Language Arts 3

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Content	Skills	Learning Targets	Assessment	Resources & Technology

CEQ: • **What strategies are useful in helping me with comprehension?** • **How can use context clues to help determine the meaning of a word?** • **How I can I read fluently and with expression?** • **How can I understand and use words to help me read, write, and speak?** **UEQ: 1st 30 Days (15 School Days - 2 lessons/day)**	**READING** **Comprehension** 1. Listening/Communicating Skills 2. Book Genres 3. Text Features 4. Making Connections **Vocabulary** 1. Use context clues to determine meaning of words **Word Study** 1. Unit 1: Compound Words **Fluency** **Listening/Speaking** 1. Practice precise listening 2. Practice strategic listening **WRITING Process** **Set up Writer's Workshop (First 30 Days)**	**First 30 Days** 1. **I can pick a just right book.** 2. **I can use my classroom library** 3. **I can follow the routine of reader's workshop** 4. **I can**	**READING** **Comprehension** • NWEA/MAP (SA) • Benchmarking (SA) **Word Study** • Unit 1 Quick Check (SA) **Fluency** • DIBELS (SA) • Benchmarking (SA) • Running Records (FA)	**First 30 Days** **Routines and Rituals** Benchmark Universe - online
UEQ: Unit 1 **READING** **How do main idea and supporting details help with text comprehension?**	**READING** **Comprehension** 1. Identify main idea and supporting details 2. Ask questions 3. Read and summarize text	**Unit 1** 1. I can Identify Main Ideas and Details 2. I can ask questions to help me understand a passage	**Unit 1** **Comprehension** • CSA 74-75 "The Great Pyramid" (FA)	

How does asking questions help with text comprehension?

How do we answer text dependent questions?

What are the characteristics of a biography?

How does proper pacing help me understand a text?

Guided Reading Learning Targets (GRLT)
(These targets will be taught during small group guided reading lessons.)

4. Answer text dependent questions
5. Recognize and analyze biographies
6. Compare and contrast passages
7. Analyze author's purpose (Reader's Theater)

Vocabulary
1. Use context clues to determine meaning of words

Fluency
1. Practice speed and pacing
2. Apply fluency to Reader's Theater

Grammar
Adjectives

Word Study

Unit 2: Adding -ing to Words with VC and VCC Patterns

Unit 3: Adding -ing to Words with VCe and VVC Patterns

3. I can identify the parts of a biography
4. I can compare and contrast two selections
5. I can tell my own point of view
6. I can control my speed or pace when I read a passage.
7. I can identify adjectives that describe people.
8. I can use context clues to determine the meaning of unknown words

Guided Reading Learning Targets: (GRLT)

GRLT: I can retell folktales, fables, or myths.

GRLT: I can identify the theme/moral in a folktale, fable,or myth.

GRLT: I can describe characters and how they affect the events in a story.

GRLT: I can recognize parts of a text using terms like chapter, scene, or stanza.

GRLT: I can explain how illustrations connect with the text.

GRLT- I can identify the main idea and supporting details.

GRLT- I can explain how the setting can affect the story.

- CSA 76-77 "Become a Cloud Watcher" (FA)
- Unit 1 Assessment(SA)

Fluency
Reader's Theater Presentation "Harriet Tubman" (FA)

Word Study
- Unit 2, 3, 4 Quick Checks (SA)

	Unit 4: Double, e-Drop, and No Change	GRLT- I can predict the character's actions in the future.		

October

Content	Skills	Learning Targets	Assessment	Resources & Technology

UEQ: UNIT 2 READING
 	
How does analyzing character help with text comprehension?
 	
How does visualizing help with text comprehension?
 	
What are the characteristics of a personal narrative?
 	
How does pausing help me read fluently?
	READING Comprehension
	
	1. Visualize character
	2. Analyze character traits
	3. Recognize and analyze personal narratives
	4. Read and summarize text
	5. Answer text dependent questions
	6. Compare and contrast personal narratives
		UNIT 2
		
		  T1- I can analyze characters
		
		  T2- I can identify details in a passage to help analyze a character
		
		  T3- I can visualize a character's actions, relationships, motivation and feelings
		
		  T4- I can identify the parts of a personal narrative
			READING Comprehension
			
			-CSA 1 "First on Court"(FA)
			
			-CSA 2"The Contest"(FA)
			
			-Unit 2 Assessment (SA)
			
			Word Study
			
			Unit 5, 6, 7 Quick Checks (SA)
			
			Fluency
				Benchmarkuniverse.com

	7. Analyze author's purpose (Reader's Theater)	T5- I can compare and contrast two personal narratives	Reader's Theater "Our New Home" (FA)	
Guided Reading Learning Targets (GRLT) (These targets will be taught during small group guided reading lessons.)	**Vocabulary** 1. Use context clues to determine meaning of words **Fluency** 1. Practice appropriate pausing 2. Apply fluency to Reader's Theater **Grammar** Antonyms **Word Study** Unit 5: adding -ed to words Unit 6: adding -ed to words (unusual past tense) Unit 7: plural endings -es, -ies	T6- I can summarize a story T7- I can tell my own point of view or opinion **Guided Reading Learning Targets: (GRLT)** GRLT: I can retell folktales, fables, or myths. GRLT: I can identify the theme/moral in a folktale, fable,or myth. GRLT: I can describe characters and how they affect the events in a story. GRLT: I can recognize parts of a text using terms like chapter, scene, or stanza. GRLT: I can explain how illustrations connect with the text. GRLT- I can identify the main idea and supporting details. GRLT- I can explain how the setting can affect the story. GRLT- I can predict the character's actions in the		

		future.		

November

Content	Skills	Learning Targets	Assessment	Resources & Technology
UEQ: Unit 3 **READING**	**READING** **Comprehension**	**Unit 3**	**READING** **Comprehension**	Benchmarkuniverse.com

How does determining text importance help with text comprehension? **How does Identifying sequence of events help with text comprehension?** **What are the characteristics of historical fiction?** **How does analyzing author's purpose help me build comprehension?** **How does pausing with a full stop help me read fluently?** **Guided Reading Learning Targets (GRLT)** (These targets will be taught during small group guided reading lessons.)	1. Identify sequence of events 2. Determine text importance 3. Recognize and analyze historical fiction 4. Read and summarize text 5. Answer text dependent questions 6. Compare and contrast historical fiction 7. Analyze author's purpose (Reader's Theater) **Vocabulary** 1. Use context clues to determine meaning of words **Fluency** 1. Practice pausing with full stop	T1- I can use context clues to determine vocabulary meaning. T2- I can identify sequence of events in pictures and text. T3- I can determine important information in text. T4- I can identify the parts of historical fiction. T5 - I can compare and contrast two historical fiction stories. T6 - I can show I understand what is happening by correctly pausing with full stops. T7 - I can identify adverbs. **Guided Reading Learning Targets: (GRLT)**	-CSA 21 "Making a Budget" (FA) -CSA 22 "All Mixed Up" (FA) -Unit 3 Assessment (SA) **Word Study** ● Unit 8, 9, 10 Quick Checks (SA) **Fluency** Reader's Theater "Cesar Chavez Comes to Visit" (FA)	

	2. Apple fluency to Reader's Theater **Grammar** 1. Adverbs **Word Study** Unit 8: Irregular Plurals Unit 9: Adding inflectional endings to y endings Unit 10: Syllable Juncture in VCV and VCCV patterns	GRLT: I can retell folktales, fables, or myths. GRLT: I can identify the theme/moral in a folktale, fable,or myth. GRLT: I can describe characters and how they affect the events in a story. GRLT: I can recognize parts of a text using terms like chapter, scene, or stanza. GRLT: I can explain how illustrations connect with the text. GRLT- I can identify the main idea and supporting details. GRLT- I can explain how the setting can affect the story. GRLT- I can predict the character's actions in the future.		

December

Content	Skills	Learning Targets	Assessment	Resources & Technology
UEQ: Unit 4 READING **How does summarizing and synthesizing help with text comprehension?** **How does analyzing story elements help with text comprehension?**	**READING Comprehension** 1. Summarize and synthesize 2. Analyze story elements 3. Recognize and analyze realistic fiction.	**Unit 4** T1- I can use context clues to determine vocabulary meaning. T2- I can identify story elements. T3- I can summarize (tell what happens) and synthesize (put information	**READING Comprehension** -CSA 3 "Buried Alive" (FA) -CSA 4 "A Long Week"(FA) -Unit 4 Assessment (SA)	Benchmarkuniverse.com

What are the characteristics of realistic fiction? **How does using inflection/intonation help me read fluently?** **Guided Reading Learning Targets (GRLT)** (These targets will be taught during small group guided reading lessons.)	4. Read and summarize text 5. Answer text dependent questions 6. Compare and contrast realistic fiction 7. Analyse author's purpose (Reader's Theater) **Vocabulary** 1. Use context clues to determine meaning of words **Grammar** 1. Multiple meaning words **Word Study** Unit 11: VCV and VCCV patterns	together) to show understanding of a story. T4- I can share what I know about realistic fiction. T5- I can find the characteristics of realistic fiction in a passage. T6-I can read with the correct inflection and intonation. T7-I can identify and use multiple meaning words. **Guided Reading Learning Targets: (GRLT)** GRLT: I can retell folktales, fables, or myths. GRLT: I can identify the theme/moral in a folktale, fable,or myth. GRLT: I can describe characters and how they affect the events in a story. GRLT: I can recognize parts of a text using terms like chapter, scene, or stanza. GRLT: I can explain how	**Word Study** Unit 11, 12, 13 Quick Checks (SA) **Fluency** Reader's Theater: "The Great Lemonade Standoff" (FA)	

| | Unit 12: VCV and VVCV patterns

Unit 13: VCCCV and VV patterns

Fluency

  1. Practice inflection/intonation- pitch

  2. Apply fluency to Reader's Theater | illustrations connect with the text.

GRLT- I can identify the main idea and supporting details.

GRLT- I can explain how the setting can affect the story.

GRLT- I can predict the character's actions in the future. | | |

January

Content	Skills	Learning Targets	Assessment	Resources & Technology

UEQ: Unit 5 **READING** **How does making connections help with text comprehension?** **How does making inferences help with text comprehension?** **What are the characteristics of trickster tales?** **How does using inflection/intonation help me read fluently?** **Guided Reading Learning Targets (GRLT)** (These targets will be taught during small group guided reading lessons.)	**Reading Comprehension** 1. Make connections while reading 2. Make inferences 3. Recognize and analyze trickster tales 4. Read and summarize text 5. Answer text dependent questions 6. Compare and contrast trickster tales 7. Analyze author's purpose (Reader's Theater) **Vocabulary** 1. Use context clues to determine meaning of words **Grammar**	**Unit 5:** T1- I can use context clues to determine vocabulary meaning. T2- I can analyze and make connections to the text using: text to text, text to self, and text to world references. T3- I can bring pieces of information together to form new ideas. T4-I can make connections by comparing and contrasting (similarities and differences) between texts. T5- I can identify synonyms to understand the text. T6- I can correctly use volume to read grade level text fluently. T7- I can show I understand what is happening by correctly pausing.	**Reading Comprehension** -CSA 23 "Just not Herself" (FA) -CSA 24 "Harriet the Tortoise" (FA) -Unit 5 Assessment (SA) **Word Study** Unit 14, 15, 16 Quick Checks (SA) **Fluency** Reader's Theater: "Kanchil outsmarts the Crocodile" (FA)	Benchmarkuniverse.com

1. Synonyms

Word Study

Unit 14: Open and closed syllables and inflectional endings

Unit 15: Long a patterns in accented syllables

Unit 16: Long i patterns in accented syllables

Fluency
1. Practice inflection/intonation-pitch

2. Apply fluency to Reader's Theater

Guided Reading Learning Targets: (GRLT)

GRLT: I can retell folktales, fables, or myths.

GRLT: I can identify the theme/moral in a folktale, fable,or myth.

GRLT: I can describe characters and how they affect the events in a story.

GRLT: I can recognize parts of a text using terms like chapter, scene, or stanza.

GRLT: I can explain how illustrations connect with the text.

GRLT- I can identify the main idea and supporting details.

GRLT- I can explain how the setting can affect the story.

GRLT- I can predict the character's actions in the future.

February

Content	Skills	Learning Targets	Assessment	Resources & Technology
UEQ: Unit 6: READING **How does fix up monitoring help with text comprehension?** **How does distinguishing and evaluating fact and opinion help with text comprehension?** **What are the characteristics of persuasive letters?** **How does analyzing author's purpose help me build comprehension?** **How does using inflection/intonation help me read fluently?**	**READING Comprehension** 1. Use fix-up monitoring 2. Distinguish between fact and opinion 3. Recognize and analyze persuasive letters 4. Read and summarize text 5. Answer text dependent questions 6. Compare and contrast persuasive letters 7. Analyze author's purpose (Reader's Theater) **Vocabulary**	**Unit 6** T1- I can use context clues to determine vocabulary meaning. T2- I can identify facts and opinions. T3- I can create facts and opinions. T4-I can identify signal words for opinions. T5- I can monitor my understanding in text and illustrations. T6- I can use strategies to answer text dependent questions. T7- I can read, discuss and compare persuasive writing	**READING Comprehension** -CSA 9 "Most Exciting Job" (FA) -CSA 10 "New Video Fun from Giant Games" (FA) -Unit 6 Assessment (SA) **Word Study** Unit 17, 18, 19 Quick Checks (SA) **Fluency** Reader's Theater: "The Food Pyramid Disaster" (FA)	Benchmarkuniverse.com

Guided Reading Learning Targets (GRLT) (These targets will be taught during small group guided reading lessons.)	1. Use context clues to determine meaning of words	T8- I can write a fact or opinion statement.		
		T9- I can correctly use volume and stress to read grade level text fluently.		
	Fluency 1. Practice inflection stress 2. Apply fluency to Reader's Theater	T10-I can read with the correct inflection and intonation.		
		Guided Reading Learning Targets: (GRLT)		
		GRLT: I can retell folktales, fables, or myths.		
	Grammar 1. Strong verbs	GRLT: I can identify the theme/moral in a folktale, fable,or myth.		
	Word Study	GRLT: I can describe characters and how they affect the events in a story.		
	Unit 17: Long o patterns in accented syllables	GRLT: I can recognize parts of a text using terms like chapter, scene, or stanza.		
	Unit 18: Long u patterns in accented syllables	GRLT: I can explain how illustrations connect with the text.		
	Unit 19: Long e patterns in accented syllables	GRLT- I can identify the main idea and supporting details.		
		GRLT- I can explain how the setting can affect the story.		
		GRLT- I can predict the character's actions in the future.		

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March

Content	Skills	Learning Targets	Assessment	Resources & Technology
UEQ: Unit 7: **READING Comprehension** **How does making inferences help with text comprehension?**	**READING Comprehension** 1. Make inferences 2. Make predictions 3. Recognize and analyze fairy tales 4. Read and summarize text	**Unit 7** T1- I can use context clues to determine vocabulary meaning. T2- I can synthesize to	**READING Comprehension** -CSA 25 "She Says, He Says" (FA) -CSA 26 "Giving Robots a Sense of Touch" (FA)	Benchmarkuniverse.com

How does making predictions help with text comprehension? **What are the characteristics of fairy tales?** **How does analyzing author's purpose help me build comprehension?** **How does using phrasing and high frequency word phrases help me read fluently?** **Guided Reading Learning Targets (GRLT)** (These targets will be taught during small group guided reading lessons.)	5. Answer text dependent questions 6. Compare and contrast fairy tales 7. Analyze author's purpose (Reader's Theater) **Vocabulary** 1. Use context clues to determine meaning of words **Fluency** 1. Practice phrasing 2. Apply fluency to reader's theater. **Grammar** 1. Synonyms **Word Study** Unit 20: Unaccented final syllables -le	make a prediction about what might happen next. T3- I can adjust my predictions as I gain new information. T4- I can make connections by comparing and contrasting (similarities and differences) between texts. T5- I can find the characteristics of fairy tales in a passage. T6- I can identify synonyms to understand the text. T7- I can correctly use phrasing to read grade level text fluently. **Guided Reading Learning Targets: (GRLT)** GRLT: I can retell folktales, fables, or myths. GRLT: I can identify the theme/moral in a folktale, fable,or myth.	-Unit 7 Assessment (SA) **Word Study** Unit 20, 21, 22 Quick Checks (SA) **Fluency** Reader's Theater: "Rough-Face Girl" (FA)	

| | Unit 21: Unaccented final syllables -le, -el, -il, -al

Unit 22: Unaccented final syllables -er, -ar, -or | GRLT: I can describe characters and how they affect the events in a story.

GRLT: I can recognize parts of a text using terms like chapter, scene, or stanza.

GRLT: I can explain how illustrations connect with the text.

GRLT- I can identify the main idea and supporting details.

GRLT- I can explain how the setting can affect the story.

GRLT- I can predict the character's actions in the future. | | |

April

Content	Skills	Learning Targets	Assessment	Resources & Technology
UEQ: Unit 8 **How does determining text importance help with text comprehension?** **How does comparing and contrasting help with text comprehension?** **What are the characteristics of tall tales?** **How does analyzing author's purpose help me build comprehension?** **How does using expression and anticipating mood help me read fluently?** **Guided Reading Learning Targets (GRLT)** (These targets will be	**READING** **Comprehension** 1. Compare and contrast 2. Determining text importance 3. Recognize and analyze tall tales 4. Read and summarize text 5. Answer text dependent questions 6. Compare and contrast tall tales 7. Analyze author's purpose (Reader's Theater) **Vocabulary** 1. Use context clues to determine meaning of words **Fluency** 1. Use expression	**Unit 8** T1- I can use context clues to determine vocabulary meaning. T2- I can identify comparisons and contrast a picture. T3- I can identify language used to compare and contrast. T4- I can determine the importance of a picture. T5- I can determine important information in a passage. T6- I can answer/analyze text dependent compare/contrast questions. T7- I can complete a Venn diagram.	**READING** **Comprehension** -CSA 7 "Leonardo da Vinci" (FA) -CSA 8 "A Different Kind of Ride" (FA) -Unit 8 Assessment (SA) **Word Study** Unit 23, 24, 25 Quick Checks (SA) **Fluency** Reader's Theater: "How Davy Crockett Moved the Sun" (FA)	Benchmarkuniverse.com

taught during small group guided reading lessons.)	2. Apply fluency to reader's theater. **Grammar** 1. Idioms **Word Study** Unit 23: Agents Unit 24: Final -y, -ey, -ie Unit 25: Hard and soft c	T8- I can identify features of a tall tale. T9- I can identify figurative language. T10 - I can read grade level text fluently. T11- I can identify the mood of a story/text. **Guided Reading Learning Targets: (GRLT)** GRLT: I can retell folktales, fables, or myths. GRLT: I can identify the theme/moral in a folktale, fable,or myth. GRLT: I can describe characters and how they affect the events in a story. GRLT: I can recognize parts of a text using terms like chapter, scene, or stanza. GRLT: I can explain how illustrations connect with the text. GRLT- I can identify the main idea and supporting details. GRLT- I can explain how the setting can affect the story. GRLT- I can predict the		

		character's actions in the future		

May

Content	Skills	Learning Targets	Assessment	Resources & Technology

UEQ: Unit 9: **How does making connections help with text comprehension?** **How does identifying cause and effect help with text comprehension?** **What are the characteristics of pourquoi tales?** **How does analyzing author's purpose help me build comprehension?** **How does using expression and using characterization/feelings help me read fluently?** **Guided Reading Learning Targets (GRLT)** (These targets will be taught during small group guided reading lessons.)	**READING Comprehension** 1. Identify cause and effect 2. Making connections 3. Recognize and analyze pourquoi tales 4. Read and summarize text 5. Answer text dependent questions 6. Compare and contrast pourquoi tales 7. Analyze author's purpose (Reader's Theater) **Vocabulary** 1. Use context clues to determine meaning of words **Fluency** 1. Use expression 2. Apply fluency to reader's theater.	**Unit 9** T1- I can use context clues to determine vocabulary meaning. T2- I can make connections in a text. T3- I can identify and create cause and effect situations. T4- I can identify characteristics of a Pourquoi tale. T5- I can identify sequences of events. T6- I can analyze how illustrations show the mood and story elements. T7- I can analyze the author's purpose in a text. T8- I can use and identify words that show emotion. T9- I can read with expression and emotions.	**READING Comprehension** -CSA 17 "The Tundra" (FA) -CSA 18 "Helping Some Big Babies" (FA) -Unit 9 Assessment (SA) **Word Study** Unit 26, 27, 28 Quick Checks (SA) **Fluency** Reader's Theater: "Why the Sky is Far Away" (FA)	Benchmarkuniverse.com

Grammar

    1. Emotion words

Word Study

Unit 26: Hard and soft g

Unit 27:/k/ spelled ck, ic, x

Unit 28: Prefixes re-, un-

Guided Reading Learning Targets: (GRLT)

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GRLT: I can recognize parts of a text using terms like chapter, scene, or stanza.

GRLT: I can explain how illustrations connect with the text.

GRLT- I can identify the main idea and supporting details.

GRLT- I can explain how the setting can affect the story.

GRLT- I can predict the character's actions in the future