



Lowndes County
PUBLIC SCHOOLS

3rd Grade English Language Arts Curriculum Guide

Curriculum Overview

[The 2021 Alabama Course of Study: English Language Arts](#) provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades by requiring more attention to foundational reading, explicitly teaching comprehension skills for all text genres, and encouraging the development of advanced reading through increasing levels of complexity in literary and informational texts.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

3rd Grade Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	Priority Standards	Supporting Standards
	3	UNIT 1: Classic Tales	3.1a, 3.2a, 3.8aij, 3.14e, 3.22d, 3.31, 3.32e, 3.38, 3.41, 3.41a	3.12, 3.16, 3.20, 3.27, R1, R2, R3, R4, R5
	3	UNIT 2: Animal Classifications	3.8f, 3.13, 3.13a, 3.15c, 3.19, 3.23ab, 3.26a, 3.30, 3.32c, 3.36c, 3.37, 3.38, 3.39, 3.40b	3.1, 3.2a, 3.3, 3.4, 3.8b, 3.10, 3.16, 3.17, 3.18, 3.19ab, 3.20, 3.21, 3.24a, 3.25b, 3.26a, 3.29, 3.32ad, 3.36b, 3.39, 3.40, 3.41
	3	UNIT 3: The Human Body: Systems and Senses	3.17, 3.36c, R9	3.18, 3.24, 3.25b, 3.31
	3	UNIT 4: Ancient Roman Civilizations	3.8c, 3.13, 3.15, 3.16, 3.17, 3.18, 3.19, 3.22, 3.23, 3.23abc, 3.26, 3.29, 3.32c, 3.35, 3.37, 3.39, 3.40b	3.2, 3.3, 3.4, 3.8d, 3.13, 3.20, 3.21, 3.24a, 3.25, 3.25ab, 3.27, 3.36c
	3	UNIT 5: Light and Sound	3.8cdf, 3.13, 3.14, 3.15c, 3.17, 3.18, 3.19, 3.19ab, 3.21, 3.23, 3.26a, 3.29, 3.32c, 3.34, 3.35, 3.36b, 3.40b	3.1, 3.2, 3.3, 3.8c, 3.10, 3.14e, 3.15d, 3.16, 3.20, 3.22a, 3.23a, 3.23b, 3.24a, 3.28
	2	UNIT 6: The Viking Age	3.2, 3.2a, 3.4, 3.5, 3.8dfi, 3.15ce, 3.17, 3.18, 3.19, 3.19b, 3.20, 3.21, 3.22, 3.22a, 3.23b, 3.26, 3.30, 3.32, 3.32cd, 3.36b, 3.37, 3.38, 3.41	3.8d, 3.10, 3.24a
		UNIT 7: Astronomy: Our Solar System and Beyond	3.3, 3.8, 3.8dj, 3.9, 3.10, 3.12, 3.13, 3.13a, 3.14, 3.14bc, 3.16, 3.17, 3.18, 3.19, 3.19b, 3.20, 3.21, 3.24, 3.26, 3.26ab, 3.29, 3.30, 3.32, 3.32d, 3.33, 3.34, 3.35, 3.36, 3.36b, 3.37, 3.38, 3.39, 3.10b, 3.41	3.1, 3.2a, 3.5, 3.13a, 3.14ae, 3.15ad, 3.16, 3.20, 3.27, 3.32ce, 3.36, 3.36c, 3.37a, 3.38c, 3.41a, 3.42
	3	UNIT 8: Native Americans: Regions and Cultures	3.1, 3.8cefjhj, 3.13a, 3.14, 3.15ace, 3.16, 3.18, 3.19, 3.19ab, 3.22, 3.22abd, 3.23, 3.23b, 3.24a, 3.26, 3.26a, 3.28, 3.32, 3.32d, 3.36c, 3.37, 3.39	3.2, 3.3, 3.4, 3.6, 3.9, 3.10, 3.13, 3.14abe, 3.16, 3.17, 3.20, 3.24, 3.40b
	3	UNIT 9: Early Explorations of North America	3.18, 3.21, 3.28, 3.35, 3.38	3.1a, 3.2a, 3.15, 3.19, 3.19b, 3.31, R9
	4	UNIT 10: Colonial America	3.19b, 3.40, 3.40ab, 3.42	3.1a, 3.2a, 3.15, R1, R9
	3	UNIT 11: Ecology	3.3, 3.19b	3.1a, 3.2a, 3.31, R9

UNIT 1: Classic Tales

DURATION: 3 weeks/ 15 days

CONTENT STANDARDS

PRIORITY STANDARDS

- **3.1a-Elaborate on responses in conversations and discussions. (Lesson4)**
- **3.2a-Use oral language for different purposes: to inform, to entertain, to persuade, to clarify and to respond. (Lesson 4)**
- **3.8a-Decode multisyllabic words with common syllable patterns, including open/closed (Lesson 4), vowel-r (Lesson 14), vowel-consonant-e(Lesson 4), vowel teams, consonant-le (Lesson 5), and odd or schwa syllables.**
- **3.8i-Decode and encode words with hard and soft c and g. (Lesson 11)**
- **3.8j-Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular. (Lesson 12)**
- **3.14e-Interpret figurative language. (Lesson 8)**
- **3.22d-Compare and contrast the themes, settings, and plots from two texts.**
- **3.31-Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.**
- **3.32e-Encode frequently confused homophones accurately, using context to determine correct spelling. Examples: hear/here; night/knight; tacks/tax**
- **3.38-Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.**
- **3.41-Use words and phrases in writing for effect and elaboration.**
- **3.41a-Use transition words and phrases for sentence variety.**

SUPPORTING STANDARDS

- R1-Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. (Lesson 1)
- R2-Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately. (Lesson 12)
- R3-Expand background knowledge and build vocabulary through discussion, reading and writing.
- R4-Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.
- R5-Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres
- 3.12-read high frequency words. (Lesson 10)
- 3.16-Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
- 3.20-Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters. Examples: reading for pleasure, application, or information; to identify a theme or an author’s purpose.
- 3.27-Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning. Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Elaboration (giving more details) strategies for conversations and discussions.		Comprehension		

	Expand their responses to others in conversations and discussions. For example use precise, descriptive language and build upon previously expressed ideas.	Application		
Oral language is used for different purposes. Oral language can be used to inform about a topic, to provide an entertaining story, to persuade someone about a particular opinion, to further explain a topic, or to respond to someone else's ideas.		Knowledge		
	Use their listening and speaking skills to inform an audience about a topic. Use their listening and speaking skills to entertain an audience. Use their listening and speaking skills to further explain information or provide additional details. Use their listening and speaking skills to respond to others' ideas or questions. Use their listening and speaking skills to persuade an audience about a particular opinion.	Application		
Accurately decoding multisyllabic words requires knowledge of common syllable types. Syllable patterns are principles that help divide words into parts with one vowel sound that can be easily decoded.		Knowledge		
	Decode words with more than one syllable using their knowledge of common syllable types: open, closed, vowel-r, vowel-consonant-e, vowel teams, consonant-le, odd, and schwa.	Application		
The hard sound of c is /k/. The soft sound of c is /s/. The hard sound of g is /g/. The soft sound of g is /j/.		Knowledge		

<p>The spelling generalizations associated with hard and soft c and g</p>				
	<p>Decode and encode words with the hard and soft c. Decode and encode words with the hard and soft g.</p>	<p>Application</p>		
<p>Grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences. Grade-appropriate high frequency words that do not follow regular phoneme-grapheme correspondences. The part of a word that does not follow the regular phoneme-grapheme correspondence.</p>		<p>Knowledge</p>		
	<p>Decode and encode grade-appropriate high frequency words that follow regular phoneme-grapheme correspondences. Decode and encode grade-appropriate high frequency words that follow irregular phoneme-grapheme correspondences, using knowledge of the sound-symbol correspondences that are irregular.</p>	<p>Application</p>		
<p>Figurative language is a creative way to use words and phrases beyond their literal definition to explain or describe something</p>		<p>Knowledge</p>		
	<p>Interpret figurative language to understand its meaning.</p>	<p>Application</p>		
<p>Compare means tell how things are alike or similar. Contrast means tell how things are different. Literary elements from different texts, like themes, settings, and plots, can be compared and contrasted. Setting is when and where a story takes place.</p>		<p>Knowledge</p>		

Plot is the main events of a story (often referred to as the beginning, middle, and end of a story). Theme is the main, recurring idea in a text.				
	Compare and contrast literary elements, such as themes, settings, and plots, of two texts.	Comprehension		
Legible writing can be read by others. Cursive writing strokes for all letters. Cursive writing connects the letters within words. Appropriate spacing should occur		Knowledge		
	Write legibly in cursive. Connect and correctly form cursive letters. Include appropriate spacing between words.	Application		
Homophones have the same pronunciation, but different meanings, origins, and/or spellings. Context clues must be used to determine the correct spelling of a homophone.		Knowledge		
	Accurately encode homophones using context clues to determine the correct spelling; for example, hear/here, night/knight, tacks/tax.	Application		
A well-organized paragraph has a topic sentence, supporting details, and a concluding sentence.		Knowledge		
	Write a well-organized paragraph that consists of a topic sentence, supporting details, and a concluding sentence.	Application		

Using particular words and phrases in writing, like unique verbs and adjectives, can create an effect for readers. Particular words and phrases can be used to elaborate, or provide more details, about a topic.		Knowledge		
	Use words and phrases in writing for effect and elaboration.	Application		
Transition words and phrases help link together ideas within paragraphs and longer texts.		Knowledge		
	Write a variety of sentences that use transition words phrases.	Application		

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)	KEY VOCABULARY	
<ul style="list-style-type: none"> • Week 1: • 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> •
ESSENTIAL QUESTION(S)	PRIOR KNOWLEDGE	
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

--

RTI	EXTENSION OPPORTUNITIES
------------	--------------------------------

CONTENT STANDARDS

PRIORITY STANDARDS

- 3.8f-Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.
- 3.13-Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.
- 3.13a-Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. a. Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning.
- 3.15c-Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning. Examples: pre-, re-, mis-; -ly, -less, -ful,-able, -ment
- 3.19-Determine the explicit or implied main idea and supporting details of a text.
- 3.23a-Explain how text features support details in the text.
- 3.23b-Explain how illustrations contribute to meaning in a story.
- 3.26a-Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.
- 3.30-Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions *for, and, nor, but, or, yet, or so*, and complex sentences to help build syntactic awareness and comprehension at the sentence level.
- 3.32c-Encode words with less common prefixes, suffixes, and common Latin roots.
Examples: prefixes: fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, ex-, post- suffixes: -y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en
- 3.36c-Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
- 3.37-Compose simple, compound, and complex sentences with correct subject-verb agreement.
- 3.38-Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

SUPPORTING STANDARDS

- 3.1-Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.
- 3.2a-Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.
- 3.3-Apply oral literacy skills by participating in a variety of oral language activities.
- 3.4-Apply oral literacy skills by participating in a variety of oral language activities.
- 3.8b-Apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. Examples: VC/CV, V/CV, VC/V, CV/VC; com-mit-ment, e-vent, ev-er-y, po-et
- 3.10-Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.
- 3.16-Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
- 3.17-Use grade-level academic and domain-specific vocabulary in writing.
- 3.18-Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
- 3.19a-Explain how supporting details contribute to the main idea, using textual evidence.
- 3.19b-Recount or summarize the key ideas from the text.
- 3.20-Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters. Examples: reading for pleasure, application, or information; to identify a theme or an author's purpose
- 3.21-Identify and interpret various cohesive devices that link words and sentences to one another within the text.
- 3.24a-Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.

- **3.39-Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.**
- **3.40b-Use specific vocabulary to explain or inform on a topic.**

- 3.25b-Use information gathered from research to evaluate opinions.
- 3.26a-Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.
- 3.29-Determine the main idea of a text read aloud or information presented in an audible format
- 3.32a-Apply knowledge of multisyllabic word construction and syllable division principles to encode multisyllabic words.
- 3.32d-Encode words with less common prefixes, suffixes, and common Latin roots.
- 3.36b-Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
- 3.39-Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation. a. Avoid plagiarism by using their own words and utilizing digital
- 3.40-Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
- 3.41-Use words and phrases in writing for effect and elaboration. a. Use transition words and phrases for sentence variety.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Text features can provide additional or clarifying information about details in a text.		Knowledge		
	Identify text features and explain how the text features support details in a text.	Comprehension		
Illustrations included with a story can contribute to the story's meaning.		Knowledge		
	Identify an illustration and explain how it contributes to the meaning of the story.	Comprehension		
Prefixes are word parts that can be added to the beginning of a word to change the meaning of the word. Suffixes are word parts that can be added at the end of the word to change the		Knowledge		

meaning of the word.				
The root word is the base word in which a prefix or suffix can be added.				
Morphology refers to the meaningful units of a word that are combined to make the whole word.				
	Decode and encode words with prefixes, suffixes, or both, using their knowledge of the morphological structure of words.	Application		
Content-specific vocabulary refers to words used in different subjects learned in school such as reading, math, social studies, science.		Knowledge		
New vocabulary words can be learned by relating them to previously learned words and background knowledge.				
	Use new academic, content-specific vocabulary by making connections to previously learned words. Use new academic, content-specific vocabulary by relating new words to background knowledge.	Application		
A well-organized paragraph has a topic sentence, supporting details, and a concluding sentence.		Knowledge		
	Write a well-organized paragraph that consists of a topic sentence, supporting details, and a concluding sentence.3.30	Application		
A complete compound sentence includes two subjects and two predicates and expresses two complete thoughts. A complete compound sentence must include a coordinating conjunction to link the two complete thoughts.		Knowledge		

A complex sentence expresses two thoughts, one complete thought and one incomplete thought, that are joined by a subordinating conjunction or relative pronoun.				
	Use words and/or phrases to create compound and complex sentences in their writing. Use coordinating conjunctions to combine two simple sentences into a compound sentence in their writing.	Application		
A complete simple sentence includes a subject and a predicate and expresses a complete thought.		Knowledge		
A complete compound sentence includes two subjects and two predicates and expresses two complete thoughts.				
A complete compound sentence must include a coordinating conjunction to link the two complete thoughts.				
A complex sentence expresses two thoughts, one complete thought and one incomplete thought, that are joined by a subordinating conjunction or relative pronoun.				
A subject and its verb must both be singular or both plural.				
	Write simple sentences with correct subject-verb agreement.	Application		
	Write compound sentences with correct subject-verb agreement.			
	Write complex sentences with correct subject-verb agreement.			

Information gathered from texts they have previously read becomes part of their prior knowledge.		Knowledge		
	Use prior knowledge to make comparisons between texts. Determine similarities between a text they are currently reading and a text that they have read in the past.	Application		
Prefixes and suffixes change a word's meaning.		Knowledge		
	Identify common and derivational prefixes, such as pre-, re-, mis-, and use them as clues to learn a word's meaning. Identify common and derivational suffixes, such as -ly, -less, -ful, -able, -ment, and use them as clues to learn a word's meaning.	Application		
Phonology (speech sounds within words). Morphology (meaningful units of words). Orthography (the written representation of language).		Knowledge		
	Make connections to a word's structure using speech sounds, meaningful word parts, and spelling of the word to aid learning.	Application		
Information can be gathered from print or digital sources.		Knowledge		
Strategies to gather and evaluate information.				
Relevant information about a topic should be added to a project, report, or presentation.				
	Gather information about a topic from a variety of print and digital sources.			

	Evaluate the relevance of the information to the topic.			
	Use information to create a project, report, or presentation.			
Two letter blends are a combination of two consonants in which each represents a phoneme sound.		Knowledge		
Three letter blends are a combination of three consonants in which each represents a phoneme sound.				
Digraphs are two letter combinations that represent a single phoneme sound in which neither letter represents its usual sound.				
Trigraphs are three letter combinations that represent a single phoneme sound.				
Combinations are two letters that frequently appear together and have an associated phoneme.				
Diphthongs are two vowels that represent a single vowel phonemes that glide in the middle.				
Quadrigraph eigh is a combination of four letters that represents a single phoneme sound.				
The letter y can represent three different vowel sounds depending on the number of syllables in the words and its position in a word.				
The spelling generalizations associated with hard and soft c and g.				
Silent letter combinations are letter combinations in which one or more letters is silent (does not represent a phoneme),				

but another letter does represent the phoneme.				
Contractions are words that are combined, or shortened, and an apostrophe represents the omitted letters.				
	Accurately encode words with previously taught letter patterns, such as two letter blends, three letter blends, digraphs, trigraphs, combinations, diphthongs, quadrigraph eigh, vowel y, hard and soft c and g, silent letter combinations, and contractions.	Application		
Writers select specific vocabulary related to a topic to explain details or provide information.		Knowledge		
	Use specific vocabulary to explain or inform information on a topic.	Comprehension		
36.c A plural shows there is more than one of something. An -s or -es suffix is added to the end of regular nouns and verbs for subject-verb agreement and to form plurals.		Knowledge		
Possessives show ownership and an apostrophe is used in the formation of possessives. A plural possessive is used when a plural noun has ownership, or possession, of something.				
Some nouns and verbs do not follow the regular pattern when forming a plural.				
	Form plural nouns, verbs, and possessives in writing. Form irregular nouns and verbs in writing.	Application		
The main idea is the most important idea presented in the text.		Knowledge		

Sometimes an author will clearly state the main idea, while other times an author will merely suggest the main idea.				
The supporting details explain the main idea or provide more information about the main idea.				
	Identify the main idea of a text. Determine if the main idea is explicitly stated or implied.	Application		
	Identify the supporting details of a text.			

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> • Week 1: • 	KEY VOCABULARY <ul style="list-style-type: none"> • •
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> •

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

RTI	EXTENSION OPPORTUNITIES

UNIT 3: The Human Body: Systems and Senses

DURATION: 3 weeks/14 days

CONTENT STANDARDS

PRIORITY STANDARDS

- 3.17-Use grade-level academic and domain-specific vocabulary in writing.
- 3.36c-Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
- R9-Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context. (Lesson 14)

SUPPORTING STANDARDS

- 3.18-Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing
- 3.24-Identify the text structures within literary and informational texts.
- 3.25b-Use information gathered from research to evaluate opinions.
- 3.31-Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Week 1:
-

KEY VOCABULARY

-
-

-

ESSENTIAL QUESTION(S)

-

PRIOR KNOWLEDGE

-

FORMATIVE ASSESSMENT

SUMMATIVE ASSESSMENT

--	--

ACTIVITIES & RESOURCES

--

RTI	EXTENSION OPPORTUNITIES
------------	--------------------------------

CONTENT STANDARDS

PRIORITY STANDARDS

- 3.8c-Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph *eigh*, combinations, diphthongs, and silent letter combinations.
- 3.13-Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.
- 3.15-Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.
- 3.16-Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
- 3.17-Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
- 3.18-Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
- 3.19-Determine the explicit or implied main idea and supporting details of a text.
- 3.22-Describe literary elements within a story, including setting, plot, characters, and themes.
- 3.23-Identify and use text features in informational passages to locate information.
Examples: headings, photographs, illustrations, labels, charts, graphs, legends
 - a. Explain how text features support details in the text.
 - b. Explain how illustrations contribute to meaning in a story.
 - c. Interpret text features used in written and digital format
- 3.26-Use text comparisons (text to text, text to self, and text to world) to make meaning.
- 3.29-Determine the main idea of a text read aloud or information presented in an audible format.
- 3.32c-Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph *eigh*, vowel *y*, hard and soft *c* and *g*, silent letter

SUPPORTING STANDARDS

- 3.2-Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.
- 3.3-Apply oral literacy skills by participating in a variety of oral language activities. Examples: plays, dramas, choral readings, oral reports
- 3.4-Apply oral literacy skills by participating in a variety of oral language activities.
- 3.8d-Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.
- 3.13-Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.
- 3.20-Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters. Examples: reading for pleasure, application, or information; to identify a theme or an author's purpose
- 3.21-Identify and interpret various cohesive devices that link words and sentences to one another within the text.
- 3.24a-Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.
- 3.25-Identify statements in informational texts as facts or opinions.
 - a. Use prior knowledge and/or details from the text to distinguish fact from opinion.
 - b. Use information gathered from research to evaluate opinions.
- 3.27-Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning. Examples: personification, imagery, alliteration, onomatopoeia, symbolism, metaphor, simile
- 3.36c-Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.

<p>combinations, and contractions</p> <ul style="list-style-type: none"> ● 3.35-Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion. ● 3.37-Compose simple, compound, and complex sentences with correct subject-verb agreement. ● 3.39-Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation. ● 3.40b-Use specific vocabulary to explain or inform on a topic. 	
---	--

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
<p>Information can be gathered from print or digital sources. Strategies to gather and evaluate information. Relevant information about a topic should be added to a project, report, or presentation.</p>		Knowledge		
	<p>Gather information about a topic from a variety of print and digital sources. Evaluate the relevance of the information to the topic. Use information to create a project, report, or presentation.</p>	<ul style="list-style-type: none"> ● Application ● Evaluation ● Synthesis 		
<p>Academic vocabulary is language that is more formal than spoken language. Domain-specific vocabulary refers to words that are used specifically in school subject areas, like math, science, and social studies. Vocabulary knowledge can be used to comprehend text.</p>		Knowledge		
	<p>Use knowledge of third grade-level academic and domain-specific vocabulary words to accurately comprehend text.</p>	Application		

<p>Academic vocabulary is language that is more formal than spoken language. Domain-specific vocabulary refers to words that are used specifically in school subject areas, like math, science, and social studies. Academic, domain-specific vocabulary words should be used in writing to clearly communicate ideas.</p>		Knowledge		
	<p>Use third grade-level academic and domain-specific vocabulary words in writing.</p>	Application		
<p>Academic vocabulary is language that is more formal than spoken language. Domain-specific vocabulary refers to words that are used specifically in school subject areas, like math, science, and social studies. Academic, domain-specific vocabulary words should be used in writing to clearly communicate ideas.</p>		Knowledge		
	<p>Use third grade-level academic and domain-specific vocabulary words in writing.</p>	Application		
<p>Text features can provide additional or clarifying information about details in a text. (ex. Headings, photographs, charts, graphs, labels)</p>		Knowledge		
	<p>Identify text features and explain how the text features supports details in a text.</p>	Application		
<p>Illustrations included with a story can contribute to the story's meaning.</p>		Knowledge		
	<p>Identify an illustration and explain how it contributes to the meaning of the story.</p>			

<p>identify an illustration and explain how it contributes to the meaning of the story.</p>				
	<p>Interpret text features presented in a digital format. Interpret text features presented in a written format.</p>	<p>Application</p>		
<p>Three-consonant blends are a combination of three consonants in which each represents a phoneme sound. (spl, str) Digraphs are two letter combination that represents a single phoneme sound in which neither letter represents its usual sound. (ch, sh) Trigraphs are three letter combinations that represents a single phoneme sound. (dge, igh) Quadrigraph eigh is a combination of four letters that represents a single phoneme sound. Combinations are two letters that frequently appear together and have an associated phoneme. Diphthongs are single vowel phonemes that glide in the middle. (oy, oi, ou, ow) Silent letter combinations are letter combinations in which one or more letters is silent (does not represent a phoneme), but another letter does represent the phoneme. (gh, gn)</p>				
	<p>Accurately decode and encode words with three-consonant blends, such as spl-, str-, scr-, squ-. Accurately decode and encode words with consonant digraphs, such as th, sh, ch, ck, ph. Accurately decode and encode words with consonant trigraphs, such as tch, dge, igh. Accurately decode and encode words with combinations, such as er, ir, ar, or. Accurately decode and encode words with diphthongs, such as oi oy, ou, ow.</p>			

	<p>Accurately decode and encode words with silent letter combinations, such as kn, gn, mb, wr, gh.</p>			
<p>The main idea is the most important idea presented in the text. Sometimes an author will clearly state the main idea, while other times an author will merely suggest the main idea. The supporting details explain the main idea or provide more information about the main idea.</p>				
	<p>Identify the main idea in of a text. Determine if the main idea is explicitly stated or implies. Identify the supporting details of a text.</p>			
<p>Active listening skills. Strategies to determine the main ideas of a text.</p>				
	<p>Demonstrate active listen skills. Determine the main ideas of a text read aloud or information presented in an audible format.</p>			
<p>Literary elements within a story include the setting, plot, characters, and themes. Setting is when and where a story takes place. Plot is the main events of a story (often referred to as the beginning, middle, and end of a story). Characters are any person, animal, or figure that affect the plot. Theme is the main, recurring idea in a text.</p>				
	<p>Identify and describe the literary elements, including setting, plot, characters, and theme, within the text.</p>			

<p>Writers select specific or targeted vocabulary related to a topic to explain details or provide information.</p>				
	<p>Use specific vocabulary to explain or inform information on a topic.</p>			
<p>A complete simple sentence includes a subject and a predicate and expresses a complete thought. A complete compound sentence includes two subjects and two predicates and expresses two complete thoughts. A complete compound sentence must include a coordinating conjunction to link the two complete thoughts. A complex sentence expresses two thoughts, one complete thought and one incomplete thought, that are joined by a subordinating conjunction or relative pronoun. A subject and its verb must both be singular or both plural.</p>				
	<p>Write simple sentences with correct subject-verb agreement. Write compound sentences with correct subject-verb agreement. Write complex sentences with correct subject-verb agreement.</p>			
<p>The purpose of argumentative writing is to convince the reader to take action or adopt a particular position. Argumentative writing includes an introduction, logical reasoning supported by evidence, and a concluding statement. Evidence to support the argument must be collected from various sources.</p>				
	<p>Write an argument to convince a reader to take action or adopt a position.</p>			

	<p>Include an introduction, logical reasoning supported by evidence, and a conclusion in argumentative writing.</p> <p>Gather evidence from various sources to support a claim.</p>			
<p>Comparison is identifying similarities between two things.</p> <p>Text to text comparison means to identify similarities between two texts.</p> <p>Text to self comparison means to identify similarities between a text and a personal experience.</p> <p>Text to world comparison means to identify similarities between a text and a current event or background knowledge.</p>				
	<p>Compare two texts to make meaning of the information presented in the text.</p> <p>Compare a text to their personal experiences to make meaning of the information presented in the text.</p> <p>Compare a text to a current event or their background knowledge to make meaning of the information presented in the text.</p>			
<p>Academic, content-specific, grade-level vocabulary words.</p> <p>Content-specific vocabulary refers to words used in different subjects learned in school such as reading, math, social studies, science.</p> <p>New vocabulary words can be learned by relating them to previously learned words and background knowledge.</p>				
	<p>Use new academic, content-specific vocabulary by making connections to previously learned words.</p> <p>Use new academic, content-specific vocabulary by relating new words to background knowledge.</p>			

<p>Morphemes are the smallest unit in a word that carry meaning. Words and phrases can be divided into morphemes to identify the meaning of the word or phrase.</p>				
	<p>Identify and analyze morphemes of words and phrases in discussions and/or text.</p>			
<p>Two letter blends are a combination of two consonants in which each represents a phoneme sound. Three letter blends are a combination of three consonants in which each represents a phoneme sound. Digraphs are two letter combination that represents a single phoneme sound in which neither letter represents its usual sound. Trigraphs are three letter combinations that represents a single phoneme sound. Combinations are two letters that frequently appear together and have an associated phoneme. Diphthongs are two vowels that represent a single vowel phonemes that glide in the middle. Quadrigraph eigh is a combination of four letters that represents a single phoneme sound. The letter y can represent three different vowel sounds depending on the number of syllables in the words and its position in a word. The spelling generalizations associated with hard and soft c and g. Silent letter combinations are letter combinations in which one or more letters is silent (does not represent a phoneme), but another letter does represent the phoneme.</p>				

<p>Contractions are words that are combined, or shortened, and an apostrophe represents the omitted letters.</p>				
	<p>Accurately encode words with previously taught letter patterns, such as two letter blends, three letter blends, digraphs, trigraphs, combinations, diphthongs, quadrigraph eigh, vowel y, hard and soft c and g, silent letter combinations, and contractions.</p>			

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> • Week 1: • 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • • 	
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • 	

<p>FORMATIVE ASSESSMENT</p>	<p>SUMMATIVE ASSESSMENT</p>

ACTIVITIES & RESOURCES

<p>RTI</p>	<p>EXTENSION OPPORTUNITIES</p>

CONTENT STANDARDS

PRIORITY STANDARDS

- **3.8c-Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph *igh*, combinations, diphthongs, and silent letter combinations.**
- **3.8d-Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.**
- **3.8f-Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.**
- **3.13-Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge.**
- **3.14-Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives.**
- **3.15c-Identify common and derivational prefixes and suffixes and use them as clues to a word’s meaning.**
- **3.17-Use grade-level academic and domain-specific vocabulary in writing.**
- **3.18-Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.**
- **3.19-Determine the explicit or implied main idea and supporting details of a text.**
 - **a. Explain how supporting details contribute to the main idea, using textual evidence.**
 - **b. Recount or summarize the key ideas from the text.**
- **3.21-Identify and interpret various cohesive devices that link words and sentences to one another within the text.**
- **3.23-Identify and use text features in informational passages to locate information**
- **3.26-Use text comparisons (text to text, text to self, and text to world) to make meaning.**

SUPPORTING STANDARDS

- 3.1-Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.
- 3.2-Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.
- 3.3-Apply oral literacy skills by participating in a variety of oral language activities.
- 3.8c-Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph *igh*, combinations, diphthongs, and silent letter combinations.
- 3.10-Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.
- 3.14e-Interpret figurative language.
- 3.15d-Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words.
- 3.16-Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
- 3.20-Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.
- 3.22a-Describe in detail the characters’ behavior, emotions, and traits and explain how their actions influence events in the story.
- 3.23a-Explain how text features support details in the text.
- 3.23b-Explain how illustrations contribute to meaning in a story.
- 3.24a-Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.
- 3.28-Identify the narration of a literary text as first person or third person.

- a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read.
- 3.29-Determine the main idea of a text read aloud or information presented in an audible format.
- 3.32c-Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph *eigh*, vowel *y*, hard and soft *c* and *g*, silent letter combinations, and contractions.
- 3.34-Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.
- 3.35-Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion.
- 3.36b-Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.
- 3.39-Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation.
- 3.40b-Use specific vocabulary to explain or inform on a topic.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
<p>Content knowledge is information learned about a specific subject.</p> <p>Content knowledge can be learned by independently reading text.</p> <p>Informational text is nonfiction text, and literary text is fictional.</p> <p>Active listening skills.</p> <p>Writing skills.</p>			B	
	<p>Build content knowledge from independently reading informational or literary text.</p> <p>Use content knowledge learned from independent reading in content-specific discussions with peers.</p> <p>Use content knowledge learned from independent reading in writing.</p>			

<p>The main idea is the most important idea presented in the text. Sometimes an author will clearly state the main idea, while other times an author will merely suggest the main idea. The supporting details explain the main idea or provide more information about the main idea.</p>				
	<p>Identify the main idea in of a text. Determine if the main idea is explicitly stated or implies. Identify the supporting details of a text.</p>			
<p>Active listening skills. Strategies to determine the main ideas of a text.</p>				
	<p>Demonstrate active listen skills. Determine the main ideas of a text read aloud or information presented in an audible format.</p>			
<p>Prior knowledge is what they already know. Information gathered from texts they have previously read becomes part of their prior knowledge.</p>				
	<p>Use prior knowledge to make comparisons between texts. Determine similarities between a text they are currently reading and a text that have read in the past.</p>			
<p>The supporting details explain the main idea or provide more information about the main idea. Textual evidence is quotations from the text that are used to provide information.</p>				
	<p>Explain how the supporting details provide more information about the main idea, using evidence from the text.</p>			

<p>There are different types of words within a sentence, and each word provides a particular type of information. The role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence.</p>				
	<p>Identify a noun, verb, adjective, adverb, pronoun, preposition, and conjunction in a sentence. Explain the type of information nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions provides in a sentence.</p>			
<p>There are different types of words within a sentence, and each word provides a particular type of information. The role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence.</p>				
	<p>Identify a noun, verb, adjective, adverb, pronoun, preposition, and conjunction in a sentence. Explain the type of information nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions provides in a sentence.</p>			
<p>Words and sentences can be joined together with certain words, phrases, or references.</p>				
	<p>Identify cohesive devices that link together words and sentences within a text, such as pronoun references, word substitution using synonyms, and conjunctions. Interpret cohesive devices to build comprehension at the sentence and paragraph levels.</p>			

<p>Academic vocabulary is language that is more formal than spoken language. Domain-specific vocabulary refers to words that are used specifically in school subject areas, like math, science, and social studies. Academic, domain-specific vocabulary words should be used in writing to clearly communicate ideas.</p>				
	<p>Use third grade-level academic and domain-specific vocabulary words in writing.</p>			
<p>Prefixes are word parts that can be added to the beginning of a word to change the meaning of the word. Suffixes are word parts that can be added at the end of the word to change the meaning of the word. The root word is the base word in which a prefix or suffix can be added. Morphology refers to the meaningful units of a word that are combined to make the whole word.</p>				
	<p>Decode and encode words with prefixes, suffixes, or both, using their knowledge of the morphological structure of words.</p>			
<p>15.c</p>				
	<p>15.c</p>			
<p>Three-consonant blends are a combination of three consonants in which each represents a phoneme sound. Digraphs are two letter combination that represents a single phoneme sound in which neither letter represents its usual sound.</p>				

<p>Trigraphs are three letter combinations that represents a single phoneme sound. Quadrigraph eigh is a combination of four letters that represents a single phoneme sound.</p> <p>Combinations are two letters that frequently appear together and have an associated phoneme.</p> <p>Diphthongs are single vowel phonemes that glide in the middle.</p> <p>Silent letter combinations are letter combinations in which one or more letters is silent (does not represent a phoneme), but another letter does represent the phoneme.</p>				
	<p>Accurately decode and encode words with three-consonant blends, such as spl-, str-, scr-, squ-.</p> <p>Accurately decode and encode words with consonant digraphs, such as th, sh, ch, ck, ph.</p> <p>Accurately decode and encode words with consonant trigraphs, such as tch, dge, igh.</p> <p>Accurately decode and encode words with combinations, such as er, ir, ar, or.</p> <p>Accurately decode and encode words with diphthongs, such as oi oy, ou, ow.</p> <p>Accurately decode and encode words with silent letter combinations, such as kn, gn, mb, wr, gh.</p>			
<p>Graphemes or letters can represent more than one sound.</p> <p>Graphemes represent some sounds more often than other sounds.</p>				
	<p>Decode and encode words that contain graphemes that represent multiple sound-symbol correspondences, using their knowledge of the most common and least common sound-symbol correspondence; for example, y can be read /y/ in yet, /long e, as in candy, /& long i, as in fly.</p>			

<p>Two letter blends are a combination of two consonants in which each represents a phoneme sound.</p> <p>Three letter blends are a combination of three consonants in which each represents a phoneme sound.</p> <p>Digraphs are two letter combination that represents a single phoneme sound in which neither letter represents its usual sound.</p> <p>Trigraphs are three letter combinations that represents a single phoneme sound.</p> <p>Combinations are two letters that frequently appear together and have an associated phoneme.</p> <p>Diphthongs are two vowels that represent a single vowel phonemes that glide in the middle.</p> <p>Quadrigraph eigh is a combination of four letters that represents a single phoneme sound.</p> <p>The letter y can represent three different vowel sounds depending on the number of syllables in the words and its position in a word.</p> <p>The spelling generalizations associated with hard and soft c & g.</p> <p>Silent letter combinations are letter combinations in which one or more letters is silent (does not represent a phoneme), but another letter does represent the phoneme.</p> <p>Contractions are words that are combined, or shortened, and an apostrophe represents the omitted letters.</p>				
	<p>Accurately encode words with previously taught letter patterns, such as two letter blends, three letter blends, digraphs, trigraphs, combinations, diphthongs, quadrigraph eigh, vowel y, hard and soft c and g, silent letter combinations, and contractions.</p>			

<p>Comparison is identifying similarities between two things. Text to text comparison means to identify similarities between two texts. Text to self comparison means to identify similarities between a text and a personal experience. Text to world comparison means to identify similarities between a text and a current event or background knowledge.</p>				
	<p>Compare two texts to make meaning of the information presented in the text. Compare a text to their personal experiences to make meaning of the information presented in the text. Compare a text to a current event or their background knowledge to make meaning of the information presented in the text.</p>			
<p>Writers select specific vocabulary related to a topic to explain details or provide information.</p>				
	<p>Use specific vocabulary to explain or inform information on a topic.</p>			
<p>Key ideas are important details within a text. Recount means to retell the big ideas of the text. Summarize means to briefly state the big ideas of the text.</p>				
	<p>Retell or summarize the most important (key) ideas from a text.</p>			
<p>35.</p>				
	<p>35.</p>			

34.				
	34.			
<p>Academic, content-specific, grade-level vocabulary words. Content-specific vocabulary refers to words used in different subjects learned in school such as reading, math, social studies, science. New vocabulary words can be learned by relating them to previously learned words and background knowledge.</p>				
	<p>Use new academic, content-specific vocabulary by making connections to previously learned words. Use new academic, content-specific vocabulary by relating new words to background knowledge.</p>			
<p>Word relationships and nuances in word meanings. Words with opposite meanings are antonyms, and words with similar meanings are synonyms. A noun is a person, place, thing, or idea. A verb expresses an action or state of being. An adjective describes a noun or pronoun.</p>				
	<p>Describe the relationships between words and nuances in word meanings. Describe how the meaning of words are alike or different. Describe the nuances of words that have different shades of meaning.</p>			
<p>Informational passages often include text features that can be used to locate information within the text.</p>				

	<p>Identify text features in informational passages, such as headings, photographs, illustrations, labels, charts, graphs, legends.</p> <p>Use text features to locate information within an informational passage.</p>			
--	---	--	--	--

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> • Week 1: • 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> •
<p>ESSENTIAL QUESTION(S)</p> <ul style="list-style-type: none"> • 	<p>PRIOR KNOWLEDGE</p> <ul style="list-style-type: none"> • 	

<p>FORMATIVE ASSESSMENT</p>	<p>SUMMATIVE ASSESSMENT</p>

ACTIVITIES & RESOURCES

<p>RTI</p>	<p>EXTENSION OPPORTUNITIES</p>

UNIT 6: The Viking Age

DURATION: 2 Weeks/11 Days

CONTENT STANDARDS

PRIORITY STANDARDS

- **3.2-Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.**
 - **a. Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.**
- **3.4-Ask and answer questions using complete sentences and grade-level vocabulary.**
- **3.5-Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.**
- **3.8d-Decode and encode words with graphemes that represent multiple so sound-symbol correspondences by applying knowledge of most common to least common frequency.**
- **3.8f-Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots.**
- **3.8i-Decode and encode words with hard and soft *c* and *g*.**
- **3.15c-Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning.**
- **3.15e-Sort words with shared and varied suffixes by parts of speech.**
- **3.17-Use grade-level academic and domain-specific vocabulary in writing.**
- **3.18-Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.**
- **3.19-Determine the explicit or implied main idea and supporting details of a text.**
 - **b. Recount or summarize the key ideas from the text.**
- **3.20-Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.**
- **3.21-Identify and interpret various cohesive devices that link words and sentences to one another within the text.**
- **3.22-Describe literary elements within a story, including setting, plot, characters, and themes.**
 - **a. Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story.**
- **3.23b-Explain how illustrations contribute to meaning in a story.**
- **3.26-Use text comparisons (text to text, text to self, and text to world) to make meaning.**

SUPPORTING STANDARDS

- **3.8d-Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency.**
- **3.10-Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.**
- **3.24a-Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence.**

- **3.30-Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions *for, and, nor, but, or, yet, or so*, and complex sentences to help build syntactic awareness and comprehension at the sentence level.**
- **3.32-Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately.**
 - c. Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph *eigh*, vowel *y*, hard and soft *c* and *g*, silent
 - d. Encode words with less common prefixes, suffixes, and common Latin roots.
- **3.36b-Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys.**
- **3.37-Compose simple, compound, and complex sentences with correct subject-verb agreement.**
- **3.38-Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.**
- **3.41-Use words and phrases in writing for effect and elaboration**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> • Week 1: • 	KEY VOCABULARY <ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> •
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> • 	PRIOR KNOWLEDGE <ul style="list-style-type: none"> • 	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

RTI	EXTENSION OPPORTUNITIES

CONTENT STANDARDS

PRIORITY STANDARDS

- **3.3-Apply oral literacy skills by participating in a variety of oral language activities.**
- **3.8-Apply knowledge of phoneme-grapheme correspondences, multisyllabic word construction, and syllable division principles to decode and encode (spell) words accurately in isolation and in context.**
 - **d. Decode and encode words with graphemes that represent multiple sound-symbol correspondences by applying knowledge of most common to least common frequency. (Lesson 1, 5,**
 - **j. Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular.**
- **3.9-Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context. (Lesson 3**
- **3.10-Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension. (Lesson 2, 3**
- **3.12-Read high-frequency words commonly found in grade-appropriate text accurately and automatically.**
- **3.13-Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. (Lesson 3**
 - **a. Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.**
- **3.14-Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives. (Lesson 3)**
 - **b. Determine meaning of words using antonyms as a clue. (Lesson 3, 4**
 - **c. Describe the similarities and differences between**

SUPPORTING STANDARDS

- 3.1-Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.
- 3.2a-Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.
- 3.5-Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.
- 3.13a-Make connections to a word’s structure using knowledge of phonology, morphology, and orthography of the word to aid learning.14.dUse knowledge of homophones to determine appropriate use of words. (Lesson 1
- 3.14a-Determine meaning of words using synonyms in context (Lesson
- 3.14e-Interpret figurative language.
- 3.15a-Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections. (Lesson 4,
- 3.15d-Identify common Latin and Greek roots and use them to determine the meaning of unfamiliar words. (Lesson 1
- 3.16-Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.
- 3.20-Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters.
- 3.27-Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.
- 3.32c-Encode words with two and three letter blends and previously taught digraphs, trigraphs, combinations, diphthongs, quadrigraph *igh*, vowel *y*, hard and soft *c* and *g*; silent letter combinations, and contractions.
- 3.32e-Encode frequently confused homophones accurately, using context to determine correct spelling. (Lesson 1
- 3.36-Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade.

related words.

- 3.16-Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text. (Lesson 2)
- 3.17-Use grade-level academic and domain-specific vocabulary in writing. (Lesson 4, 5,
- 3.18-Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing. (Lesson 1, 2
- 3.19-Determine the explicit or implied main idea and supporting details of a text. (Lesson 1, 3
 - b. Recount or summarize the key ideas from the text. (Lesson 1, 2, 3)
- 3.20-Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters. (Lesson 3
- 3.21-Identify and interpret various cohesive devices that link words and sentences to one another within the text. (Lesson 4
- 3.24-Identify the text structures within literary and informational texts.
- 3.26-Use text comparisons (text to text, text to self, and text to world) to make meaning. (Lesson 2, 4, 5,
 - a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read. (Lesson 4
 - b. Compare different versions of the same story. (Lesson 2
- 3.29-Determine the main idea of a text read aloud or information presented in an audible format. (Lesson 1, Lesson 2, Lesson 3
- 3.30-Manipulate words and/or phrases to create compound sentences, including coordinating conjunctions *for, and, nor, but, or, yet, or so*, and complex sentences to help build syntactic awareness and comprehension at the sentence level. (Lesson 2, 5,
- 3.32-Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode (Lesson 5
 - d. Encode words with less common prefixes, suffixes, and common Latin roots.
- 3.33-Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a sense of closure.
- 3.34-Write informative or explanatory texts about a topic using
 - c. Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs.
- 3.37a-Identify and correct sentence fragments and run-on sentences
- 3.38c-Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.
- 3.41a-Use transition words and phrases for sentence variety.
- 3.42-Write poetry or prose in response to visual images to interpret their meanings.

<p>sources, including an introduction, facts, relevant details with elaboration, and a conclusion. (Lesson 3, 4, 5,</p> <ul style="list-style-type: none"> ● 3.35-Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion. ● 3.36-Demonstrate knowledge of the rules of standard English grammar including punctuation, capitalization, sentence formation, and spelling appropriate for third grade. (Lesson 2 <ul style="list-style-type: none"> ○ b. Identify the role of a noun, verb, adjective, adverb, pronoun, preposition, and conjunction within a sentence and explain the type of the information it conveys. (Lesson 2, 5, ● 3.37-Compose simple, compound, and complex sentences with correct subject-verb agreement. (Lesson 2, 5 ● 3.38-Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. ● 3.39-Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation. ● 3.40b-Use specific vocabulary to explain or inform on a topic. ● 3.41-Use words and phrases in writing for effect and elaboration. <ul style="list-style-type: none"> ○ a. Use transition words and phrases for sentence variety. (Lesson 4, 5, 	
---	--

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS		
LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> ● Week 1: ● 	KEY VOCABULARY <ul style="list-style-type: none"> ● ● 	<ul style="list-style-type: none"> ●

ESSENTIAL QUESTION(S)

-

FORMATIVE ASSESSMENT

SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

RTI

EXTENSION OPPORTUNITIES

CONTENT STANDARDS

PRIORITY STANDARDS

- 3.1-Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules. (Lesson 13)
- 3.8c-Decode and encode words with three-consonant blends, digraphs, trigraphs, quadrigraph eigh , combinations, diphthongs, and silent letter combinations. (Lesson 6)
- 3.8e-Decode and encode multisyllabic words using knowledge of stress or accent to pronounce a word correctly, including the schwa sound when appropriate. (Lesson 1, 4, 5, 6)
- 3.8f-Decode and encode words using knowledge of the morphological structure of a word, including prefixes, suffixes, and roots. (Lesson 3, 4, 8, 9, 10, 13)
- 3.8h-Decode and encode frequently confused homophones accurately using knowledge of English and meaning to facilitate learning. (Lesson 13)
- 3.8j-Decode and encode grade-appropriate high frequency words that follow regular and irregular phoneme-grapheme correspondences, using knowledge of the specific sound-symbol correspondences that are irregular. (Lesson 1, 5, 6)
- 3.13a-Make connections to a word's structure using knowledge of phonology, morphology, and orthography of the word to aid learning. (Lesson 4)
- 3.14-Describe word relationships and nuances in word meanings, including relating them to their opposites and distinguishing shades of meaning in similar or related words, including nouns, verbs, and adjectives. (Lesson 3, 10, 13)
- 3.15a-Identify meaningful parts of words (morphemes) and use them as clues to the meaning of unfamiliar words, including base words, roots, and frequently occurring affixes and inflections. (Lesson 4)
- 3.15c-Identify common and derivational prefixes and suffixes and use them as clues to a word's meaning (Lesson 3, 4, 13)
- 3.15e-Sort words with shared and varied suffixes by parts of speech. (Lesson 8, 9)
- 3.16-Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text. (Lesson 13)

SUPPORTING STANDARDS

- 3.2-Present information orally using complex sentence structures, appropriate volume, and clear pronunciation (Lesson 2, 9, 11, 12)
- 3.3-Apply oral literacy skills by participating in a variety of oral language activities. (Lesson 6, 9, 10, 11, 12)
- 3.4-Ask and answer questions using complete sentences and grade-level vocabulary. (Lesson 5)
- 3.6-Use digital tools to enhance oral presentations, working collaboratively. (Lesson 12)
- 3.9-Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context. (Lesson 9, 10, 11, 12)
- 3.10-Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension (Lesson 9, 10, 11, 12)
- 3.13-Utilize new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. (Lesson 2, 6, 7, 8, 9, 11)
- 3.14a-Determine meaning of words using synonyms in context. (Lesson 5, 7, 8, 11)
- 3.14b-Determine meaning of words using antonyms as a clue. (Lesson 5, 7, 8, 11)
- 3.14e-Interpret figurative language. (Lesson 7)
- 3.16-Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text. (Lesson 2, 11, 13)
- 3.17-Use grade-level academic and domain-specific vocabulary in writing.
- 3.20-Establish a purpose before reading literary and informational texts to enhance comprehension, including identifying background knowledge and generating questions about the topic or characters. (Lesson 7)
- 3.24-Identify the text structures within literary and informational texts. (Lesson 11)
- 3.40b-Use specific vocabulary to explain or inform on a topic.

- **3.18-Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing. (Lesson 5)**
- **3.19-Determine the explicit or implied main idea and supporting details of a text. (Lesson 8, 13)**
 - a. Explain how supporting details contribute to the main idea, using textual evidence (Lesson 8)
 - b. Recount or summarize the key ideas from the text. (Lesson 5, 11, 13)
- **3.22-Describe literary elements within a story, including setting, plot, characters, and themes. (Lesson 4, 7, 11, 12, 13)**
 - a. Describe in detail the characters' behavior, emotions, and traits and explain how their actions influence events in the story. (Lesson 1, 6, 7, 11, 12, 13)
 - b. Explain how the characters' actions and dialogue contribute to the meaning of the story. (Lesson 1, 11)
 - d. Compare and contrast the themes, settings, and plots from two texts. (Lesson 13)
- **3.23-Identify and use text features in informational passages to locate information. (Lesson 2, 10)**
 - b. Explain how illustrations contribute to meaning in a story. (Lesson 3, 8, 10, 12)
- **3.24a-Explain how the structures, including comparison and contrast, sequence of events, problem and solution, and cause and effect, contribute to the meaning of the text, using textual evidence. (Lesson 1, 5)**
- **3.26-Use text comparisons (text to text, text to self, and text to world) to make meaning. (Lesson 7, 9, 13)**
 - a. Use prior knowledge to determine similarities between texts they are reading and texts they have previously read. (Lesson 9)
- **3.28-Identify the narration of a literary text as first person or third person. (Lesson 6, 13)**
- **3.29-Determine the main idea of a text read aloud or information presented in an audible format. (Lesson 1, 4, 9, 11)**
- **3.32-Apply knowledge of grade-appropriate phoneme-grapheme correspondences, multisyllabic word construction, syllable division rules, and spelling rules (or generalizations) to encode words accurately (Lesson 1, 5, 6, 13)**
 - d. Encode words with less common prefixes, suffixes, and common Latin roots. (Lesson 3, 4, 13)

- 3.36c-Form plural nouns, verbs, and possessives, including irregular plural nouns and verbs. (Lesson 2, 10)
- 3.37-Compose simple, compound, and complex sentences with correct subject-verb agreement. (Lesson 4, 6, 7, 10)
- 3.39-Gather and evaluate information about a topic from a variety of sources, including digital sources, and utilize it to create a project, report, or presentation. (Lesson 4)

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week) <ul style="list-style-type: none"> ● Week 1: ● 	KEY VOCABULARY <ul style="list-style-type: none"> ● ● 	<ul style="list-style-type: none"> ●
ESSENTIAL QUESTION(S) <ul style="list-style-type: none"> ● 		

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES

RTI

EXTENSION OPPORTUNITIES

UNIT 9: Early Explorations of North America	DURATION: 3 Weeks/14 Days
--	----------------------------------

CONTENT STANDARDS

<p>PRIORITY STANDARDS</p> <ul style="list-style-type: none"> ● 3.18-Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing. ● 3.21-Identify and interpret various cohesive devices that link words and sentences to one another within the text. Examples: pronoun references, conjunctions, word substitution using synonyms. ● 3.28-Identify the narration of a literary text as first person or third person. ● 3.35-Write an argument to convince the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from various sources, and a conclusion. ● 3.38-Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence. 	<p>SUPPORTING STANDARDS</p> <ul style="list-style-type: none"> ● 3.1a-Elaborate on responses in conversations and discussions. (Lesson 4) ● 3.2a-Use oral language for different purposes: to inform, to entertain, to persuade, to clarify and to respond. (Lesson 4) ● 3.15-Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text. ● 3.19-Determine the explicit or implied main idea and supporting details of a text. <ul style="list-style-type: none"> ○ b. Recount or summarize the key ideas from the text. ● 3.31-Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words. ● R9-Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context. (Lesson 14)
--	---

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS

<p>LEARNING TARGETS (incremental learning target by week)</p> <ul style="list-style-type: none"> ● Week 1: 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
---	--	---

•	•	
---	---	--

ESSENTIAL QUESTION(S) •

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
-----------------------------	-----------------------------

--	--

ACTIVITIES & RESOURCES

--

RTI	EXTENSION OPPORTUNITIES
------------	--------------------------------

UNIT 10: Colonial America	DURATION: 4 Weeks/6 Days
----------------------------------	---------------------------------

CONTENT STANDARDS

PRIORITY STANDARDS

- 3.19b-Recount or summarize the key ideas from the text.
- 3.40-Use grade-level and domain-appropriate vocabulary in writing.
 - a. Use specific vocabulary to develop a story.
 - b. Use specific vocabulary to explain or inform on a topic.
- 3.42-Write poetry or prose in response to visual images to interpret their meanings.

SUPPORTING STANDARDS

- 3.1a-Elaborate on responses in conversations and discussions. (Lesson 4)
- 3.2a-Use oral language for different purposes: to inform, to entertain, to persuade, to clarify and to respond. (Lesson 4)
- 3.15-Analyze meaningful parts (morphemes) of words and phrases in discussions and/or text.
- R1-Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed upon rules for participation.
- R9-Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context. (Lesson 14)

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS

LEARNING TARGETS (incremental learning target by week)

- Week 1:
-

KEY VOCABULARY

-
-

-

ESSENTIAL QUESTION(S)

-

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
ACTIVITIES & RESOURCES	
RTI	EXTENSION OPPORTUNITIES

UNIT 11: Ecology**DURATION: 3 Weeks/17 Days****CONTENT STANDARDS****PRIORITY STANDARDS**

- **3.3-Apply oral literacy skills by participating in a variety of oral language activities. Examples: plays, dramas, choral readings, oral reports**
- **3.19b-Recount or summarize the key ideas from the text.**

SUPPORTING STANDARDS

- 3.1a-Elaborate on responses in conversations and discussions. (Lesson 4)
- 3.2a-Use oral language for different purposes: to inform, to entertain, to persuade, to clarify and to respond. (Lesson 4)
- 3.31-Write legibly in cursive with connected, correctly-formed letters and appropriate spacing between words.
- R9. Apply previously-taught phoneme-grapheme correspondences to multisyllabic words with accuracy and automaticity, in and out of context. (Lesson 14)

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT

KEY COMPONENTS**LEARNING TARGETS (incremental learning target by week)**

- Week 1:
-

KEY VOCABULARY

-
-

-

ESSENTIAL QUESTION(S)

-

FORMATIVE ASSESSMENT**SUMMATIVE ASSESSMENT**

--	--

ACTIVITIES & RESOURCES

--

RTI	EXTENSION OPPORTUNITIES
------------	--------------------------------

Recurring Standards

These standards are integral to ELA and are emphasized in multiple grade levels. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards.

- R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation. (Lesson 1)
- R2. Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately. (Lesson 12)
- R3. Expand background knowledge and build vocabulary through discussion, reading and writing.
- R4. Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.
- R5. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

Knowledge - Students need to know... <ul style="list-style-type: none"> ● 	Skills - Students need to be able to do... <ul style="list-style-type: none"> ● 	
Learning Targets <ul style="list-style-type: none"> ● ● 	Bloom's Taxonomy:	Quad:
Key Vocabulary: <ul style="list-style-type: none"> ● 	Examples, Activities, & Helpful Resources:	