

Unit 3 3rd Grade Reading/Language Arts

Content Area: **Generic Content Area**
Course(s): **Language Arts 3, Reading 3**
Time Period: **Marking Period 2**
Length: **Jan/Feb**
Status: **Published**

Established Goals/Standards

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

LA.3.CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.3.CCSS.ELA-Literacy.CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.3.CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
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.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.d	Form and use regular and irregular verbs.
CCSS.ELA-Literacy.L.3.1.e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
CCSS.ELA-Literacy.L.3.1.f	Ensure subject-verb and pronoun-antecedent agreement.
CCSS.ELA-Literacy.L.3.2.b	Use commas in addresses.
CCSS.ELA-Literacy.L.3.2.c	Use commas and quotation marks in dialogue.
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.3.4	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.3.5	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.3.8	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.3.3	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.

Essential Questions

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

- How can readers use the context of a sentence to develop understanding of word meaning?
- How does analyzing story structure, characters, and setting help you read and understand a text?
- How does identifying cause and effect and sequence in informational texts help readers better understand what they read?
- How does making inferences enhance a reader comprehend a story?
- What is a verb and how can verbs be used to change the tense of a story?

Enduring Understanding

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

- A verb is an action word. Verb tense can be changed by using inflectional endings, such as -s, -es, -ing, and -ed.
- Authors don't always tell readers exactly what is happening in the story. Good readers need to use story clues and what they already know to make predictions, visualize, and figure out what is missing in order to comprehend the story.
- Good readers use context clues and prior knowledge to understand the meaning of unknown words.
- Telling what happens at the beginning, middle, and end of a story, identifying the characters' traits and the setting of the story helps readers better understand the story.
- Writers often organize nonfiction texts using specific text structures. Good readers look for clues and signal words to determine cause and effect and sequence text structure. Identifying the authors text structures helps readers explain how or why something happens and retell events in order.

Content

Students will be able to

- use mental imagery
- make inferences
- blend and decode words with ar and or sounds
- apply knowledge of word meanings and context clues
- use the dictionary to find the appropriate meaning of a given word
- identify action verbs
- analyze story structure
- identify elements of plot and setting

- blend and decode words with ar
- identify and write present tense verbs
- identify cause and effect
- blend and decode words with ur
- identify and write past tense verbs
- use a dictionary to find homophones' meaning
- identify and use future tense verbs
- identify sequence
- blend and decode words with diphthong oi
- combine sentences with verbs

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