

**Grade Level:** 3rd

**Unit Name:** Foundational Reading

**Overall Goal:** 3.FR.11.F

Orally read texts with accuracy, automaticity, and expression at an appropriate rate to support comprehension, self-correcting as necessary.

**Skill:** Phonics Decoding (Word Reading)

Decoding is the process of transforming graphemes (letter or letter combinations that stand for one sound) into phonemes (sounds) and then blending the sounds to form words with recognizable meanings.

**Standard/Learning Target:** I can decode unknown words using what I have learned in Phonics.

<b>Exceeds 4</b>	<b>Proficient 3</b>	<b>Progressing 2</b>	<b>Developing 1</b>
<p>Student is able to apply above grade-level phonics and word analysis skills in decoding words.</p> <p>Student is able to read with accuracy and fluency to support comprehension and analysis.</p>	<p>Student is able to apply grade-level phonics and word analysis skills in decoding words.</p> <p>Student is able to read with sufficient accuracy and fluency to support comprehension.</p>	<p>With support, student is able to apply grade-level phonics and word analysis skills in decoding words.</p> <p>Student may read with accuracy, however, he or she may struggle with fluency. This may or may not affect student comprehension.</p>	<p>Even with support, student struggles to apply grade-level phonics and word analysis skills in decoding words.</p> <p>Student struggles to read with fluency and comprehension.</p>

## **Success Criteria: Essential Standards/key concepts**

- **3.FR.1.PD Decode one-syllable words with vowel teams (e.g, vein, eight, fruit, youth, prey).**
- **3.FR.2.PD Decode multisyllable base words with grade-level letter-sound correspondences (e.g., neighbor, suitcase, fascinate, suggest).**
- **3.FR.3.PD Decode words using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.**

Supporting Standards

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**Grade Level: 3rd**

**Unit Name: Foundational Reading** (Grade 1-3 on Isolated words, 4 application to generated sentences and written compositions)

**Overall Goal: 3.W.4.P**

Produce clear and coherent writing using precise language, relevant details, elaboration, and grade-appropriate conventions.

**Skill: Phonics Encoding (Word Writing)** Phonics Encoding is the process of translating a spoken word or sound into a written symbol to create words with recognizable meanings.

**Standard/Learning Target:** I can apply spelling patterns to correctly and automatically (over time) spell words.

<b>Exceeds 4</b>	<b>Proficient 3</b>	<b>Progressing 2</b>	<b>Developing 1</b>
Student is able to take spelling of isolated words and apply them into the writing process.	Student is able to independently apply spelling patterns with grade level words in isolation as well as in dictated sentences.	With support, student is able to occasionally apply spelling patterns with grade level words in isolation as well as in dictated sentences.	Even with support, student struggles to correctly spell isolated words.

**Success Criteria: Essential Standards/key concepts**

- **3.FR.4.PE** Encode two-syllable words with double letter endings. (e.g., repel vs. confess).
- **3.FR.5.PE** Encode final /j/ and /ch/ (e.g., badge, cage, merge, gouge; clutch, couch, starch, pinch, screech).
- **3.FR.6.PE** Encode two-syllable words with medial long vowel teams. (e.g., complain, canteen).
- **3.FR.7.PE** Encode two-syllable words with vowel-r patterns (e.g., forget, doctor, cartoon, mustard).
- **3.FR.8.PE** Encode words using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.
- **3.FR.9.H** Write legibly in cursive using correctly formed letters with appropriate slant, spacing, and line awareness.

## Supporting Standards: Encoding

### 3.FR.9.H

- 3.FR.10.H Produce cursive writing with accuracy and automaticity.

**Grade Level:** 3rd

**Unit Name:** Reading Comprehension

**Overall Goal:** 3.RC.6.RF

Demonstrate reading comprehension of age and grade appropriate texts by speaking or writing.

**Skill:** Reading Literature

Reading Literary includes skills that are specific to literature.

**Standard/Learning Target:** I can show that I understand what I have read by speaking or writing

<b>Exceeds 4</b>	<b>Proficient 3</b>	<b>Progressing 2</b>	<b>Developing 1</b>
Student is able to independently read varying literary texts that are above grade level and demonstrate comprehension through speaking and/or writing.	Student is able to read grade level varying literary texts independently and demonstrate comprehension through speaking and/or writing.	With support, student occasionally demonstrates comprehension of varying literary texts when read independently.	Even with support, student does not demonstrate comprehension of varying literary texts when read independently.  When literary texts are read aloud to student, he or she may or may not demonstrate comprehension.

**Success Criteria:** Essential Standards/key concepts

- **3.RC.3.RF Summarize multi-paragraph texts, providing key details to demonstrate understanding of the central message or topic.**
- **3.RC.7.RL Describe how characters respond to major events and challenges.**
- **3.RC.8.RL Describe the main story elements (plot), including characters, setting, events, problem, and solution.**
- **3.RC.11.RL Distinguish the reader's perspective from that of the author, narrator, or character(s).**

## Supporting Standards: Reading Comprehension

### 3.RC.3.RF

3.RC.1.RF Ask questions about key details in a text.

3.RC.2.RF Answer questions about key details in a text.

3.RC.4.RF Build general and academic vocabulary and background knowledge of grade level topics through discussion, reading, and writing.

3.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.

3.RC.7.RL Describe how characters respond to major events and challenges.

3.RC.8.RL Describe the main story elements (plot), including characters, setting, events, problem, and solution.

### 3.RC.7.RL

3.RC.1.RF Ask questions about key details in a text.

3.RC.2.RF Answer questions about key details in a text.

3.RC.4.RF Build general and academic vocabulary and background knowledge of grade level topics through discussion, reading, and writing.

3.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.

3.RC.8.RL Describe the main story elements (plot), including characters, setting, events, problem, and solution.

3.RC.9.RL Compare and contrast stories from the same author with the same or similar characters.

3.RC.12.RL Describe the major differences in the structural elements of poems, dramas, and stories.

### 3.RC.8.RL

3.RC.1.RF Ask questions about key details in a text.

3.RC.2.RF Answer questions about key details in a text.

3.RC.4.RF Build general and academic vocabulary and background knowledge of grade level topics through discussion, reading, and writing.

3.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.

3.RC.9.RL Compare and contrast stories from the same author with the same or similar characters.

3.RC.10.RL Explain how information gained from visual images in a text contributes to understanding of the text.

3.RC.12.RL Describe the major differences in the structural elements of poems, dramas, and stories.

### 3.RC.11.RL

3.RC.1.RF Ask questions about key details in a text.

3.RC.2.RF Answer questions about key details in a text.

3.RC.4.RF Build general and academic vocabulary and background knowledge of grade level topics through **discussion**, reading, and writing.

3.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.

3.RC.10.RL Explain how information gained from visual images in a text contributes to understanding of the text.

3.RC.12.RL Describe the major differences in the structural elements of poems, dramas, and stories.

**Grade Level:** 3rd

**Unit Name:** Reading Comprehension

**Overall Goal:** 3.RC.6.RF

Demonstrate reading comprehension of age and grade appropriate texts by speaking or writing.

**Skill:** Reading Information

Reading Information includes skills that are specific to non-fiction texts.

**Standard/Learning Target:** I can show that I understand what I have read by speaking or writing.

<b>Exceeds 4</b>	<b>Proficient 3</b>	<b>Progressing 2</b>	<b>Developing 1</b>
Student is able to independently read varying informational texts that are above grade level and demonstrate comprehension through speaking and/or writing.	Student is able to read grade level varying informational texts independently and demonstrate comprehension through speaking and/or writing.	With support, student occasionally demonstrates comprehension of varying informational texts when read independently.	Even with support, student does not demonstrate comprehension of varying informational texts when read independently.  When informational texts are read aloud to student, he or she may or may not demonstrate comprehension.

**Success Criteria:** Essential Standards/key concepts

- *3.RC.13.RI Explain how an author uses reasons and evidence to support specific points in a text.*
- *3.RC.14.RI Compare and contrast two texts on the same topic, identifying key details from each text.*
- *3.RC.15.RI Describe how each successive part or paragraph builds on earlier sections.*
- *3.RC.17.RI Explain how information gained from illustrations (e.g., maps, photographs) and the words in a text, contribute to understanding a text.*

## Supporting Standards: Reading Comprehension

### **3.RC.13.RI**

*3.RC.1.RF Ask questions about key details in a text.*

*3.RC.2.RF Answer questions about key details in a text.*

*3.RC.4.RF Build general and academic vocabulary and background knowledge of grade level topics through discussion, reading, and writing.*

*3.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.*

*3.RC.16.RI Use text features and keywords, sidebars, and hyperlinks to locate information relevant to a given topic.*

*3.RC.17.RI Explain how information gained from illustrations (e.g., maps, photographs) and the words in a text, contribute to understanding a text.*

### **3.RC.14.RI**

*3.RC.1.RF Ask questions about key details in a text.*

*3.RC.2.RF Answer questions about key details in a text.*

*3.RC.4.RF Build general and academic vocabulary and background knowledge of grade level topics through discussion, reading, and writing.*

*3.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in text.*

*3.RC.16.RI Use text features and keywords, sidebars, and hyperlinks to locate information relevant to a given topic.*

*3.RC.17.RI Explain how information gained from illustrations (e.g., maps, photographs) and the words in a text, contribute to understanding a text.*

*3.RC.18.RI Distinguish the reader's perspective from that of the author of the text.*

### **3.RC.15.RI**

*3.RC.1.RF Ask questions about key details in a text.*

*3.RC.2.RF Answer questions about key details in a text.*

*3.RC.4.RF Build general and academic vocabulary and background knowledge of grade level topics through discussion, reading, and writing.*

*3.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.*

*3.RC.16.RI Use text features and keywords, sidebars, and hyperlinks to locate information relevant to a given topic.*

*3.RC.17.RI Explain how information gained from illustrations (e.g., maps, photographs) and the words in a text, contribute to understanding a text.*

### **3.RC.17.RI**

*3.RC.1.RF Ask questions about key details in a text.*

*3.RC.2.RF Answer questions about key details in a text.*

*3.RC.4.RF Build general and academic vocabulary and background knowledge of grade level topics through discussion, reading, and writing.*

*3.RC.5.RF Use background knowledge and details, including illustrations, charts, and graphs, to make inferences about what happens in a text.*

*3.RC.16.RI Use text features and keywords, sidebars, and hyperlinks to locate information relevant to a given topic.*



**Grade Level:** 3rd

**Unit Name:** Writing

**Overall Goal:** 3.W.4.P

Produce clear and coherent writing using precise language, relevant details, elaboration, and grade-appropriate conventions.

**Skill:** Writing Production

Writing Production includes volume and clarity of writing, the writing process, and research.

**Standard/Learning Target:** I can write about a topic, clearly and with detail, so that someone else can read it.

Exceeds 4	Proficient 3	Progressing 2	Developing 1
See Rubric Below	See Rubric Below	See Rubric Below	See Rubric Below

**Success Criteria:** Essential Standards/key concepts

- **3.W.1.S** Write an opinion to convince the reader to take an action or adopt a position with logical reasons supported by evidence from various sources.
- **3.W.2.S** Write informative or explanatory pieces about a topic using sources.
- **3.W.3.S** Write a narrative with a logical plot (sequence of events, characters and setting).
- **3.W.9.P** Conduct short research by gathering information from relevant experiences and/or print and digital sources to produce a response.

**Supporting Standards: Writing**

**3.W.1.S**

3.W.4.P Produce clear and coherent writing using precise language, relevant details, elaboration, and grade-appropriate conventions.

3.W.5.P Organize writing logically, constructing an introduction, body, and conclusion.

- 3.W.6.P Use transitional words and phrases to connect ideas.*
- 3.W.7.P Plan and revise writing using words/phrases/sentences for effect.*
- 3.W.8.P Edit writing to include K-3 language conventions for publishing.*

**3.W.2.S**

- 3.W.4.P Produce clear and coherent writing using precise language, relevant details, elaboration, and grade-appropriate conventions.*
- 3.W.5.P Organize writing logically, constructing an introduction, body, and conclusion.*
- 3.W.6.P Use transitional words and phrases to connect ideas.*
- 3.W.7.P Plan and revise writing using words/phrases/sentences for effect.*
- 3.W.8.P Edit writing to include K-3 language conventions for publishing.*

**3.W.3.S**

- 3.W.4.P Produce clear and coherent writing using precise language, relevant details, elaboration, and grade-appropriate conventions.*
- 3.W.5.P Organize writing logically, constructing an introduction, body, and conclusion.*
- 3.W.6.P Use transitional words and phrases to connect ideas.*
- 3.W.7.P Plan and revise writing using words/phrases/sentences for effect.*
- 3.W.8.P Edit writing to include K-3 language conventions for publishing.*

**3.W.9.P**

- 3.W.4.P Produce clear and coherent writing using precise language, relevant details, elaboration, and grade-appropriate conventions.*
- 3.W.5.P Organize writing logically, constructing an introduction, body, and conclusion.*
- 3.W.6.P Use transitional words and phrases to connect ideas.*
- 3.W.7.P Plan and revise writing using words/phrases/sentences for effect.*
- 3.W.8.P Edit writing to include K-3 language conventions for publishing."*
- 3.W.10.P Take notes from sources; sort evidence into categories.*

**Grade Level:** 3rd

**Unit Name:** Language

**Overall Goal:** 3.W.4.P

Produce clear and coherent writing using precise language, relevant details, elaboration, and grade-appropriate conventions.

**Skill:** Language Structures

Language structure involves correct use of parts of speech and creating sentences in speaking and writing, including how the arrangement of words within sentences impacts the meaning.

**Standard/Learning Target:** I can write simple and compound sentences that have correct capitalization and punctuation.

<b>Exceeds 4</b>	<b>Proficient 3</b>	<b>Progressing 2</b>	<b>Developing 1</b>
Student is able to accurately and independently produce sentences of varying complexity including simple, compound, and complex sentences following correct grammar rules.	Student is able to independently and accurately produce a mixture of simple and compound sentences following correct grammar rules.	With support, student is able to accurately produce written simple and compound sentences following correct grammar rules.	Even with support, student is unable to accurately produce written simple and compound sentences following correct grammar rules.

**Success Criteria:** Essential Standards/key concepts

- **3.L.17.S Create, expand, and combine independent clauses to create compound sentences.**

**Supporting Standards: Language**

**3.L.17.S**

3.L.1.S Use abstract nouns. (e.g., justice, freedom).

- 3.L.2.S Use collective nouns. (e.g., group, flock, herd).
- 3.L.3.S Use plural possessive nouns with correct apostrophe placement (e.g., dogs' house vs. dog's house).
- 3.L.4.S Use indefinite pronouns. (e.g., all, any, many, each).
- 3.L.5.S Use object pronouns. (e.g., me, him, her).
- 3.L.6.S Use possessive pronouns. (e.g., their, whose)."
- 3.L.7.S Use pronoun/antecedent agreement.
- 3.L.8.S Use proper adjectives (e.g., French, Spanish).
- 3.L.9.S Use comparative and superlative adjectives (e.g., larger, largest).
- 3.L.10.S Use regular and irregular verbs in past and present tenses.
- 3.L.11.S Use subject-verb agreement.
- 3.L.12.S Use adverbs.
- 3.L.13.S Use coordinating conjunctions (FANBOYS).
- 3.L.14.S Use interjections (e.g., ouch, boo).
- 3.L.15.S Use prepositional phrases.
- 3.L.16.S Form contractions, using an apostrophe.
- 3.L.18.C Capitalize words in titles.
- 3.L.19.C Capitalize proper adjectives.
- 3.L.20.C Capitalize geographic names.
- 3.L.21.C Use commas in items in a series.
- 3.L.22.C Use commas in addresses.
- 3.L.23.C Use a comma before a coordinating conjunction in a compound sentence.

**Grade Level:** 3rd

**Unit Name:** Vocabulary

**Overall Goal:** 3.W.4.P

Produce clear and coherent writing using precise language, relevant details, elaboration, and grade-appropriate conventions.

**Skill:** Vocabulary

Vocabulary includes understanding and using words to communicate effectively.

**Standard/Learning Target:** I can apply what I am learning about prefixes, bases, and suffixes when reading unknown words. I can

<b>Exceeds 4</b>	<b>Proficient 3</b>	<b>Progressing 2</b>	<b>Developing 1</b>
When reading above grade level texts, student independently and accurately uses knowledge of Latin prefixes, bases, and suffixes as clues to infer meaning	When reading, student independently and accurately uses knowledge of common Latin prefixes, and suffixes as clues to infer meaning.	With support, student uses knowledge of common Latin prefixes, bases, and suffixes as clues to infer meaning when reading text.	Even with support, student is not demonstrating knowledge of common Latin prefixes, and suffixes and does not use this knowledge as clues to infer meaning while reading/listening to text.

**Success Criteria:** Essential Standards/key concepts

- *3.V.6 Use knowledge of most common Latin prefixes, bases, and suffixes (inflectional and derivational) as*

*clues to meaning (e.g., agreeable/disagreeable, comfortable/uncomfortable, company/companion).*

### Supporting Standards: Vocabulary

#### **3.V.6**

- *3.RC.4.RF Build general and academic vocabulary and background knowledge of grade level topics through discussion, reading, and writing.*
- *3.FR.8.PE Encode words using knowledge of most common Latin prefixes, bases, and suffixes including inflectional and derivational suffixes.*

### **Writing Rubrics**

📄 atlas opinion writing rubric 3-5.pdf

📄 Atlas writing rubric 3-5.pdf

📄 Draft Narrative Rubric 3-5 revised 11.7.2023 (1).docx