

Unit 2 3rd Grade Reading/Language Arts

Content Area: **Language Arts**
Course(s): **Language Arts 3, Language Arts 5, Generic Course**
Time Period: **Marking Period 1**
Length: **Oct/Nov/Dec**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

CCSS.ELA-Literacy.L.3.1.a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
CCSS.ELA-Literacy.L.3.1.b	Form and use regular and irregular plural nouns.
CCSS.ELA-Literacy.L.3.1.c	Use abstract nouns (e.g., childhood).
CCSS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCSS.ELA-Literacy.L.3.2.f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
CCSS.ELA-Literacy.L.3.2.g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CCSS.ELA-Literacy.RF.3.3.a	Identify and know the meaning of the most common prefixes and derivational suffixes.
CCSS.ELA-Literacy.RF.3.3.c	Decode multisyllable words.
CCSS.ELA-Literacy.RF.3.3.d	Read grade-appropriate irregularly spelled words.
CCSS.ELA-Literacy.RF.3.4.a	Read grade-level text with purpose and understanding.
CCSS.ELA-Literacy.RF.3.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CCSS.ELA-Literacy.RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
CCSS.ELA-Literacy.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CCSS.ELA-Literacy.RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-Literacy.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.3.1.a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.3.1.b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
CCSS.ELA-Literacy.SL.3.1.c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
CCSS.ELA-Literacy.SL.3.1.d	Explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Questions

Please add your Essential Questions by clicking on the Lists tab above.

- How can distinguishing between fact and opinion help readers evaluate what they read, hear, view, and write?
- How can generating questions while reading help enhance comprehension of a story.
- How does a reader determine the author's purpose for writing.
- How does summarizing help a reader understand and remember what was read?
- What are the different types of nouns and how are they used in sentences.

Enduring Understanding

Please add your Enduring Understandings by clicking on the Lists tab above.

- A fact is a statement that can be proven. An opinion shows what a person or group believes, thinks or feels about something or someone. Signal words such as: I feel, I believe, the most, the best, and probably indicate an opinion. Readers must be able to distinguish between facts and opinions in order to better understand what they have read.
- A noun is a word that names a person, place or thing. Common nouns name any person, place or thing. Proper nouns name a special person, place, or thing and must be capitalized. Nouns can be singular or made plural by adding s, es or ies. Irregular plural nouns have a special plural form. Possessive nouns show ownership and are formed by adding apostrophe s or s apostrophe.
- An author writes to entertain, to inform, or to persuade. Knowing an author's purpose can help a reader evaluate and understand what they read. Identifying the genre of a story, finding examples of facts or opinions, and using illustrations and pictures can help a reader determine an author's purpose.
- Good readers ask questions such as: What is the main idea of the story? Who are the characters? What is the setting? What is the problem in the story? How will it be solved? What do I predict will happen next? Answering their questions as they read helps them better understand the story.

- To summarize a fiction story, readers identify the main character, setting, and the most important events from the beginning, middle and end in the order that they take place. Every detail is not added to a summary. This enhances comprehension and helps readers remember what they read.

Content

Students will be able to:

- generate questions while reading
- summarize important events in a play
- read accurately with good prosody
- identify problem and solution in fictional stories and plays
- identify antonyms
- apply knowledge of word meanings and context clues
- decode and spell words with the long e sound
- identify nouns as common or proper
- distinguish between fantasy and reality
- use the dictionary to find the right meaning of a word
- decode and spell words with /ch/
- use a spell singular and plural nouns correctly
- summarize informational texts
- distinguish between facts and opinions
- use context clues to figure out word meanings
- decode and spell words with th, ph, wh and sh
- identify and use irregular nouns correctly
- identify main idea and supporting details to summarize informational texts
- read accurately with correct pronunciation
- identify and use possessive nouns correctly
- summarize an article
- state the three purposes for writing
- identify an author's purpose for writing
- decode and spell words with /n/gn, kn; /r/ wr sounds
- combine sentences with nouns

Resources

Treasures Student book

Student on level practice book

Student beyond level practice book

Student Grammar workbooks

Student Spelling workbooks

Workstations Flipcharts

Reading Journals

ActivBoard Flipcharts

Leveled Readers