Unit 5 3rd Grade Reading/Language Arts

Content Area: **Reading**
Course(s): **Language Arts 3, Reading 3**
Time Period: **Marking Period 4**
Length: **May/June**
Status: **Published**

Established Goals/Standards

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

LA.3.CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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.f	Ensure subject-verb and pronoun-antecedent agreement.
CCSS.ELA-Literacy.L.3.2.d	Form and use possessives.
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.3.4.b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
CCSS.ELA-Literacy.L.3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
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.L.3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CCSS.ELA-Literacy.L.3.5.b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
CCSS.ELA-Literacy.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.
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.b	Decode words with common Latin 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.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.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
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.d	Explain their own ideas and understanding in light of the discussion.

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 can summarizing be used to increase comprehension?
- How does identifying an authors text structure help readers better understand informational text?
- What are pronouns and how can they be used to vary nouns in writing?
- Why is making and confirming predictions important to do as an active reader?

Enduring Understanding

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

- A pronoun is a word that takes the place of a noun. Writers can use pronouns in their writing to vary sentence structure.

- Good readers analyze information in a story and use inferencing to make and confirm predictions. When making predictions readers use story clues and what they know to tell what they think will happen next. This helps readers better understand the characters and enents.

- Good readers use context clues and prior knowledge to understand the meaning of unknown words.

- To summarize a fiction story readers identify the main character, setting, and the most imporant events from the beginning, middle, and end. This enhances comprehension and helps readers remember what they read.

- Writres organize nonfiction information using specific text structures. Good readers look for clues and

signal words to identify fact and opinion. Distinguishing between fact and opinion and enhances comprehension.

Content

The students will be able to:

- identify the sequence of events and summary ideas
- apply knowledge of word meanings and context clues
- identify compound words
- blend and decode words with qu
- identify pronouns
- identify cause and effect
- read with good prosody
- apply knowledge of word families
- blend and decode words with inflected endings
- identify subject and object pronouns
- identify facts and opinions
- apply knowledge of possessive nouns
- decode words with inflected endings with spelling change y to i
- use possessive pronouns correctly
- make inferneces about stories
- make and confirm predictions
- use context clues to figure out figurative language
- decode and spell two-syllable words witht he VC/CV pattern
- use pronoun-verb agreement correctly
- summarize information
- identify description text structure
- analyze and complete analogies
- decode multisyllable words with the V/CV or VC/V pattern
- use pronoun-verb contractions correctly

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