Grade 3 Reading	Unit 1: Friendship		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. What are the story elements, and can you apply them to the stories?	**Core Content** ❑ **RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2** ❑ **RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2** ❑ **RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2** ❑ **RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1** ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ RD-EP-2.0.1 Students will distinguish between fiction and non-fiction texts. ❑ **RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3** ❑ **RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms**	❑ Fiction ❑ Plot ❑ Point of View ❑ Dialogue ❑ Characterization ❑ Nonfiction ❑ Play ❑ Summarizing ❑ Sequencing ❑ Inference ❑ Author's Purpose ❑ Glossary ❑ Cause/Effect ❑ Compare/Contrast ❑ Opinion ❑ Fact	❑ RD-EP-1.0.1 Students will apply word recognition strategies through the use of; Word Knowledge activities at the beginning of each story, grade leveled resource library, **CATS like assessment**, decodable books highlighting phonic sounds, student anthology (first and second reading discussions), workshop activities, Phonics and Fluency activities, small group instruction, Sound Spelling Cards, cloze sentences, syllabication activities, high-frequency word list, dictation, Fry's Fluency Phrases, paired reading, repeated readings, read aloud, tier words, recorded readings, whisper phones, choral readings, intervention instruction, BECK Cards. ❑ RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms or compound words through the use of self correcting puzzle matching, ❑ RD-EP-1.0.4 Students will apply the meaning of common prefixes or suffixes through the use of concentration game, Word Knowledge, Frog activities, base word prefix suffix matching, ❑ RD-EP-1.0.5 Students will identify each with the use of highlighters and state the purpose for each using their decodable, Frog activity. ❑ RD-EP-1.0.6 Students will formulate questions using the Concept Question Board and the KWOL organizer, Clues Problems Wonderings Overhead. ❑ RD-EP-2.0.1 Students will distinguish between fiction and non-fiction by stating the elements of each using a VENN Diagram, stating elements of realistic fiction, biography, myth, play, expository text, fantasy. ❑ RD-EP-2.0.2 Students will demonstrate story elements by using a graphic organizer web, transparency #49, balls activity, blow up cube pass. ❑ RD-EP-2.0.4 Students will identify vocabulary with the help of a dictionary, glossary, thesaurus, Beck cards,

Grade 3 Reading	Unit 1: Friendship		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	specific to understanding the content). DOK 2 ❑ **RD-EP-2.0.5 Students will identify the correct sequence. DOK 1** ❑ **RD-EP-3.0.1 Students will explain a character's or speakers' actions based on a passage. DOK 3** ❑ **RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3** ❑ **RD-EP-3.0.6 Students will identify information in a passage that is supported by fact. DOK 2** ❑ RD-EP-3.0.8 Students will identify informative or persuasive passages. ❑ RD-EP-3.0.9 Students will identify commonly used persuasive techniques (emotional appeal and testimonial) used in a passage. ❑ RD-EP-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ **RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2**		Hot Seat, use of transparency #1, #2, #3, #4, #6, #7, #8, #47, **CATS like assessment**, Clues Problems Wonderings transparency #46, word find, cloze activities. ❑ RD-EP-2.0.5 Students will identify the sequence using story strips, graphic organizer, second read activity. ❑ RD-EP-3.0.1 Students will demonstrate character action through role-play. ❑ RD-EP-3.0.4 Students will identify main idea statement and details by using highlighters on overhead transparencies, second read activity, transparency #51, workshop self checking activity, Building Comprehension Skill Pack: Main Idea #1, #2, #3, #4. ❑ RD-EP-3.0.6 Students will identify information in a story by completing an **open response assessment** based on facts. ❑ RD-EP-3.0.8 Students will identify informative or persuasive passages by selection in a story. ❑ RD-EP-3.0.9 Students will identify commonly used persuasive techniques through Reader's Theatre, reciting poetry, performing scripts, giving speeches, sing songs, announcing pledges, reporting, telling jokes, shouting cheers, coral readings, coral singing, echo readings, buddy readings, radio reads, performances reading of speeches and poems, tape recorded readings, <u>Rosie and Michael,</u> first read activities. ❑ RD-EP-4.0.1 Students will connect information through oral discussions (handing off), through second read discussion activity, through classify and categorize second read activity, Three Column Chart transparency #53, Fantasy and Reality T- Chart, Frog Game Fantasy and Reality, Focus Questions. ❑ RD-EP-5.0.3 Students will identify features through the use of their anthology.

Grade 3 Reading	Unit 1: Friendship		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.		❑ RD-EP-5.0.4 Students identify organizational patterns through graphic organizers, transparency #48, #4, second read activities, transparency #50, Match Up Cause and Effect Sentences, Building Comprehension Skill Pack, sequence activity 3 and 4, Drawing Conclusions, Comprehension Cards, **<u>CATS like open response assessment.</u>**

Grade 3 Reading	Unit 2: City Wildlife		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. What was the author's purpose for writing their story?	**<u>Core Content</u>** ❑ **RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2** ❑ **RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2** ❑ **RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2**	❑ Characterization ❑ Details ❑ Setting ❑ Onomatopoeia ❑ Synonyms ❑ Antonyms ❑ Homophones ❑ Biography ❑ Inference ❑ Fantasy ❑ Reality ❑ Author's Purpose	❑ RD-EP-1.0.1 Students will apply word recognition strategies through the use of; Word Knowledge activities at the beginning of each story, grade leveled resource library, **<u>CATS like assessment</u>**, student anthology (first and second reading discussions), workshop activities, Phonics and Fluency activities, small group instruction, word find, Frog activity past tense, Fry's Fluency Phrases, decodable/highlight phonics sounds, fluency's passages, crossword puzzle, book studies, Sound Spelling Cards, cloze sentences, syllabication activities, high-frequency word list, dictation , paired reading, repeated readings, read aloud, tier words, recorded readings, whisper phones, choral readings, intervention instruction, BECK Cards, dictation. ❑ RD-EP-1.0.2 Students will apply knowledge with the use of overhead games, Word Knowledge activity, Frog activity, Synonyms File Folder, Antonyms File Folder game. ❑ RD-EP-1.0.4 Students will apply the meaning of prefixes and suffixes using tiles and using each word in a sentence, through Crazy Cubes, Finish Line.

Grade 3 Reading	Unit 2: City Wildlife		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	❑ **RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1** ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ **RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3** ❑ **RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2** ❑ **RD-EP-2.0.5 Students will identify the correct sequence. DOK 1** ❑ **RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3** ❑ RD-EP-3.0.3 Students will identify an author's purpose in a passage. ❑ **RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3** ❑ **RD-EP-3.0.5 Students will identify fact or opinion from a passage. DOK 2** ❑ RD-EP-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short		❑ RD-EP-1.0.5 Students will identify the meaning by playing the Handing Off Activity. ❑ RD-EP-1.0.6 Students will formulate questions using the Question Box, Clues Problems Wonderings transparency #46, First Read activities, Reading transparency #50. ❑ RD-EP-2.0.2 Students will describe story elements using a graphic organizer, Reading transparency #53, Reading transparency #59. ❑ RD-EP-2.0.4 Students will identify specialized vocabulary through mentor reading, file folder Similes, definitions in journals, Acorn Slide, Basic Skills Puzzles: Compound Words, Cloze Activities, Beck Cards, Word Find, <u>Possum's Harvest Moon</u>, Building Vocabulary Teaching Center, Overheads #10,11, 12, 13, 14, 15, <u>Little House Building</u> Vocabulary Teaching Center, **<u>CATS like assessment</u>**. ❑ RD-EP-2.0.5 Students will identify sequence through radio reads, graphic organizer web, flow chart. ❑ RD-EP-2.0.7 Students will make inferences or draw conclusions through read aloud, Fantasy and Reality second read activities, Clues Problems, and Wonderings transparency. ❑ RD-EP-3.0.3 Students will identify author's purpose by reading to discover, Author's Purpose second read activity, Author's Purpose Transparency #50 two column chart. ❑ RD-EP-3.0.4 Students will identify main idea or details by locating and underlining specific information, **open response assessment**. ❑ RD-EP-3.0.5 Students will identify fact or opinion by recalling information using a two column graphic organizer. ❑ RD-EP-4.0.1Students will connect information through Get the Gist, Reading transparency #50, Focus Questions.

Grade 3 Reading	Unit 2: City Wildlife		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	story, song, film, website, etc.). ❑ **RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2** ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.		❑ RD-EP-5.0.3 Students will identify text features through a wide use of graphic organizers. ❑ RD-EP-5.0.4 Students will identify organizational patterns using graphic organizers, Drawing Conclusions second read activities, Building Comprehension Skill Packet: Sequencing, Cause and Effect Box, "Caws" and Effect activity, Classify and Categorize second read activity, Cause and Effect second read activity, **<u>CATS like assessment</u>**.

Grade 3 Reading	Unit 3: Imagination		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. Can you make an inference and support it based on what you have read?	**<u>Core Content</u>** ❑ **RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2** ❑ **RD-EP-1.0.3 Students will know that some words have multiple meanings and identify the correct meaning as the word is used. DOK 2**	❑ Point of View ❑ Setting ❑ Characterization ❑ Inference ❑ Fantasy ❑ Reality ❑ Biography ❑ Prefix ❑ Suffix ❑ Compare & Contrast	❑ RD-EP-1.0.1 Students will apply word recognition strategies through the use of; Word Knowledge activities at the beginning of each story, grade leveled resource library, **<u>CATS like assessment,</u>** decodable books highlighting phonic sounds, student anthology (first and second reading discussions), workshop activities, Phonics and Fluency activities, dictation, small group instruction, Sound Spelling Cards, cloze sentences, syllabication activities, high-frequency word list, dictation, Fry's Fluency Phrases, paired reading, repeated readings, read aloud, tier words, recorded readings, whisper phones, choral readings, intervention instruction, BECK Cards, book studies. ❑ RD-EP-1.0.3 Students will know that some words have multiple meanings and identify the correct meaning by matching word to meaning activity, Frog activity, bingo.

Grade 3 Reading	Unit 3: Imagination		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	❑ **RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2** ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ **RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 2** ❑ **RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2** ❑ **RD-EP-2.0.5 Students will identify the correct sequence. DOK 1** ❑ **RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3** ❑ RD-EP-3.0.3 Students will identify an author's purpose in a passage. ❑ RD-EP-3.0.7 Student will identify an author's opinion about a subject. ❑ RD-EP-4.0.1 Students will connect information from a passage to students' lives		❑ RD-EP-1.0.4 Students will draw conclusions about the meanings of prefixes or suffixes through Frog activity, Handing Off activity, matching activity, Word Knowledge, **CATS like assessment**. ❑ RD-EP-1.0.6 Students will formulate questions through paired reading, Clues Problems Wondering transparency #46, Handing Off Process, graphic organizers, Make a Turkey, first read asking and answering questions activity, Inquiry Connections. ❑ RD-EP-2.0.2 Students will describe story elements through graphic organizers, role-play using character traits. ❑ RD-EP-2.0.4 Students will identify specialized vocabulary through Guess and Check, Hot Seat, BECK cards, cloze activities, Word Bank graphic organizer, RIVET, Journal Definition Picture, Vocabulary Transparency #16, 18, 19, 20, 21, 22, Raven Vocabulary Box, <u>The Art</u> <u>Lesson</u> Vocabulary Box, <u>The Paper Crane</u> Vocabulary Box, **CATS like assessment**. ❑ RD-EP-2.0.5 Students will identify the correct sequence through Think Aloud, transition words, sentence strips sequence. ❑ RD-EP-2.0.7 Students will make inferences through Clues Problems Wonderings organizer #46, first read confirming predictions activity, Transparency #50 Fantasy and Reality. ❑ RD-EP-3.0.3 Students will identify author's purpose through class discussion, graphic organizers, second read activities and discussion, elements of a fairy tale, elements of a biography, elements of a realistic fiction, **open response assessment**. ❑ RD-EP-3.0.7 Students will identify author's opinion through teacher directed discussion, second read activity making inferences, second read activity author's point of view. ❑ RD-EP-4.0.1 Student's will connect information by keeping a journal, Fact or Opinion Skills Pack, Focus Questions, Clues Problems Wonderings transparency

Grade 3 Reading	Unit 3: Imagination		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	(text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ **RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2** ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.		#46, Making Connections, first read activity predicting confirming predictions. ❑ RD-EP-5.0.3 Students will identify text features with the use of reproducible practice pages, graphic organizers, **<u>CATS like assessment</u>**. ❑ RD-EP-5.0.4 Students will identify organizational patterns through the use of short passages, self correcting questions, Frog activity, graphic organizers, second read activity Compare and Contrast, Compare and Contrast **open response assessment**, compare and contrast transparency #53, second read activity Classify and Categorize.

Grade 3 Reading	Unit 4: Money		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. What is the sequence of the story, which part did you like best, and why?	**<u>Core Content</u>** ❑ **RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2** ❑ **RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms,**	❑ Sequence ❑ Characterization ❑ Drawing Conclusions ❑ Author's Point of View ❑ Cause & Effect ❑ Expository Text ❑ Plot ❑ Abbreviations ❑ Inferences	❑ RD-EP-1.0.1 Students will apply word recognition strategies through the use of; Word Knowledge activities at the beginning of each story, grade leveled resource library, **<u>CATS like assessment</u>**, decodable books highlighting phonic sounds, student anthology (first and second reading discussions), workshop activities, Phonics and Fluency activities, small group instruction, Sound Spelling Cards, cloze sentences, syllabication activities, high-frequency word list, dictation, Fry's Fluency Phrases, paired reading, repeated readings, read aloud, tier words, recorded readings, whisper phones, choral readings, intervention instruction, BECK Cards, dictation, student anthology first and second read activities, workshop activities, intervention instruction. ❑ RD-EP-1.0.2 Students will apply knowledge of

Grade 3 Reading	Unit 4: Money		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	homophones, or compound words for comprehension. DOK 2 ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ **RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3** ❑ **RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2** ❑ **RD-EP-2.0.5 Students will identify the correct sequence. DOK 1** ❑ **RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK** ❑ RD-EP-3.0.3 Students will identify an author's purpose in a passage. ❑ **RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3** ❑ **RD-EP-3.0.5 Students will identify fact or opinion from a passage. DOK 2** ❑ RD-EP-3.0.7 Students will identify an author's opinion about a subject. ❑ RD-EP-3.0.9 Students will identify commonly used persuasive techniques (emotional appeal and testimonial) used in a passage.		synonyms, antonyms, and homophones by playing Bingo. Students will match up words to formulate compound words. ❑ RD-EP-1.0.6 Students will formulate questions through Think, Pair, Share, and Clues, Problems, Wonderings transparency #46. ❑ RD-EP-2.0.2 Students will describe story elements by constructing a flipbook, use of reading transparency #49. ❑ RD-EP-2.0.4 Students will identify specialized story vocabulary by playing Abbreviation Match-Up, Hot Seat, use of BECK Cards, reading vocabulary transparencies, and **<u>CATS like assessment</u>**, Detective Sentence Strip activity. ❑ RD-EP-2.0.5 Students will identify correct sequence through the use of sequence strips, second read activities. ❑ RD-EP-2.0.7 Students make inferences or draw conclusions by using prior knowledge in class discussions during first and second read activities, using the activity Incredible Inferences. ❑ RD-EP-3.0.3 Students will identify author's purpose through Think Aloud, class discussion on elements of realistic fiction, expository text, fables, fable, historical fiction, second read activity, guided practice using transparency #53. ❑ RD-EP-3.0.4 Students will identify main idea or details through summarizing using the graphic organizer transparency #55, second read activity, **open response assessment**. ❑ RD-EP-3.0.5 Students will identify fact or opinion with the use of a T Chart. ❑ RD-EP-3.0.7 Students will identify author's opinion through direct Listening Thinking activity, second read activities. ❑ RD-EP-3.0.9 Students will identify persuasive techniques through expression and correct phrasing in

Grade 3 Reading	Unit 4: Money		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	❑ RD-EP-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ **RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2** ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.		passages using the Student Anthology, Readers Theater, Say it Like the Character, first read activities. ❑ RD-EP- 4.0.1 Students will connect information from a passage through class discussion using transparency #50, #46, Focus Questions. ❑ RD-EP-5.0.3 Students will identify text features through **<u>CATS like assessments</u>**. ❑ RD-EP-5.0.4 Students will identify organizational patterns through the use of graphic organizers, class discussion during first and second read activities, reading transparency #54.

Grade 3 Reading	Unit 5: Storytelling		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. Can you state the main idea and give 2 supporting details?	**<u>Core Content</u>** ❑ **RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2** ❑ **RD-EP-1.0.2 Students will apply**	❑ Author's Purpose ❑ Main Idea ❑ Onomatopoeia ❑ Visualizing	❑ RD-EP- 1.0.1 Students will apply word recognition strategies through the use of; Word Knowledge activities at the beginning of each story, grade leveled resource library, **<u>CATS like assessment,</u>** decodable books highlighting phonic sounds, student anthology (first and second reading discussions), workshop activities, Phonics and Fluency activities, small group instruction, Sound Spelling Cards, cloze sentences, syllabication activities, high-frequency word list, dictation, Fry's Fluency Phrases, paired reading, repeated readings, read aloud, tier words, recorded readings, whisper phones, choral readings, intervention instruction, BECK Cards, dictation. ❑ RD-EP-1.0.2 Apply knowledge of synonyms and

Grade 3 Reading	Unit 5: Storytelling		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2 **RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2** **RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1** ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ **RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3** ❑ **RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2** ❑ **RD-EP-2.0.5 Students will identify the correct sequence. DOK 1** ❑ **RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3** ❑ RD-EP-3.0.3 Students will identify an author's purpose in a passage. ❑ **RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3** ❑ **RD-EP-3.0.5 Students will identify fact or opinion from a passage. DOK 2** ❑ RD-EP-3.0.7 Students will identify an author's opinion about a subject.	❑ Folktales ❑ Sequence ❑ Fact ❑ Opinion ❑ Dialogue ❑ Expository ❑ Details	antonyms by playing bingo, workshop self-checking activities. ❑ RD-EP-1.0.2 Apply knowledge of compound words by completing Bird Brain activity, bingo concentration. ❑ RD-EP-1.0.4 Apply the meanings of prefixes and suffixes by covering the base word and stating the meaning of the prefix or/and suffix. ❑ RD-EP-1.0.5 Identify proper nouns, punctuation marks, boldface type, italics, and indentations using fluency passages. ❑ RD-EP-1.0.6 Formulate questions and apply them to the Concept Question Board. ❑ RD-EP-2.0.2 Identify the 4 elements of a story using a graphic organizer, and elements of all genres read in unit. ❑ RD-EP-2.0.4 Identify vocabulary words by using a graphic organizer, writing the word, drawing a picture and making a knowledge connection, Beck Cards, <u>**CATS like assessment**</u>. ❑ RD-EP-2.0.5 Create a totem pole, sequencing important events in their lives. ❑ RD-EP-2.0.7 Make inferences or draw conclusions through class discussion (handing off). ❑ RD-EP-3.0.3 Identify the author's purpose for every genre giving reasons for their statements. ❑ RD-EP-3.0.4 Identify main ideas and/ or details of chosen passages throughout the genres through graphic organizers, <u>**CATS like assessment**</u>. ❑ RD-EP-3.0.5 Identify fact or opinion sentences in the genres using a T chart. ❑ RD-EP-3.0.7 Identify an author's opinion by justifying an example from the genre. ❑ RD-EP-3.0.9 Identify commonly used persuasive

Grade 3 Reading	Unit 5: Storytelling		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment Student will:
	❑ RD-EP-3.0.9 Students will identify commonly used persuasive techniques (i.e., emotional appeal and testimonial) used in a passage. ❑ RD-EP-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ **RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2** ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.		techniques by roll play, readers theater, plays, radio read, cheers, riddles, You Read to Me I Read to You, first read activities. ❑ RD-EP-4.0.1 Respond to an **open response question** connecting the story to their own life, Focus Questions, discuss a connection from real life issues and other texts through handing off procedure. ❑ RD-EP-5.0.3 Identify text features through varies whole group discussions. ❑ RD-EP-5.0.4 Identify organizational patterns through questioning, discussions, completing graphic organizers.

Grade 3 Reading	Unit 6: Country Life		Suggested Length:
Essential Questions	*Program of Studies* and Core Content	Key Terms and Vocabulary	Classroom Instruction and Assessment Student will:
1. Can you relate the stories to text to self, text to world, and/or text-to-text?	**Core Content** ❑ **RD-EP-1.0.1 Students will apply word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations or meanings of words in passages. DOK 2**	❑ Setting ❑ Figurative Language ❑ Expository Texts ❑ Fiction ❑ Nonfiction ❑ Author's Point of View ❑ Narrative ❑ Inferences ❑ Main Ideas ❑ Details ❑ Fact	❑ RD-EP-1.0.1 Students will apply word recognition strategies through the use of; Word Knowledge activities at the beginning of each story, grade leveled resource library, **CATS like assessment**, decodable books highlighting phonic sounds, student anthology (first and second reading discussions), workshop activities, Phonics and Fluency activities, small group instruction, Sound Spelling Cards, cloze sentences, syllabication activities, high-frequency word list, dictation, Fry's Fluency Phrases, paired reading, repeated readings, read aloud, tier words, recorded

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	❑ **RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, or compound words for comprehension. DOK 2** ❑ **RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes to comprehend unfamiliar words. DOK 2** ❑ **RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics, or indentations to make meaning of the text. DOK 1** ❑ RD-EP-1.0.6 Students will formulate questions to guide reading. ❑ **RD-EP-2.0.2 Students will describe characters, plot, setting, or problem/solution of a passage. DOK 3** ❑ **RD-EP-2.0.4 Students will identify specialized vocabulary (words and terms specific to understanding the content). DOK 2** ❑ **RD-EP-2.0.7 Students will make inferences or draw conclusions based on what is read. DOK 3** ❑ RD-EP-3.0.3 Students will identify an author's purpose in a passage. ❑ **RD-EP-3.0.4 Students will identify main ideas or details that support them. DOK 3** ❑ **RD-EP-3.0.5 Students will identify fact or opinion from a passage. DOK 2** ❑ RD-EP-3.0.7 Students will identify an author's opinion about a subject. ❑ RD-EP-4.0.1 Students will connect information from a passage to students' lives (text-to-self), real world issues (text-to-world)	❑ Opinion ❑ Compare ❑ Contrast ❑ Homophones ❑ Synonyms ❑ Antonyms	readings, whisper phones, choral readings, intervention instruction. ❑ RD-EP-1.0.2 Students will apply knowledge of synonyms, antonyms, compound words, through bingo concentration. ❑ RD-EP-1.0.4 Students will apply the meanings of common prefixes or suffixes through bingo concentration. ❑ RD-EP-1.0.5 Students will identify the purpose of capitalization, punctuation, boldface type, italics or indentions by highlighting appropriate sections and stating why. ❑ RD-EP-1.0.6 Students will formulate questions through think pair share. ❑ RD-EP-2.0.2 Students will participate in small and large group discussions. ❑ RD-EP-2.0.4 Students will use BECK CARDS to identify specialized vocabulary words, word knowledge activity, reading transparency #39, **<u>CATS like assessment</u>**. ❑ RD-EP-2.0.7 Students will use the first read activities and second read activities to make inferences and or draw conclusions, through workshop activities (small groups). ❑ RD-EP-3.0.3 Students will use first read activities and second read activities to identify the author's purpose, large group discussions, ❑ RD-EP-3.0.4 Students will select a paragraph and state the main idea, through workshop self checking activities, ❑ RD-EP-3.0.5 Students will use the first read and second read activities to identify fact or opinion from a passage, workshop self-checking activities. ❑ RD-EP-3.0.7 Students will identify the author's opinion by large group discussion. ❑ RD-EP-4.0.1 Students will connect information through Focus Questions, **open response questions, <u>CATS like</u>**

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	or other texts (text-to-text - e.g., novel, short story, song, film, website, etc.). ❑ RD-EP-5.0.2 Students will identify literary devices such as foreshadowing, imagery, or figurative language (i.e., similes and personification). ❑ **RD-EP-5.0.3 Students will identify text features (e.g., pictures, lists, charts, graphs, tables of contents, indexes, glossaries, captions, headings) to answer questions about a passage. DOK 2** ❑ RD-EP-5.0.4 Students will identify the organizational pattern, used (e.g., sequence, cause and effect, or comparison and contrast) to understand the passage.		**<u>assessment</u>**. ❑ RD-EP-5.0.2 Students will highlight various literary devices using small passages, workshop activities (small group). ❑ RD-EP-5.0.3 Students will identify various text features through class discussions and **<u>CATS like assessment</u>**. ❑ RD-EP-5.0.4 Students will use various graphic organizers to identify organizational patterns, workshop activities (small group), **open response assessment**.