

Reading for Literature

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
		Key Ideas and Details			
Why is it important to read? How does reading benefit your life?	3.RL.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Analyze Anticipate Cause Character Characterize Compare Comparison Conclude Conclusion Create Contrast Critical Defend Define Determine Disagree Discuss Effect Event Evidence Exclude Frequently Genre Identity Include Information Investigate Label Occur Organize		Use word analysis skills to comprehend Catholic materials.
What is the theme of the story?	3.RL.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.			Focus on key ideas by linking Catholic teachings to other literary and subject-matter materials.
Who is telling the story?	3.RL.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.			Identify Catholic themes and messages in selected stories and books.
		Craft and Structure			
What does the character feel?	3.RL.4a	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.			Identify common themes found in Scripture/other religious material.
What is a drama?	3.RL.4b	Describe how words, phrases, and figurative language (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.			Compare themes of various Catholic literature selections.
Does the poem tell a story?	3.RL.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.			
How can vocabulary enrich comprehension?	3.RL.6	Distinguish their own point of view from that of the narrator or those of the characters.			
		Integration of Knowledge and Ideas			
Are picture books helpful and important to readers?	3.RL.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).			
	3.RL.8	Not applicable to literature			

<p>What words tell you that the events of a story are happening in a particular order?</p> <p>How will real life experiences help you to understand different story genres?</p>	3.RL.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Place Prior Process Question Reason Recall Require Research Respond Response Review Sequence Significant Specific Structure Summarize Support Various	
	Range of Reading and Level of Text Complexity			
	3.RL.10	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.		
	3.RL.11	Read a variety of materials to learn more about God’s world and the Catholic faith.		

Reading for Informational Text

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
<p>What is technical text?</p> <p>How do prefixes and suffixes change a word?</p> <p>How will self-correcting help you read efficiently?</p>	Key Ideas and Details		See Reading for Literature Academic Vocabulary.		Use word analysis skills to comprehend Catholic materials.
	3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			
	3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.			
	3.RI.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/ effect.			
	Craft and Structure				
	3.RI.4	Determine the meaning of general academic and			

<p>What is a context clue?</p> <p>What types of information can be shown in graphics and/or illustrations?</p>		domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .		
	3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		
	3.RI.6	Distinguish their own point of view from that of the author of a text.		
	Integration of Knowledge and Ideas			
	3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		
	3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/ effect, first/second/third in a sequence).		
	3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.		
	Range of Reading and Level of Text Complexity			
	3.RI.10	By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.		

Reading: Foundational Skills

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
How do letter patterns help to read words that are not part of a	Phonics and Word Recognition				Use the Bible or other Catholic materials to practice decoding unfamiliar
	3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.			
	3.RF.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.			

speaking vocabulary? How do letter sounds help us to read unknown words? How do letter sounds help in spelling words? How do prefixes and suffixes change a word?	3.RF.3b	Decode words with common Latin suffixes.		words.
	3.RF.3c	Decode multi-syllable words		
	3.RF.3d	Read grade-appropriate irregularly spelled words.		
	3.RF.3e	Distinguish meanings among commonly used homophones.		
	Fluency			
	3.RF.4	Read with sufficient accuracy and fluency to support comprehension.		
	3.RF.4a	Read on-level text with purpose and understanding.		
	3.RF.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
	3.RF.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		

Writing

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources (Notes)	Catholic Identity
Why is writing important in life? How does writing differ among genres? Why is writing important for effective	Text Types and Purposes		Writing process: 1. Prewriting (Brainstorming) 2. Drafting 3. Revising 4. Editing 5. Publishing 6. Reflection Analyze Audience		Write prayers or perhaps create a book of prayers. Write letters during Catholic Schools Week or another time to thank those that support your school.
	3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.			
	3.W.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.			
	3.W.1b	Provide reasons that support the opinion.			
	3.W.1c	Use transitional words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.			
	3.W.2	Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.			

communication? What is the importance of sharing your writing? Why is each step in the writing process important? How does a well-organized sequence improve writing? What do good writers do? How does writing enable us to follow and live Catholic social teachings?	3.W.2a	Introduce a topic and group related information together, include illustrations when useful to aiding comprehension.	Author	Write petitions for use in prayers services or liturgies. Write letters of support to seminarians or novices. Write the story of your First Communion. Write a narrative of where you see God in your everyday life.
	3.W.2b	Develop the topic with facts, definitions, and details.	Bibliography	
	3.W.2c	Use transitional words and phrases (e.g., <i>also, another, and more, but</i>) to connect ideas within categories of information.	Brainstorm	
	3.W.2d	Provide a concluding statement or section.	Characteristics	
	3.W.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Chronological	
	3.W.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Classify	
	3.W.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Comments	
	3.W.3c	Use temporal words and phrases to signal event order.	Comparison	
	3.W.3d	Provide a sense of closure.	Conclusion	
	Production and Distribution of Writing			
3.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Creative	Introduction	
3.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 2)	Description		
3.W.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Descriptive		
Research to Build and Present Knowledge				Detail
3.W.7	Conduct short research projects that build knowledge	Develop		
				Edit
				Evidence
				Example
				Fact
				Feedback

		about a topic.	Quote Reflection Report Research Resource Revise Revision Source Spellcheck Support Topic Topic sentence Venn diagram		
	3.W.8	With guidance and support from adults, recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories, and provide a list of sources.			
	3.W.9	With guidance, draw evidence from literary or informational texts to support analysis, reflection, and research.			
	3.W.9a	Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a characters’ thoughts, words, or actions.]”).			
	3.W.9b	Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).			
	Range of Writing				
	3.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.			
	3.W.11	Write and draw connections with Catholic social teachings.			

Speaking and Listening

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources	Catholic Identity
How do you listen? How do listening and speaking skills help us to learn,	Comprehension and Collaboration		Collaborate Descriptive Discussion Fluency Material Partner		Participate in group classroom prayers. Participate in
	3.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.			

<p>play, communicate and participate fully in family, classroom, community, and parish life?</p> <p>In what ways are ideas communicated effectively?</p> <p>How do our words and body language help us to communicate properly?</p> <p>How do verbal and nonverbal cues affect understanding?</p>	3.SL.1a	Come to discussions prepared, having read or studied require material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<p>Speech Topic</p>	<p>responses in Mass.</p> <p>Recite memorized prayers, poems, and speeches.</p> <p>Listen reverently to Scripture readings during Mass and prayer services.</p>
	3.SL.1b	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).		
	3.SL.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		
	3.SL.1d	Explain their own ideas and understanding in light of the discussion.		
	3.SL.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
	3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
	Presentation of Knowledge and Ideas			
	3.SL.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
	3.SL.5	Demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
	3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3.)		

Language Mechanics

Essential Questions	Standard	Content Focus/ Essential Skill	Academic Vocabulary	Potential Resources	Catholic Identity		
	Conventions of Standard English						
<p>How will the use of English language structure and conventions help us to communicate effectively?</p> <p>Why is it important to use correct grammar?</p>	3.L.1	Observe conventions of English grammar and usage when writing and speaking.	Adjective		Use Catholic words or phrases in sentence correction or grammar practice.		
	3.L.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Adverb				
	3.L.1b	Form and use regular and irregular plural nouns.	Agreement				
	3.L.1c	Use abstract nouns (e.g., <i>childhood</i>).	Antecedent				
	3.L.1d	Form and use regular and irregular verbs.	Appropriate				
	3.L.1e	Form and use simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	Capitalization				
	3.L.1f	Ensure subject-verb and pronoun-antecedent agreement.	Comparative				
	3.L.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Complex				
	3.L.1h	Use coordinating and subordinating conjunctions.	Compound				
	3.L.1i	Produce simple, compound, complex sentences.	Coordinating				
	3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Dialogue				
	3.L.2a	Capitalize appropriate words in titles.	Dictionary				
	3.L.2b	Use commas in addresses.	Glossary				
	3.L.2c	Use commas and quotation marks in dialogue.	Grammar				
	3.L.2d	Form and use possessives.	Irregular				
	3.L.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	Literal				
	3.L.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Modify				
				Nonliteral			
				Noun			
			Plural				
			Possessive				
			Prefix				
			Pronoun				
			Punctuation				
			Quotation mark				
			Reference				
			Regular				
			Root Word				
			Sentence				
			Simple				
			Spelling				
			Subordinating				

	3.L.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Suffix Superlative Verb Verb tense	
	Knowledge of Language			
	3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
	3.L.3a	Choose words and phrases for effect.		
	3.L.3b	Recognize and observe differences between the conventions of spoken and written standard English.		
	3.L.3c	Compare/contrast standard/formal and informal uses of English in digital formats (e.g., texts, blogs, email, etc.)		
	Vocabulary Acquisition and Use			
	3.L.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.		
	3.L.4a	Use sentence-level context as a clue to the meaning of a word or phrase.		
	3.L.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).		
	3.L.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).		
	3.L.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		
	3.L.5	Demonstrate understanding of word relationships and nuances in word meanings.		
	3.L.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).		
	3.L.5b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).		
	3.L.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty		

		<i>(e.g., knew, believed, suspected, heard, wondered).</i>		
	3.L.6	Acquire and use accurately the grade-appropriate conversational words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).		



Qualitative evaluation of the text:

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text:

Readability measures and other scores of text complexity

Matching reader to text and task:

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: For additional resources, check the Lexile measure (<https://lexile.com/>) or Accelerated Reader book levels (<http://www.arbookfind.com/default.aspx>)

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, myths, and Bible readings.	Includes staged dialogue and brief familiar scenes.	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem as well as prayers and psalms.	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. Additional readings could include the Catechism, the Pope’s writing, and diocesan newspaper.

