

# Trimester 3 Reading

Content Area: **English Language Arts**  
Course(s): **English Language Arts 1**  
Time Period: **Trimester 3**  
Length: **16 weeks**  
Status: **Published**

## Unit Overview

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### Essential Questions

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#### Whole Group Novel

1. What are the different elements of the story? plot, setting, conflict, resolution, etc.
2. What is the genre of this novel?
3. What character traits do the main characters exhibit?
4. How can I relate to the characters and/or story?

#### Guided Reading

1. What strategies can I use if I do not understand a word in the text?
2. What strategies can I use to help sound out a word in the text?
3. What is the main idea of the text?
4. How can I use the text features to help with reading the text?

#### Whole Group Poetry

1. What are the different parts of a poem? (stanza, etc.)
2. What are the differences and similarities between types of poems? (diamante, rhyming, non-rhyming, etc.)

#### Whole Group Folktale/Fables/Myths

1. What is the lesson/moral/central message/theme of the story?

## Content

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### Whole Group Novel

Read and discuss the novel *Superfudge* by Judy Blume

### Guided Reading

Select nonfiction books based on reading levels.

Comprehension skills to work on

- Text to Text
- Text to Self
- Text to World
- Inferencing
- Questioning
- Visualizing
- Determining the main idea

### Whole Group Poetry

Read and discuss selections of different poems

### Whole Group Folktale/Fables/Myths

Read and discuss the lesson/moral/central message/them of a folktale/fable/myth

## Skills

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- Recognize elements of a story
- Recognize character traits
- Recognize different genres
- Identify main idea
- Make connections to text
- Make inferences
- Determine the meaning of unfamiliar words
- Read for meaning
- Read/listen to novel and discuss
- Reread for understanding
- Identify text features
- Use table of contents, glossary
- Refer back to reading to answer questions
- Identify different parts of a poem

- Identify different types of poems
- Identify the lesson/moral/central message/theme of a folktale/fable/myth

## **Assessments**

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### Whole Group Novel

1. Completed packet
2. Chapter quizzes
3. Completed project
4. Teacher observations
5. Student participation
6. Working with partners

### Guided Reading

1. Completed packets
2. Group participation
3. Oral reading-tone, mood, intonation, fluency
4. Reading with partners
5. Utilization of time wisely

### Whole Group Poetry

1. Group participation
2. Oral reading-tone, mood, intonation, fluency
3. Completed poem

### Whole Group Folktale/Fable/Myth

1. Group participation
2. Oral reading-tone, mood, intonation, fluency

3. Completed Venn diagram comparing two folktales/fables/myths

## **Lessons/Learning Scenarios**

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### Whole Group Novel

1. Introduce novel
2. Make predictions using cover and chapter titles
3. Introduce packet and expectations for completing packet
4. Identify genre
5. Identify story elements: plot, setting, conflict, resolution, etc
6. Discuss character traits and identify main character(s)
7. Discuss connections to self, text, world
8. Identify and discuss main idea

### Guided Reading

1. Introduce book
2. Introduce packet and expectations for completing packet
3. Set purpose for reading for group
4. Make inferences
5. Discuss connections to self, text, world
6. Identify and use strategies to help understand and sound out unfamiliar words
7. Identify the main idea
8. Utilize text features to help during reading

### Whole Group Poetry

1. Introduce different types of poems
2. Read different selections of poems
3. Create own poems

#### 4. Share poems with peers

### Whole Group Folktales/Fables/Myths

1. Introduce Folktale/Fable/Myth
2. Read different selections on a Folktale/Fable/Myth
3. Compare and contrast selections
4. Complete Venn diagram on selections

## Standards

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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.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.3.3	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.3.9	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.3.4	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.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
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.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Resources

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### Whole Group Novel

1. *Superfudge* by Judy Blume
2. Packet

### Guided Reading

1. Leveled books
2. Packet

### Whole Group Poetry

1. Selection of poems
2. Poem templates

### Whole Group Folktale/Fable/Myth

1. Selection of Folktale/Fable/Myth

## 2. Venn diagram template