Unit Map – Grade 3 Literacy

Catholic Identity

Application		Instructional Focus	Unit	CHECKPOINT		
				1	2	3
Ways to Grow	3.1 understand and integrate the content of what is learned into faith and daily life*	☐ 3.1A recognize that every human life is sacred because each person is created and loved by God* ☐ 3.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts* ☐ 3.1C recognize and oppose unjust social structures and work toward justice for all* ☐ 3.1D see God at work in all things and as expressed in the sacraments* ☐ 3.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*				

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)

Application	Instructional Focus				
3.2 communicate ideas effectively through speaking and discussion	☐ 3.2A listen actively, ask relevant questions to clarify information, and make pertinent comments ☐ 3.2B follow, restate, and give oral instructions that involve a series of related sequences of action ☐ 3.2C speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively ☐ 3.2D work collaboratively with others by following agreed-upon rules, norms, and protocols ☐ 3.2E develop social communication such as conversing politely in all situations				

Word Study

Application	Instructional Focus				
3.3A/B demonstrate and apply phonetic knowledge while reading and spelling	☐ 3.3A.1/3.3B.1 decode and spell multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en ☐ 3.3A.2/3.3B.2 decode and spell multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables ☐ 3.3A.3/3.3B.3 decode and spell compound words, contractions, and abbreviations ☐ 3.3A.4/3.3B.4 decode and spell words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts ☐ 3.3A.5/3.3B.5 decode and spell words with prefixes and suffixes on base words including those that change due to the dropping, changing, and doubling rules ☐ 3.3A.6 identify and read high-frequency words ☐ 3.3A.7 alphabetize a series of words to the third letter ☐ 3.3B.6 spell homophones				
3.3C use skills to support strategies for determining the meaning of unknown words while reading	☐ 3.3C.1 use print or digital resources to determine meaning, syllabication, and pronunciation ☐ 3.3C.2 use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words ☐ 3.3C.3 identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and –ful ☐ 3.3C.4 identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text				

Unit Map – Grade 3 Literacy

Shared Reading

Application	Instructional Focus	Unit	1	2	3
Tools to Know — 3.4 read grade-level text with fluency and comprehension 3.5 use the reading process to develop and deepen comprehension of increasingly complex texts	**Tools to Know: Reading Process** ☐ 3.4A use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text ☐ 3.5A establish purpose for reading assigned and self-selected texts ☐ 3.5B generate questions about text before, during, and after reading ☐ 3.5C make and correct or confirm predictions using text features, characteristics of genre, and structures ☐ 3.5D create mental images to deepen understanding ☐ 3.5E monitor comprehension and make adjustment when understanding such as rereading, using background knowledge, asking questions and annotating when understanding breaks down				
	Tools to Know: Comprehension ☐ 3.5F make connections to personal experiences, ideas in other texts, and society ☐ 3.5G make inferences and use evidence to support understanding ☐ 3.5H evaluate details read to determine key ideas ☐ 3.5I synthesize information to create new understanding				
Ways to Show — 3.6/3.7 **comprehend** the author's purpose and meaning in texts to include multiple genres; **explain** the relationships among literary elements and structures	**Ways to Show: Fiction** ☐ 3.6A demonstrate knowledge of the characteristics of folktales, fables, fairy tales, legends, and myths ☐ 3.6L explain the author's pur-pose and message within a text ☐ 3.7A infer the theme of a work, distinguishing theme from topic ☐ 3.7B analyze plot elements, including the sequence of events, the conflict, and the resolution ☐ 3.7C explain the relationships among the major and minor characters ☐ 3.7D explain the influence of the setting on the plot ☐ 3.7E identify the causes underlying why people do the things they do* ☐ 3.7F share how literature can contribute to strengthening one's moral character*				
	Ways to Show: Poetry ☐ 3.6B explain rhyme scheme, sound devices, structural elements such as stanzas in a variety of poems ☐ 3.6L explain the author's purpose and message within a text ☐ 3.7A infer the theme of a work, distinguishing theme from topic ☐ 3.7B analyze plot elements, including the sequence of events, the conflict, and the resolution ☐ 3.7C explain the relationships among the major and minor characters ☐ 3.7D explain the influence of the setting on the plot ☐ 3.7G share how the beauty and cadence of poetry impacts human sensibilities and forms the soul*				
	Ways to Show: Drama ☐ 3.6C discuss elements of drama such as characters, dialogue, setting, and acts ☐ 3.6L explain the author's purpose and message within a text ☐ 3.7A infer the theme of a work, distinguishing theme from topic ☐ 3.7B analyze plot elements, including the sequence of events, the conflict, and the resolution ☐ 3.7C explain the relationships among the major and minor characters ☐ 3.7D explain the influence of the setting on the plot ☐ 3.7H use imagination to create dialogue between the readers and the characters in a story*				
	Ways to Show: Informational ☐ 3.6D recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized fonts ☐ 3.6E recognize the central idea with supporting evidence ☐ 3.6F recognize organizational patterns such as cause and effect and problem and solution ☐ 3.6L explain the author's purpose and message within a text				
	Ways to Show: Argumentative ☐ 3.6G recognize characteristics and structures of argumentative text ☐ 3.6H identify the claim ☐ 3.6I identify the intended audience or reader ☐ 3.6J distinguish facts from opinion ☐ 3.6L explain the author's purpose and message within a text				
	Ways to Show: Multimodal and Digital ☐ 3.6K recognize characteristics of multimodal and digital texts ☐ 3.6L explain the author's purpose and message within a text				
Author's Craft — 3.8 **analyze** the authors' choices and how they influence meaning; **apply** author's craft purposefully in writing and speaking	**Analysis: All Genres** ☐ 3.8A identify the use of literary devices, including first- or third-person point of view ☐ 3.8B explain how the use of text structure contributes to the author's purpose ☐ 3.8C analyze the author's use of print and graphic features to achieve specific purposes ☐ 3.8D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieve specific purposes ☐ 3.8E discuss how the author's use of language contributes to voice ☐ 3.8F identify and explain the use of hyperbole ☐ 3.8G recognize Christian and Western symbols and symbolism*				

Independent Reading

Application	Instructional Focus	Unit	1	2	3
3.9 self-select text and read independently	☐ 3.9A self-select text and read independently for a sustained period of time				

Responding to Text (applied to both Shared Reading and Independent Reading)

	Application	Instructional Focus				
Ways to Show	3.10 respond to an increasingly challenging variety of sources that are read, heard, or viewed	**Ways to Show: All Genres** ☐ 3.10A describe personal connections to a variety of sources, including self-selected texts ☐ 3.10B write a response to a literary or informational text that demonstrates an understanding of a text ☐ 3.10C use text evidence to support an appropriate response ☐ 3.10D retell and paraphrase texts in ways that maintain meaning and logical order ☐ 3.10E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating ☐ 3.10F respond using newly acquired vocabulary as appropriate ☐ 3.10G discuss specific ideas in the text that are important to the meaning				

Writing

	Application	Instructional Focus				
Tools to Know: Writing Process	3.11A plan first drafts	☐ 3.11A **plan a first draft** by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping				
	3.11B develop drafts	**develop drafts** into a focused, structured, and coherent piece of writing by: ☐ 3.11B.1 organizing with purposeful structure, including an introduction and a conclusion ☐ 3.11B.2 developing an engaging idea with relevant details				
	3.11C revise drafts	☐ 3.11C **revise drafts** to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity				
	3.11D edit drafts	**edit drafts** using standard English conventions, including: ☐ 3.11D.1 complete simple and compound sentences with subject-verb agreement ☐ 3.11D.2 past, present, and future verb tense ☐ 3.11D.3 singular, plural, common, and proper nouns ☐ 3.11D.4 adjectives, including their comparative and superlative forms ☐ 3.11D.5 adverbs that convey time and adverbs that convey manner ☐ 3.11D.6 prepositions and prepositional phrases ☐ 3.11D.7 pronouns, including subjective, objective, and possessive cases ☐ 3.11D.8 coordinating conjunctions to form compound subjects, predicates, and sentences ☐ 3.11D.9 capitalization of official titles of people, holidays, and geographical names and places ☐ 3.11D.10 punctuation marks, including apostrophes in contractions and possessives, commas in compound sentences, and items in a series ☐ 3.11D.11 correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words				
	3.11E publish written work	☐ 3.11E **publish** written work for appropriate audiences ☐ 3.11F write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words				
	3.12A use the writing process to compose **literary texts**	☐ 3.12A compose personal narratives using genre characteristics and craft ☐ 3.12A compose poetry using genre characteristics and craft				
	3.12B use the writing process to compose **informational texts**	☐ 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft				
	3.12C use the writing process to compose **argumentative texts**	☐ 3.12C compose argumentative texts, including opinion essays, using genre characteristics and craft				
	3.12D use the writing process to compose **correspondence**	☐ 3.12D compose correspondence such as thank you notes or letters				

Research (embedded skills throughout Reading and Writing)

Application	Instructional Focus				
3.13 use research skills to plan and present in written, oral, or multimodal formats	☐ 3.13A generate questions on a topic for formal and informal inquiry ☐ 3.13B develop and follow a research plan with adult assistance ☐ 3.13C identify and gather relevant information from a variety of sources ☐ 3.13D identify primary and secondary sources ☐ 3.13E demonstrate understanding of information gathered ☐ 3.13F recognize the difference between paraphrasing and plagiarism when using source materials ☐ 3.13G create a works cited page ☐ 3.13H use an appropriate mode of delivery, whether written, oral, or multimodal				