Unit 1 3rd Grade Reading/Language Arts

Content Area: **Language Arts**
Course(s): **Language Arts 5, Generic Course**
Time Period: **Marking Period 1**
Length: **September/October**
Status: **Published**

Established Goals/Standards

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

CCSS.ELA-Literacy.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
CCSS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
CCSS.ELA-Literacy.L.3.2.e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSS.ELA-Literacy.L.3.4.d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
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.b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
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.3.3	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.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

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.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 do you use summarizing to comprehend informational text?
- How will analyzing story structure, characters, and setting help you read and undertand a text.
- What is a sentence and what are the four types of sentences?

Enduring Understanding

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

- A sentence is a group of words that tells a complete thought. Its consists of a subject and predicate. A sentence can be identified as a statement, question, command, or exclamation.
- Identifying the main idea and supporting details and retelling the selection in their own words, enhances readers' comprehend of informational texts.
- Telling what happens at the beginning, middle, and end, and identifying the characters' traits and setting of the story, readres comprehend texts.

Content

Students will be able to:

- analyze story structure
- identify characters, setting, and plot
- read accurately and with good prosody
- apply knowledge of word meanings and context clues
- use the smaller words in a compound word to predict its meaning
- decode words with short vowels
- identify complete sentences, naming the subject and predicate
- identify statements, questions, exclamations, and commands
- identify a character's traits and use details from the story to support

- identify words in a sentence that provide clues to the meaning of an unfamiliar word
- decode words with the CVCe pattern
- summarize a paragraph
- identify the stated main idea and supporting details in a paragraph
- use a dictionary to find the meanings of words without context clues
- decode and spell words with the long a sound
- use main idea and supporting details to summarize a passage
- identify unstated main idea and supporting details in a paragraph
- read accurately with good tempo
- identify homophones and use correctly
- decode and spell words with the long o sound
- identify the problem or solution in a fictional text
- decode and spell words with the long i sound

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