

# Unit 4 3rd Grade Reading/Language Arts

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

## Established Goals/Standards

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

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.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.f	Ensure subject-verb and pronoun-antecedent agreement.
CCSS.ELA-Literacy.L.3.1.g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
CCSS.ELA-Literacy.L.3.1.h	Use coordinating and subordinating conjunctions.
CCSS.ELA-Literacy.L.3.1.i	Produce simple, compound, and complex sentences.
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.L.3.2.d	Form and use possessives.
CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
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.3.5	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.3.7	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.3.8	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.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
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.3.4	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.3.7	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

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

- How can analyzing and making inferences about a character's actions and feelings help readers comprehend the story?
- How can drawing conclusions help readers enhance comprehension?
- How can identifying text structure in informational texts help readers better understand the text.
- How can readers use the context of a sentence to develop understanding of word meanings?
- How do readers determine the author's purpose for writing?
- What are the different types of verbs and their purpose?
- Why is making and confirming predictions important to do as an active reader?

## Enduring Understanding

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

- An author writes to entertain, inform, and persuade. Knowing the author's purpose for writing helps readers evaluate and understand what they read. Identifying the genre, finding examples of facts, and using information from the illustrations help readers determine the author's purpose for writing.
- Different types of verbs that can be found in sentences are be, do have verbs, linking verbs, main and helping verbs, and irregular verbs. Every sentence must have a verb in order to be a complete thought.
- Good readers analyze information in a story and use inferences to make and confirm predictions. When making predictions readers use clues and what they know to tell what will happen next. This helps readers better understand the characters and events.
- Good readers use context clues and prior knowledge to understand the meaning of unknown words.
- Readers can make inferences about characters and compare and contrast characters' actions and feelings while reader to enhance comprehension.

- Readers often use two or more story details and their own experiences to explain characters' actions or events to draw conclusions so they can come to a new understanding of the story.
- Writers organize nonfiction text using specific text structures. Good readers look for clues and signal words to identify the compare and contrast text structure. Identifying this text structure helps readers understand and remember nonfiction.

## **Content**

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The students will be able to:

- make inferences
- compare and contrast characters' actions
- read accurately with proper prosody
- apply knowledge of word meanings and context clues
- correctly identify and use idioms
- blend and decode words with the long o sound
- use and identify be, do, have verbs
- draw conclusions while reading
- read accurately with appropriate pauses
- use syntactic knowledge and a dictionary to find word meanings
- decode and blend words with the ou sound
- identify and use linking verbs
- identify the compare and contrast text structure
- decode and spell words with the soft c and g sound
- identify and use main and helping verbs
- evaluate the author's purpose
- recognize and decode homophones
- use and identify irregular verbs
- make and confirm predictions
- apply knowledge of comparative and superlative endings -er and -est
- decode and spell plurals correctly
- use contractions with not

## **Resources**

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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