

Reading: Literature Grade 3

Stage 1 Desired Results

ESTABLISHED GOALS:	Transfer	
	<i>Students will be able to independently use their learning to make sense of their reading and communicate experiences.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
	- effective readers use a variety of strategies to make sense of key ideas and details presented in text. - analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. - to gain a keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - word analysis and decoding skills are foundational for success as a reader. - fluent readers accurately process print with expression at an appropriate rate. - students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	<i>What is this story really about?</i>
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
<u>Competencies:</u> <i>Students will demonstrate the ability to read, interpret and analyze increasingly complex literary print and non-print texts for pleasure and enrichment in order to make meaning of text.</i> <u>Content Standards:</u> <u>Phonics and Word Recognition</u> - RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. <u>Fluency</u> - RF.3.4 Read with sufficient accuracy and fluency to support comprehension. <u>Key Ideas and Details</u> - RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. - 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. - 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. <u>Craft and Structure</u> - RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. - 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. - RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. <u>Integration of Knowledge and Ideas</u> - 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).	- that narratives are written for a specific purpose: to entertain or share a story. - that illustrations can deepen a reader's understanding of key details. - that the use of temporal words and phrases indicate changes in time. - the meaning of the most common prefixes and derivational suffixes. - that adding a prefix or suffix to a root word changes the root word's meaning.	- identifying the meanings of grade-level appropriate affixes and inferring how they affect the meanings of root words. - decoding increasingly difficult multisyllable words by identifying syllable patterns. - using a known root word as a clue to the meaning of an unknown word with the same root word. - decoding words with common Latin suffixes and identifying the meaning of those words. - reading grade-level irregularly spelled sight words with automaticity.

● RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). <u>Range of Reading and Level of Text Complexity</u> ● 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. <u>Vocabulary Acquisition and Use</u> ● L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. ● L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. ● L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	● the function of nouns, pronouns, verbs, adjectives, and adverbs in general, but also their functions in particular sentences.	● reading grade-level text with purpose and understanding. ● reading grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ● using context to confirm or self-correct word recognition and understanding, rereading as necessary. ● recounting/retelling stories, including key details and important events, referring explicitly to the text as the basis for the answers. ● identifying and describing characters in a story using physical and emotional traits and explaining how their actions impact the story. ● recounting stories, including fables, folktales, and myths from diverse cultures, and determining their central message, lesson, or moral, using key details from the text. ● using strategies (ie: context clues, root words, affixes) to determine the meaning of words and phrases. ● using context clues to determine the meaning of literal and nonliteral language. ● explaining the difference between literal meaning and nonliteral meaning of words and phrases. ● identifying and describing parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; describing how each successive part builds on earlier sections. ● determining an author's (or narrator's) point of view. ● determining a character's point of view. ● describing how their points of view are similar or different from those of authors, narrators, or characters. ● identifying illustrations that support the text. ● explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
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		- identifying and comparing themes, settings, and plots in stories written by the same author. - using reading strategies to comprehend a variety of increasingly difficult complex text, including stories, dramas, and poetry. - using sentence-level context as a clue to the meaning of a word or phrase. - determining the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). - using a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). - using glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words/phrases. - distinguishing the literal and nonliteral meanings of words and phrases in context (e.g., take steps). - identifying real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). - distinguishing shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). - using new words and phrases when speaking and writing. - using grade-appropriate words that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<i>communicate clearly</i> <i>think creatively</i> <i>reason effectively</i> <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	