



Grade 3 - Unit 1 Reading - Foundations for Third Grade Literacy

Unit Focus

In *Foundations for Third Grade Literacy*, students build the foundation for successful third grade literacy learning by strengthening the connection between sound, print, and meaning. As students transition into more advanced reading and writing expectations, they develop independence, stamina, and confidence when working with increasingly complex texts. Through explicit instruction and meaningful reading experiences, students strengthen foundational skills while expanding vocabulary, comprehension, and knowledge of the world around them. This unit supports students in becoming thoughtful, strategic readers and writers who can apply their growing skills across a variety of texts and learning experiences.

Instruction is grounded in the Science of Reading, integrating systematic instruction in phonics, morphology, vocabulary, fluency, and comprehension to support the development of skilled, independent readers and writers. Structured literacy instruction is delivered through Foundations, which provides explicit instruction in phonics, morphology, spelling patterns, and encoding; Bookworms, which builds background knowledge, vocabulary, comprehension, and structured discussion through shared reading and read-aloud experiences; and Geodes, which supports application of taught phonics patterns in connected, decodable texts to strengthen fluency, accuracy, and automaticity.

Students engage with high-quality texts that build knowledge, vocabulary, and comprehension while supporting close reading of grade-level standards, including *Fudge-a-Mania* by Judy Blume, *What is Climate?* by Ellen Lawrence, *The Raft* by Jim LaMarche, and *Jane Goodall* by Laura Hamilton.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 3 <ul style="list-style-type: none">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.3.1)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.RL.3.10)Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS.ELA-LITERACY.RF.3.3.A)Decode words with common Latin suffixes. (CCSS.ELA-LITERACY.RF.3.3.B)Decode multisyllable words. (CCSS.ELA-LITERACY.RF.3.3.C)Read grade-level text with purpose and understanding. (CCSS.ELA-LITERACY.RF.3.4.A)Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.ELA-LITERACY.RF.3.4.B)Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELA-LITERACY.RF.3.4.C)	<i>Students will be able to independently use their learning to...</i> T1 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence. T2 Choose and read across genres and texts for specific purposes.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Routines, goal-setting, reflection, and collaboration fosters growth and independence as problem-solvers. U2 Sounds, letters, and patterns work together to support decoding and spelling of words. U3 Vocabulary knowledge supports making meaning from text and deepening understanding. U4 Reading accurately, smoothly, and with expression helps readers focus on meaning and better understand the text.	<i>Students will keep considering...</i> Q1 How do routines, habits, and reflection help readers and writers grow and become independent problem-solvers? Q2 How do sounds, letters, and patterns work together to help me read and spell words? Q3 How does learning new vocabulary help readers better understand what they read? Q4 How does reading with accuracy, appropriate rate, and expression support comprehension?

Stage 1: Desired Results - Key Understandings

- 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.A)
- 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.B)
- 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.C)
- Explain their own ideas and understanding in light of the discussion. (CCSS.ELA-LITERACY.SL.3.1.D)
- Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELA-LITERACY.L.3.4.A)
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS.ELA-LITERACY.L.3.4.B)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (CCSS.ELA-LITERACY.L.3.4.C)
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS.ELA-LITERACY.L.3.4.D)

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Texts can belong to different genres, and authors write with a purpose that can guide understanding.

K2 Readers can select different texts to explore ideas and deepen understanding.

K3 Evidence from texts can support readers' and writers' thinking and understanding.

K4 Accountable talk and self-reflection help readers and writers improve understanding and set goals.

K5 Classroom routines provide a structure that supports independent and responsible participation in learning.

K6 Informational texts are organized differently than stories.

K7 Sounds, letters, and spelling patterns work together to form words, supporting accurate reading and spelling.

K8 Vocabulary supports understanding of text and builds deeper meaning.

K9 Reading with accuracy, fluency, and expression supports understanding of text.

K10 Foundations:

- Identifying closed syllables, glued sounds, exceptions to closed syllables
- Spelling words with ck, tch endings
- Spelling words with suffixes
- Forming plurals with -s and -es
- Knowing -ed can make the sounds: /ed/, /d/, and /t/
- Knowing the 1-1-1 Spelling Rule (doubling a consonant when adding a vowel suffix)

Skill(s)

Students will be skilled at...

S1 Identifying a text's genre and inferring the author's purpose using clues from the title, cover, and content.

S2 Reading grade-level text orally with accuracy, appropriate rate, and expression to support comprehension.

S3 Providing evidence to support ideas about read texts.

S4 Summarizing stories orally and in writing.

S5 Reflecting on reading strategies and setting goals to improve comprehension.

S6 Participating respectfully and productively in peer conversations about reading and writing.

S7 Transitioning between learning activities independently and beginning tasks without direct teacher support.

S8 Identifying key text features in informational texts to support comprehension.

S9 Decoding unfamiliar words and spelling words correctly using their knowledge of sounds, letters, and patterns.

S10 Using known words, context clues, and new vocabulary to understand and make meaning from texts.

S11 Reading aloud with accuracy, smoothness, and expression to focus on comprehension.