



3 Reading

Quarter 1

Unit 1: Building a Reading Life

Reading

1. Develop and apply skills to the reading process

A. Comprehension. Develop and demonstrate reading skills in response to text by:

- explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story [3.R.1.A.a]
- drawing conclusions and support with textual evidence [3.R.1.A.b]
- summarizing a story's beginning, middle, and end determining its central message, lesson, or moral [3.R.1.A.c]
- monitoring comprehension and making corrections and adjustments when understanding breaks down [3.R.1.A.d]

B. Vocabulary. Develop an understanding of vocabulary by:

- decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words [3.R.1.B.a]
- using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words [3.R.1.B.b]
- using homographs and homophones [3.R.1.B.c]
- distinguishing the literal and non-literal meanings of words and phrases in context [3.R.1.B.d]
- determining the meaning of the new word formed when a known affix is added to a known base word [3.R.1.B.e]
- using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words [3.R.1.B.f]
- discussing analogies [3.R.1.B.g]
- determining the meaning of the author's use of similes and metaphors to produce

imagery [3.R.1.B.h]

- using conversational, general academic, and domain-specific words and phrases [3.R.1.B.i]

C. Making Connections. Explain the relevant connections between:

- text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) [3.R.1.C.a]
- text to world (text ideas regarding experiences in the world) [3.R.1.C.b]

D. Independent Text. Read independently for multiple purposes over sustained periods of time by:

- reading text that is developmentally appropriate [3.R.1.D.a]
- producing evidence of reading [3.R.1.D.b]

2. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.

A. Fiction. Read, infer, analyze, and draw conclusions to:

- summarize and sequence the events/plot and explain how past events impact future events [3.R.2.A.a]
- describe the personality traits of characters from their thoughts, words, and actions [3.R.2.A.b]
- compare and contrast key elements in various types of fiction [3.R.2.A.e]

C. Drama. Read, infer, and draw conclusions to:

- explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed [3.R.2.C.a]

3. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g. narrative, information/explanatory, opinion, persuasive, argumentative, from a variety of cultures and times.

A. Text Features. Read, infer, and draw conclusions to:

- explain the author's purpose [3.R.3.A.a]
- identify the details or facts that support the main idea [3.R.3.A.b]
- use text and graphic features to locate information and to make and verify predictions [3.R.3.A.c]

- follow and explain a set of written multi-step directions [3.R.3.A.d]
- describe the relationship between events, ideas, concepts, or steps [3.R.3.A.e]

Reading Foundations

1. Understand how English is written and read (Start of Reading Foundations).

A. Phonics. Develop phonics in the reading process by:

- decoding multisyllabic words in context and independent of context by applying common spelling patterns [3.RF.1.A.a]
- decoding words that double final consonants when adding an ending [3.RF.1.A.b]
- using the meaning of common prefixes and suffixes [3.RF.1.A.c]
- using the meaning of homophones [3.RF.1.A.d]
- decoding known and unknown words by spelling patterns [3.RF.1.A.e]
- reading irregularly spelled high-frequency words [3.RF.1.A.f]

Speaking/Listening

1. Listen for a purpose

A. Purpose. Develop and apply effective listening skills and strategies in formal and informal settings by:

- following classroom listening rules [3.SL.1.A.a]
- asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others [3.SL.1.A.b]
- following three-step instructions, according to classroom expectations [3.SL.1.A.c]

2. Listen for entertainment

A. Entertainment. Develop and apply effective listening skills and strategies in formal and informal settings by:

- demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations [3.SL.2.A.a]

3. Speak effectively in collaborative discussions

A. Collaborative Discussions. Speak clearly and to the point, using conventions of language when presenting individually or with a group by:

- coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore

ideas under discussion [3.SL.3.A.a]

- responding appropriately to discussion in a variety of settings, according to classroom expectations [3.SL.3.A.b]
- expressing opinions of read-alouds and independent reading topics [3.SL.3.A.c]