

3rd Grade Reading

	Grade 3	Date Taught	Activities	Assessment
LA 3.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	daily	- small groups - intervention (read naturally)	- intervention packets
LA 3.1.1	Concepts of Print: Students will demonstrate knowledge of the concepts of print.	daily	interventions - read naturally	
LA 3.1.1.a	Identify variations in text (e.g., font, size, bold, italic, upper/lower case).	-daily		
LA 3.1.1.b	Identify punctuation (e.g., period, exclamation mark, question mark).	-daily		
LA 3.1.1.c	Identify parts of a book (e.g., cover, pages, title, author, illustrator).	-Daily		
LA 3.1.1.d	Demonstrate knowledge that print reads from left to right and top to bottom.	-daily		
LA 3.1.1.e	Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).	-daily		

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LA 3.1.1.f	Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).	-Daily	- Read alouds	
LA 3.1.1.g	Demonstrate understanding that words are made up of letters and sentences are made up of words.	daily		
LA 3.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.	daily		
LA 3.1.2.a	Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]); recognize same sounds in different words).	daily		
LA 3.1.2.b	Segment spoken sentences into words.	daily		
LA 3.1.2.c	Identify and produce oral rhymes.	-daily		
LA 3.1.2.d	Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).	daily		

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LA.3.1.2.e	Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).			
LA.3.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read and write grade-level text.			
LA.3.1.3.a	Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.	- weekly	<ul style="list-style-type: none"> - spelling practice - grammar practice 	<ul style="list-style-type: none"> - writing and practicing spelling words - Grammar sentences
LA.3.1.3.b	Use word structure to read text (e.g., prefixes/suffixes, contractions, syllabication, derivation).	- 11	<ul style="list-style-type: none"> - Grammar worksheet - Review (Quizizz/Kahoot) 	- IXL

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LA.3.1.3.c	Recognize and read grade-level (phonetic and non-phonetic) words in text.	Daily	<ul style="list-style-type: none"> - Daily Reading - Read Naturally - Small groups 	<ul style="list-style-type: none"> - Students read aloud in small groups - Read naturally read alouds
LA.3.1.4	Fluency: Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.			
LA.3.1.4.a	Listen to and read text of increasing length and/or complexity to increase reader stamina.	Daily	<ul style="list-style-type: none"> - Daily Read alouds - Partner reads - Read Naturally 	<ul style="list-style-type: none"> - Read Naturally (Timed)
LA.3.1.4.b	Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	Daily	<ul style="list-style-type: none"> - Daily Read alouds - Small group readings - Read naturally. 	<ul style="list-style-type: none"> - Interventions - Small groups.

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<p>LA.3.1.5</p>	<p>Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.</p>			
<p>LA.3.1.5a</p>	<p>Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).</p>	<p>- Weekly/Daily</p>	<p>- Vocab instruction - Spelling lists. - Grammar</p>	<p>- Spelling tests - Vocab tests - Grammar sheets.</p>
<p>LA.3.1.5b</p>	<p>Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.</p>	<p>- Weekly</p>	<p>- Read Naturally. - Small group differentiated readings</p>	<p>- Explain unknown words - small groups - Read naturally</p>
<p>LA.3.1.5c</p>	<p>Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.</p>	<p>✓ - Daily/weekly</p>	<p>- Weekly vocab - Read naturally - Read alouds.</p>	

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LA.3.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	<ul style="list-style-type: none"> - synonyms/ant. -daily homophones/graphs - 2nd semester 	<ul style="list-style-type: none"> - Weekly vocab practice - IXL - spelling 	<ul style="list-style-type: none"> - Fryer, models - spelling tests - IXL
LA.3.1.5.e	Locate words and determine meaning using reference materials.	<ul style="list-style-type: none"> - Nov. (dictionaries) - April 	<ul style="list-style-type: none"> - Dictionary use - Descriptive writing 	<ul style="list-style-type: none"> - Using Dictionary to look up words - Revising Descriptive writing with use of Thesaurus.
LA.3.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.			
LA.3.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.	<ul style="list-style-type: none"> Week of Un-2 weeks 45 weeks 	<ul style="list-style-type: none"> - Used along with authors point of view. - Discussed during read aloud - PIE 	<ul style="list-style-type: none"> - informal discussions - small readers - read aloud.

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<p>LA.3.1.6.b</p>	<p>Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).</p>	<p>Unit 2 week 3 U2 W4 U2 W5 U4 W1, 2 U5, W1, 2, 3, 4</p>	<ul style="list-style-type: none"> - Discuss fact and opinion - plot (roller coaster) - problem/solution - how it was solved - who/what/when/where/why. 	<ul style="list-style-type: none"> - Weekly selection tests - small groups - IXL - Selection tests.
<p>LA.3.1.6.c</p>	<p>Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).</p>	<p>Week of Dec. 7-11 4th quarter (Descriptive writing)</p>	<ul style="list-style-type: none"> - Focus on 'Comparing - How to make writing more exciting. (video) - Create sentences - IXL, Quizizz 	<ul style="list-style-type: none"> - Sentence groups - Create similes/metaphors - Give a noun and compare using device. - Descriptive writing on topic. - Selection tests
<p>LA.3.1.6.d</p>	<p>Summarize a literary text and/or media, using key details to identify the theme.</p>	<p>U2 W1, 2 U4 W5 U6 W1, 2</p>	<ul style="list-style-type: none"> - Fantasy and myth reading - Short stories - Discussions about movies, books, connecting to real life lessons 	<ul style="list-style-type: none"> - IXL - Small group studies - Your turn book questions - Selection tests
<p>LA.3.1.6.e</p>	<p>Determine main ideas and supporting details from informational text and/or media.</p>	<p>U3 W3, 4 - Weekly</p>	<ul style="list-style-type: none"> - Small group book studies - Discussions about stories 	<ul style="list-style-type: none"> - weekly Read Naturally questions - Small group questions - IXL

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<p>LA.3.1.6.4</p>	<p>Use text features to locate information and explain how the information contributes to an understanding of print and digital text.</p>	<p>✓ - Weekly</p>	<ul style="list-style-type: none"> - Your turn books - Small group readers 	<ul style="list-style-type: none"> - IXL - your Turn practice questions
<p>LA.3.1.6.9</p>	<p>Compare and contrast the characteristics that distinguish a variety of literary and informational texts.</p>	<p>✓ - Weekly</p>	<ul style="list-style-type: none"> - Weekly readings - S.S. talks - small groups 	<ul style="list-style-type: none"> - discussions
<p>LA.3.1.6.4</p>	<p>Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.</p>	<p>u3 w2 u4 w1 u5 w2,4</p>	<ul style="list-style-type: none"> - Multicultural selections in Reading book - discussions on comparing each culture 	<ul style="list-style-type: none"> - Open discussions - Venn diagrams.
<p>LA.3.1.6.1</p>	<p>Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.</p>	<p>weekly</p>	<ul style="list-style-type: none"> - weekly small group readings - Read Naturally 	<ul style="list-style-type: none"> - Read Naturally question - Research papers.

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<p>LA.3.1.6.J</p>	<p>Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).</p>	<p>✓ U 2,3,4,5,6</p>	<ul style="list-style-type: none"> - Sequence daily in Read Naturally - Discussion sentences on cause/Effect 	<ul style="list-style-type: none"> - Daily read Naturally - Retells (sequence) - Kern Diagram discussions - Small group work
<p>LA.3.1.6.K</p>	<p>Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).</p>	<p>- Daily</p>	<ul style="list-style-type: none"> - Daily work - Small group readings - Discussions about books being read 	<ul style="list-style-type: none"> - Small group discussions - Reading questionings and discussions
<p>LA.3.1.6.I</p>	<p>Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.</p>	<p>- Weekly</p>	<ul style="list-style-type: none"> - Read Naturally - Daily Discussions and questionings - Videos 	<ul style="list-style-type: none"> - S.S. discussions - Read Naturally Readings - weekly selection Readings from book.
<p>LA.3.1.6.M</p>	<p>Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.</p>	<p>- Daily</p>	<ul style="list-style-type: none"> - Small groups - Read Naturally 	<ul style="list-style-type: none"> - Correcting mistakes on - selection tests - unit Tests - Reviews

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<p>LA 3.1.6.5</p>	<p>Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.</p>	<p>- Daily</p>	<ul style="list-style-type: none"> - weekly readings - making predictions on read naturally - small group discussions 	<ul style="list-style-type: none"> - Read naturally - Prediction writing/discussions - EXE - Selection tests
<p>LA 3.1.6.0</p>	<p>Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).</p>	<p>-</p>	<p>-</p>	<p>-</p>
<p>LA 3.1.6.p</p>	<p>Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.</p>	<p>-</p>	<p>-</p>	<p>-</p>