "We Thank Thee"- Listen to a poem for comprehension and enjoyment. Identify rhyming words in a poem. Reread poems aloud by participating in a choral reading. Use a model to write a four-line poem. Thankfulness to God. | 2.3 "A Ticket to the Circus"- Draw conclusions to identify a character's problem. Support conclusions with evidence from the story. Infer the attitude of a character. Evaluate a character's feelings based on biblical principles. Reread the story to provide supporting evidence for characters change. Identify irrelevant information. God has given each person special abilities to use for Him. Each person is wonderfully made by God. |
| 1.4 "The Spelling Window" - Infer a character's traits based on how he looks, what he says, what he does, and what he thinks. Compare and Contrast characters using a Venn Diagram. Recognize first-person point of view. Create an informal writing assignment. Be kind to others. We should show love to others. | 2.4 "Harriet Tubman"- Identify important details from a biography. Determine the main idea of a paragraph or article. Compare and contrast an historical person with a person in the Bible. Use features of a glossary: entry words, definitions, sample sentences, and word forms. Gold's plan may include suffering. |

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| <p>1.5 “Silent Communication” - Identify characteristics of informational text. Locate information using text features: section headings, bold words, and picture captions. Reread an article to determine the main idea. REcognize the main idea of a section in an article. Be kind to one another. Love others as much as you love yourself.</p> | <p>2.5 “A Song in the Night”- Identify the author’s use of asong to text to provide story clues. Evaluate a story title based on story content. Draw conclusions based on story details and historical context. Compare the details of a realistic fiction story to the historical content of a biography. Reread a story using punctuation and text clues to convey emotion and read expressively. Create an audio recording while rereading the text aloud.</p> |
| <p>1.6 “Alex, the Drummer Boy”- Define historical fiction. Identify problems and solutions in a story. Infer a character’s traits based on how he looks, what he says, and what he does. Recognize and Show God’s sacrificial love. Trust in God’s comforting presence. Trust God’s promises in times of trouble.</p> | <p>2.6 Book Activity: Paper Sandwiches- Enjoy recreational reading. Choose a book on the student’s independent reading level. Create a simple book activity: a paper sandwich. Demonstrate mastery of reading skills.</p> |
| <p>1.7 “Encyclopedia Brown” - Identify characters of a mystery. Use whata character looks like, what he says, and what he does to solve a mystery. Draw conclusions based on clues. Locate Encyclopedia Brown books in a library. Reread a story aloud to convey meaning and emotion. Identify relevant information. Show love to God by showing love to others. Trust God’s redeeming love.</p> | <p>2.7 “Mission over Mexico” - Predict the outcome of a story. Locate information from a point on a map using a compass rose. Recognize that God orders the lives of His people for His glory and their good. Verify predictions and explain outcomes. Determine the main idea of a paragraph. Identify the author’s purpose. Understand that God uses people’s skills and talents for His purpose. God uses our skills to reach others with the gospel. God orders the lives of His people for His glory and their good. We should remember God’s great love and goodness. Continually praise God’s name. God remains true to His promises. Tell others about God’s plan of salvation. Give to missions and pray for missionaries.</p> |
| <p>1.8“Two Crooks and Two Heros”- Identify the cast and features of a play. Read orally to portray characters in a play. Identify cause-and effect relationships. Give examples of words, names, and actions that show the author’s use of humor. Participate in the oral reading of a play. Create an audio recording while reading the story as a readers theater. Use features of a glossary: entry words, definitions, sample sentences, and word forms.</p> | <p>2.8 “Brave Bessie”- Identify problems and their solutions. Infer the motives and emotions of the characters. REcognize characteristics of a biography. Compare and Contrast two texts on a similar topic. Reread a story aloud. Understand the importance of setting in a story. Write about a favorite location.</p> |
| <p>1.9Book Activity: Postcard - Enjoy recreational reading. Choose a book on the students independent reading level. Create a simple Book Activity: a postcard.</p> | <p>2.9 Book Activity: Share Day- Share a book that has been read independently. Share a completed “Paper Sandwich” about the book read independently.</p> |

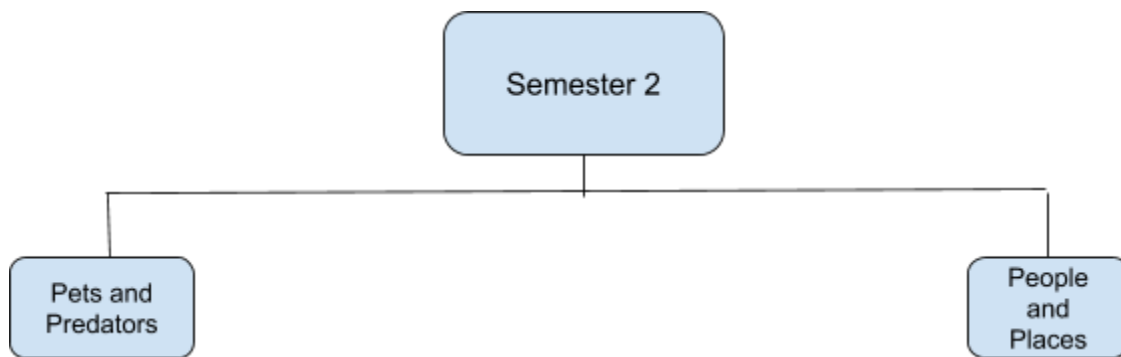
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| <p>1.10 “New Year in a New Land” - Identify words that describe the setting of a story. Infer a character’s traits based on how he looks, what he says, and what he does. Retell “New Year in a New Land” to a partner. Explain what you learned from the story. Trust in God’s help. Recognize Christ as the Messiah.</p> | <p>2.10 “Views from Space”- Interpret information presented on a timeline. Define the term worldview. Infer a person’s worldview from his speech and actions. Relate story content to a timeline. Contrast different worldviews. God is the creator. God’s greatness and glory are revealed in creations.</p> |
| <p>1.11 “The Trail West” - Infer a character’s traits based on how he looks, what he says, and what he does. Recall story details. Identify the setting of a story. Reread the story aloud. Identify the setting of a story aloud, using dialog to portray the character. Identify what happens at the beginning, middle, and end of a story. Give thanks to God. Glorify God as you work. Do things with energy and a happy, willing spirit. God cares for His creatures.</p> | <p>2.11 “An Instrument for God”- Infer a character’s attitude based on what he says and does. Explain how the main characters how God’s love to others. Evaluate the author’s choice of the story title. Compare characters from two different stories. Identify examples of cause-and-effect relationships in the stories. Cast your cares on the Lord through prayer. Show love to others through actions. Use your talents and possessions to serve God.</p> |
| <p>1.12 Book Activity: Share Day- Share a book that has been read independently. Share a completed postcard about the book read independently.</p> | <p>2.12 “Lazarus”- Identify the cast and features of a play. Recognize and discuss cause-and effect relationships. Explain how the Bible account supports the stated purpose (John 20:31). Participate in a play. Jesus made the resurrection possible. The Bible was written so we can learn about Christ and put our trust in Him. By believing in Jesus, we can have eternal life.</p> |
| <p>1.13 “David Livingstone: Man of Determination”- Identify characteristics of a biography. Compare and contrast oneself with the main character. Infer a character’s attitudes based on what he says and does. Understand and explain the gospel of Jesus Christ and affirm the importance of sharing it with others. Infer a person’s character based on what he says and what he does. Use self-control and be slow to anger. Trust in Jesus for salvation. Share the gospel with others.</p> | <p>2.13 “Joy Comes to Bethany”- Distinguish the point of view from which a story is told. Compare and contrast 2 versions of the same story. Rewrite a story from a different point of view. Jesus is the Son of God.</p> |
| <p>1.14 “Gideon”- Determine the main character of a story. Identify the setting of a story. Recognize cause- and effect relationships. Personally apply biblical truth. Identify and use the features of a glossary: entry word, definitions, sample sentence, syllable division, and word forms. Recognize the power of God. Rust in God’s power.</p> | <p>2.14 “The Firefighter’s Thanksgiving”- Identify the author’s purpose. Recognize the structure of a narrative poem by identifying the repeated words. Listen to narrative poetry for comprehension and enjoyment. RERead the narrative poem aloud. Respond to reading by planning and writing a thank you note.</p> |

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| <p>1.15 "Ira's Battle"- Recognize that the same story can be told from different points of view. Recognize changes in the main character. Evaluate the meaning of a story title. Reread to compare two versions of the same story. Distinguish fact from fiction in a biblical fiction story. God reveals Himself to man. Recognize God's Word as truth.</p> | <p>2.15 "Chickadee Winter"- Identify and categorize the author's use of descriptive sensory words. Identify the point of view from which the story is told. Infer a character's attitudes based on what he says. Identify the author's use of similes. Recognize changes in a story haracer. REREad portions of a story aloud that show the author's use of imagery.</p> |
| <p>1.16 Journal: Setting- Enjoy and respond to recreational reading. Choose a book on the student's independent reading level. Respond to reading through setting.</p> | <p>2.16 Journal: Characters- Enjoy and respond to recreational reading. Choose a book on the student's independent level. Respond to reading through character details. Introduce mastery of reading skills.</p> |

| Semester 1: Standards by Unit | |
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| Actions and Attitudes | Missions and Memories |
| 9 Weeks | 9 Weeks |
| RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.6 RL.3.7 RL.3.8 RL.3.9 RL.3.10 RF.3.1 RF.3.2 RF.3.3 RF.3.4 | RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.6 RL.3.7 RL.3.8 RL.3.9 RL.3.10 RF.3.1 RF.3.2 RF.3.3 RF.3.4 |



Ridgefield Christian School



| Semester 2: Units and Sections | |
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| Pets and Predators | People and Places |
| 10 Weeks | 10 Weeks |
| <p>3.1 “The Quest of the Dudley Deer Mouse” Identify traits of characters. Identify and explain the author’s purpose: to entertain. Predict story events. Interpret illustrations and explain how they add meaning to the story. Identify a problem and solution. Recognize the difference between realistic fiction and fantasy. Trusting God brings peace. God remains true to His promises. God answers prayers.</p> | <p>4.1 “Music in Your Heart” Sequence events using time-ordered words. Identify the main characters and the lesson that he learns. Identify multiple meanings of words. Connect the main lesson of the stories to biblical teaching and make real-life applications. Demonstrate understanding of a story by labeling a diagram. Do everything for the glory of God. Be a good steward. Be diligent and hard-working. God gives courage to do the right thing.</p> |
| <p>3.2 “The Beast of the Desert” Recognize characters of realistic fiction. Define words with multiple meanings. Compare and contrast ways to do similar tasks. Identify and use the features of a glossary: word forms, entry words. Reread the story to find details on how to train a camel. Plan and write a how-to article. Do everything with energy and a joyful spirit.</p> | <p>4.2 “The Amazing Mozart” Identify the main idea of a paragraph. Identify details that support the main idea. Complete a character web. Complete a character web and explain how it helps organize information. Identify details that support the main idea. Identify characteristics of a biography. Identify and use glossary features: guide words, entry words, syllables, definitions, sample sentences, and word forms. Reread the biography for details. Search online for additional biographical details. Write a biography including facts and details about a real person. Identify keywords for internet searching. God knows every detail concerning us. Any of man's ability to do good comes from God. Use your talents to bring glory to God.</p> |
| <p>3.3 “A Snake in the House”- Identify cause-and- effect relationships. Predict outcomes and verify predictions. Infer character emotion. God Designed each creature with unique characteristics. God created all things for good.</p> | <p>4.3 “The Secret Pony” Infer details about characters from information presented on a family tree. Infer the motives and emotions of the main character. Infer the motive</p> |
| <p>3.4 “Just Plain Snaky”- Identify supporting information from the article. Identify and explain the author’s purpose to persuade. Compare and Contrast a story and an article about the same topic. Reread the article to identify details that support the main idea. Plan a paragraph with 3 details that support the main idea.</p> | <p>4.4 “Phillis Wheatley: Slave Girl of Old Boston” - Identify characteristics of a biography. Ask who, what, where, and when questions to find important information in a biography. Recall facts and details about a biography. Infer facts and details about a biography. Explain the importance of the gospel in a person’s life. Reread a</p> |

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| | <p>biography to find specific dates. Create a timeline of important events.</p> |
| <p>3.5 “Slithery, Slidery, Scaly Old Snake”, “Sunning”, and “Camels, Coyotes & Cobras” - Listen to a poem for comprehension and enjoyment. Identify rhyme, alliteration, and rhythm in poetry.</p> | <p>4.5 “A Dark Night”- Identify the setting. Identify the features and the cast of characters of a drama. Ask, who, what, when, where, and when questions to find important information in a historical drama. Identify cause-and- effect relationships. Read orally to portray characters in a drama. Identify and use Glossary features: guide words, entity words, syllables, definitions, sample sentences, and word forms. Reread a play using punctuation and context clues to convey emotion and to read expressively. Create an audio recording while rereading the play as a readers theater.</p> |
| <p>3.6 “The Greedy Dog”- Infer a moral of a fable. Support conclusions with evidence from the story. Be thankful and content with what you have.</p> | <p>4.6 “Sally Ann Thunder Ann Whirlwind Crockett”- Identify exaggeration in tall tales. Explain how the setting affects the problems that the main character has to solve in the story. Listen to a tall tale for comprehension and enjoyment. RERead the story aloud, locate problems and solutions. Plan and write a tall tale.</p> |
| <p>3.7 Book Activity” Book Jacket- Enjoy recreational reading. Choose a book on the student’s independent reading level. Create a simple Book Activity: a book jacket. Demonstrate mastery of reading skills.</p> | <p>4.7 Book Activity- Book in a Box- Enjoy recreational reading. Choose a book on the student’s independent reading level. Create a simple Book Activity: a book in a box. Demonstrate mastery of reading skills.</p> |
| <p>3.8 “Fremont’s Frog Farm” Identify story elements: character, setting, problem, and solution. Infer a main idea. Identify additional solutions. INfer a character treaties based on the character’s actions. Create a story elements booklet and use it to retell the story to a partner. Identify and use the features of a glossary: wired forms and entry wod. Show love to others by what you say and do. Be diligent in your work.</p> | <p>4.8 “Captive Treasure”- Recognize a historical fiction. Explain how a diagram helps clarify and enhance the story. Describe character and setting details. Infer a character’s beliefs from what he says and what he does. Compare and contrast the point of view (beliefs) or characters. Connect the main lesson of the story to a biblical teaching and make real-life applications. Reread the story aloud to identify the important event from each part. John 3:16, Psalm 62: 5-7, and Proverbs 9:10 teach about spiritual life, protection, and wisdom. The Holy Spirit. Can bring verses to mind when you need them. Take your prayer request to the Lord. Nothing can separate us from the love of God. We show our love to others by how we treat them. The Bible is powerful, and it teaches people what is true. Chrit’s help is available to those who trust in Him. God is the source of our power as believers.</p> |
| <p>3.9 “For Sale” - Determine the author’s purpose. Explain the relationship between important ideas in an article. Evaluate persuasive</p> | <p>4.9 Book Activity: Share day. Share a book that has been independently read. Sharea completed Book in a Box based on the</p> |

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| <p>writing. Reread the article and identify elements of a good advertisement. Interpret information displayed in a circle graph. Write a persuasive advertisement. Honor God with your words.</p> | <p>book read independently.</p> |
| <p>3.10 Share Day- Share a book that has been read independently. Share a completed book jacket about the book read independently.</p> | <p>4.10 “A Gift for Uncle Tom” Recognize realistic fiction. Identify cause and effect relationships. Infer qualities of a story character based on what he does, what he says, and what he thinks. Make and verify predictions. Be a dependable worker.</p> |
| <p>3.11 “The Spider and the Fly”- Listen to narrative poetry for comprehension and enjoyment. Explain how illustrations add meaning to the poem. Connect the main lesson of the poem to the biblical teacher and make real-life applications. God will not tempt you, neither will He allow you to be tempted about what you are able to handle. All praise belongs to God. Wrong choices have consequences.</p> | <p>4.11 “Friends of the Prairie” - Organize prior knowledge, reading goals, and new information with a K-W-L Chart. Identify the author’s purpose: to inform. Explain how diagrams and picture captions help clarify and enhance the article. God cares for His people.</p> |
| <p>3.12 “A Curtain of Spun Silver” - Identify information on a map using a map key and compass rose. Identify the main purpose of the story. Connect the main lesson of the story to biblical teaching and make real-life applications. Love and pray for your enemies. Trust in God when you are afraid. Christ’s provision of peace. God’s use of creation for His purposes.</p> | <p>4.12 “The Diary of George Shannon”- Identify the important words in a diary entry. Determine the main idea of a diary entry. Recognize historical fiction. Explain how a map helps clarify and enhance the story. Sequence important events in a story. Reread the diary to find details. We should show golden love to others. God will not forsake His people. God protects and strengthens the believer. Faithful servants must set goals for their work.</p> |
| <p>3.13 “The Web Weavers”- Sequence events using time-order words. Explain how the diagrams help clarify and enhance the article. Connect the main lesson of the story to biblical teaching and make real-life applications. Reread the articles for details identifying web address information. Choose reliable websites while searching for related information online. Write a paragraph contrasting two related ideas. God designed each creature with unique characteristics. God Created all things for good. God is the Master Creator as seen in nature.</p> | <p>4.13 “Wynken, Blynken and Nod” and “Lullaby”- Interpret an author’s use of imagery and recognize mood. Compare and Contrast two authors’ use of imagery. Listen to a poem for comprehension and enjoyment. God’s love of beauty is seen in creation. God’s creation helps us to understand other concepts. (imagery)</p> |
| <p>3.14 “Up in the Air” Interpret information presented on a timeline. Identify cause- and effect relationships. Determine the main idea of an article.</p> | <p>4.14 “Beautiful Feet”- Compare and Contrast 2 characters in a story. Infer character emotion. Predict character response. Recognize the sovereignty of God. Recognize the gospel of Jesus Christ and the importance of sharing this truth with others. Connect the main lesson</p> |

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| | <p>of the story to biblical teaching and make real-life applications. Retell the story to a friend. Explain the gospel to a friend. God promises to direct the lives of those who trust in Him. It is important to trust Christ for eternal salvation Christ's final command was to take the Word of God to all nations. God has given us special abilities to use for Him. We should show our lives to others by our words and actions and by telling them about God's love and His plan for salvation. God has given us special abilities to use for Him. Explain the Gospel to a friend.</p> |
| <p>3.15 "Mice of the Westing Wind" Identify problems and solutions. Infer the author's meaning. Make predictions. Relate the story to personal experience. Verify the outcome of predictions. Explain the difference between realistic fiction and fantasy. Explain how details in two different stories relate to one another. Identify important events and main ideas. Create a storyboard and retell the story to a partner. Create an audio recording while rereading portions of the story aloud.</p> | <p>4.15 "Philippi" -Infer the main lesson taught in a Bible account through character dialog and key events. Apply biblical truth. Sequence events in a Bible account. The Bible condemns fortune telling. Evil spirits cannot live in a person who has put his trust in Christ.</p> |
| <p>3.16 "God Provides" Locate the setting of the story on a map. Infer the main lesson taught in a Bible account through character dialog and key events. God orders the lives of His people for His glory and their good.</p> | <p>4.16 "Saved" -Identify and explain cause- and effect relationships. Determine the main character of a story. Infer qualities of a story character based on how he looks, what he says, and what he does. Recognize that the same story can be told from different points of view. Compare and contrast 2 versions of the same story. Distinguish fact from fiction in a biblical fiction story. All people are sinners and need to repent of their sin and put their trust in Christ. Baptism is the outward symbol of identification with Christ and with others who trust in Him.</p> |
| <p>3.17 "A Widow Helps Elijah"- Compare and Contrast 2 versions of the same story. Distinguish fact from fiction in a biblical fiction story. Infer the main lesson taught in a biblical fiction story through character dialog and key events. Infer qualities of a story character based on how he looks, what he says, and what he does.</p> | |
| <p>3.18 Journal- Plot- Enjoy and respond to recreational reading. Choose a book on the student's independent reading level. Respond to reading through plot. Demonstrate mastery of reading skills.</p> | |

Semester 2: Standards by Unit

| Pets and Predators | People and Places | | | |
|--------------------|-------------------|----------------------|----------------------|----------------------|
| 9 Weeks | 9 Week | (Time spent on this) | (Time spent on this) | (Time spent on this) |
| RL.3.1 | RL.3.1 | | | |
| RL.3.2 | RL.3.2 | | | |
| RL.3.3 | RL.3.3 | | | |
| RL.3.4 | RL.3.4 | | | |
| RL.3.5 | RL.3.5 | | | |
| RL.3.6 | RL.3.6 | | | |
| RL.3.7 | RL.3.7 | | | |
| RL.3.8 | RL.3.8 | | | |
| RL.3.9 | RL.3.9 | | | |
| RL.3.10 | RL.3.10 | | | |
| RF.3.1 | RF.3.1 | | | |
| RF.3.2 | RF.3.2 | | | |
| RF.3.3 | RF.3.3 | | | |
| RF.3.4 | RF.3.4 | | | |
| RI.3.1 | RI.3.1 | | | |
| RI.3.2 | RI.3.2 | | | |
| RI.3.3 | RI.3.3 | | | |
| RI.3.4 | RI.3.4 | | | |
| RI.3.5 | RI.3.5 | | | |
| RI.3.6 | RI.3.6 | | | |
| RI.3.7 | RI.3.7 | | | |
| RI.3.8 | RI.3.8 | | | |
| RI.3.9 | RI.3.9 | | | |
| RI.3.10 | RI.3.10 | | | |