

# Curriculum: Reading/Language Arts

Student name: Sam Rivera

Student application ID#: (add in ClassWallet if requested)

Grade: 3rd grade

Subject / course of study: Reading/Language Arts

Dates: start to end of school year (8 weeks)

Schedule and hours: Mon-Fri, about 30-45 minutes per day; about 3.1 hours per week, about 25 hours total

Standards alignment: Arizona English Language Arts Standards (Reading Literature, Reading Informational Text, Foundational Skills, Speaking & Listening) (described generally)

## Course overview

Builds grade-level reading fluency, comprehension and vocabulary. The student reads the listed books with guided support, discusses them, and responds orally and in writing.

## Learning objectives

- Read grade-level text with accuracy, appropriate rate and expression (AZ ELA Foundational Skills: fluency).
- Ask and answer questions, determine the main idea and recount key details (AZ ELA Reading Literature / Informational Text).
- Describe characters, their traits and how their actions affect events.
- Determine the meaning of words and phrases using context clues and word parts (AZ ELA Language: vocabulary).
- Write and speak about what is read, supporting answers with details from the text.

## Scope and sequence

Week 1: Reading routines, baseline fluency and goal setting

Week 2: Decoding, word study and fluency practice

Week 3: Characters, setting and plot (story elements)

Week 4: Main idea, key details and summarizing

Week 5: Vocabulary and context clues

Week 6: Making inferences and connections

Week 7: Author's purpose and informational text

Week 8: Review, written response and reassessment

## Method of teaching, lesson plans and activities

- Guided reading of the listed books with tutor or parent (20-30 min per session); student reads aloud, adult models and corrects.
- Phonics / word-study warm-up and repeated reading of short passages for fluency.
- Chapter discussion questions (who, what, why, how) and "evidence hunts" in the text.
- Vocabulary log: new words, meaning from context, used in a sentence.
- Weekly written or oral response: summary, character sketch or opinion with reasons.

## Required supplemental materials (needed to reach the objectives above, within this scope and sequence)

- Reading tutoring

## Assessment and progress monitoring

- Oral reading fluency check (words correct per minute) at start, middle and end.
- Comprehension questions after each chapter or session; tutor session notes.
- Weekly written/oral responses scored with a simple rubric (ideas, evidence, conventions).
- Running reading log of titles, pages and minutes.

## Accommodations and notes

Lessons are paced to the student; extra review is given where needed. Breaks, read-aloud support and hands-on options are used as appropriate. Parent reviews progress weekly.

Services listed were already received at the time of this request.

Prepared by the parent with ESAHelper on 10/20/2026. Parent-prepared curriculum following the State Board curriculum template elements (ESA Parent Handbook). ADE makes the final decision.