



Diocese of Greensburg Curriculum

Reading Grade 3

Unit	Standards	Content	Skills
<p>Comprehension Strategies</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 3</p> <hr/> <p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.3.2. 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.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>Strategies and Skills</p> <ul style="list-style-type: none"> • Authors purpose • Drawing conclusions • Compare/contrast • Cause/effect • Problem/solution • Sequencing • Points of view • Main idea and details • Summarize and retell • Text features • Fact and opinion • Making predictions/inferences • Citing textual evidence • Theme • Follow directions <ul style="list-style-type: none"> ○ Written ○ Oral <p>Literary Elements</p> <ul style="list-style-type: none"> • Text structure <ul style="list-style-type: none"> ○ Character ○ Setting ○ Plot ○ Problem and solution ○ Beginning, middle, end • Text analysis <ul style="list-style-type: none"> ○ Text to self ○ Text to text ○ Text to world 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast various story elements within and across texts (i.e., setting, character, time period, genre, and author). • Use textual and graphic features to aid comprehension. • Differentiate between cause and effect and identify cause and effect relationships within a text. • Demonstrate the ability to follow multiple-step directions. • Identify and condense the key elements or the main idea of a text. • List story events in sequential order. • Formulate and confirm predictions based on information presented in the text. • Use clues from the story and prior knowledge to figure out something that is not directly stated in the text. • Generate new ideas from information presented in texts.* • Make comparisons to stories and figures from the Bible. • Develop timelines showing sequence of events in Bible

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	<p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.3.7. 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).</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.3.9. 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).</p> <p>Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Genre</p> <ul style="list-style-type: none"> • Fiction <ul style="list-style-type: none"> ○ Realistic fiction ○ Fantasy ○ Fairytales ○ Folktales ○ Historical ○ Humorous • Nonfiction <ul style="list-style-type: none"> ○ Expository text ○ Informational text ○ Biography ○ Autobiography • Poetry 	<p>stories. Identify the main idea and/or theme of different Bible passages.</p> <ul style="list-style-type: none"> • Identify cause and effect relationships in Bible stories. • Compare/contrast choices made by characters in a selection with the choices we are called to make as Catholics. • Make text to self, text to text and text to world connections. • Identify author's purpose • Recognize point of view • Determine fact or opinion • Use evidence from the text to support your response. • Determine theme of a given text. • Read and interpret various genres. • Identify and comprehend the use of figurative language.

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	<p>RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.3.3. 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.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.3.9. Compare and contrast the most important points and key details</p>		

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	<p>presented in two texts on the same topic.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Fluency</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 3</p> <p>Reading: Foundational Skills</p> <p>Fluency</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Speaking and Listening</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>Language</p> <p>Knowledge of Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<ul style="list-style-type: none"> • Intonation • Rate • Stress • Expression • Rate: Adjust Reading Rate To Self-Correct • Phrasing: Natural Pauses • Accuracy: Words in Connected Text • Phrasing: Punctuation • Accuracy: Self-Correct • Rate: Adjust Reading Rate to Purpose • Choral, Echo, Independent, and Silent Reading 	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to read with expression that is appropriate to the text. • Acknowledge punctuation marks. • Use phonics knowledge to pronounce unfamiliar vocabulary. • Utilize knowledge of high frequency words to facilitate fluency. • Identify the main idea and/or theme of different Bible passages.

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	<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Genres</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 3</p> <hr/> <p>Reading: Literature</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.3.2. 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.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.3.5. 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.</p>	<ul style="list-style-type: none"> • Historical Fiction • Fantasy • Tall Tales • Legends • Folktales • Realistic Fiction • Mystery • Biography/Autobiography/Memoir • Poetry • Plays 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Pose questions to enhance understanding of text. • Refer to information presented in the text to answer questions. • Make text-to-text, text-to-self, and text to-world connections. • Draw conclusions based on information presented in text and prior knowledge • Identify and condense the key elements or the main idea of a text.* • Classify texts as fiction or non-fiction. • Recognize various genres, including: <p>-Realistic Fiction - Humorous Fiction -Fantasy -Historical Fiction -Science Fiction -Fable -Folktales -Poetry -Plays</p>

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	<p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.3.7. 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).</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.3.10. 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.</p> <p>Reading: Informational Text 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science,</p>		<ul style="list-style-type: none"> • Differentiate between genres. • Identify different genres found in the Bible. • Make comparisons to stories and figures from the Bible.

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	<p>and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills</p> <p>Fluency</p> <p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.3.1. 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> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.2. 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.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>		

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	<p>SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Literary Elements</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 3</p> <hr/> <p>Reading: Literature Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Reading: Informational Text Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific</p>	<ul style="list-style-type: none"> • Simile • Metaphor • Alliteration • Idioms • Personification • Hyperbole • Imagery • Literal/Figurative Language 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Distinguish between literal and non-literal meaning of words and phrases* • Interpret non-literal language using context clues in a text.* • Identify and determine the meaning and appropriate use of words using a variety of strategies: • Identify and differentiate between similes and metaphors.* • Use similes and metaphors in writing and speaking.* • Explain the meaning of idioms, personification, hyperbole and imagery.* • Use parables to identify examples of figurative language.* • Highlight Gospel values in discussions of literary text. <p>*Concepts introduced in this grade level.</p>

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	<p>words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>Language</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.3.5a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Story Elements</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 3</p> <hr/> <p>Reading: Literature</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe</p>	<ul style="list-style-type: none"> • Characters • Setting • Plot • Conflict • Climax • Resolution • Main Ideas and Details 	<p>The students will be able to :</p> <ul style="list-style-type: none"> • Identify and condense the key elements or the main idea of a text.* • Make judgments about a character's words, actions and decisions • Describe how a character's actions or decisions support the lesson or moral of a story. • Create images based on information or clues presented in the text.* • Discuss a character's actions and choices in light of Catholic moral values. • Use Bible stories to identify story elements. • Compare and Contrast characters <p>*Concepts introduced in this grade level</p>

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	<p>how each successive part builds on earlier sections.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.3.9. 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).</p> <p>Reading: Informational Text</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Speaking and Listening</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 3</p> <hr/> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> • Group Discussion • Oral Presentations/Public Speaking • Oral Reading • Listening • Recalling Information • Audio/Video Analysis 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Engage in one-on-one, group, and teacher led discussions. • Focus on the individual speaking (as a listener). • Follow agreed upon rules for discussion. • Demonstrate understanding through response. • Ask questions to gain clarification.

Unit	Standards	Content	Skills
	<p>SL.3.1. 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> <p>SL.3.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1b. 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).</p> <p>SL.3.1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.1d. Explain their own ideas and understanding in light of the discussion.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.2. 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.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>		<ul style="list-style-type: none"> • Gather accurate and appropriate information.* • Identify sources from which information was obtained.* • Present information in an organized manner. • Focus on class or audience when speaking. • Express ideas clearly. • Speak in complete sentences. • Incorporate important elements of effective oral presentation: <ul style="list-style-type: none"> ○ Volume and Tone ○ Enunciation ○ Eye Contact (3 seconds)* ○ Body Language & Gestures* • Read aloud with fluency and accuracy. • Demonstrate comprehension through reading aloud. • Use inflection to convey emotion. • Follow directions presented orally. • Demonstrate a receptive attitude through body language.* • Maintain eye contact with speaker.* • Ask questions to gain clarification. • Restate a speaker's main points. • Make a personal connection to the speaker's message. • Use peer feedback to improve oral presentation skills.*

Unit	Standards	Content	Skills
	<p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.3.4. 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.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<ul style="list-style-type: none"> • Read at school Masses and prayer services as permitted. <p>*Concepts introduced in this grade level</p>

Unit	Standards	Content	Skills
<p>Vocabulary</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 3</p> <hr/> <p>Reading: Literature Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>Reading: Informational Text Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<ul style="list-style-type: none"> • High Frequency words • Selection Vocabulary • Antonyms • Synonyms • Homographs • Homophones • Multiple meaning words • Context/Content Clues • Dictionary • Thesaurus • Glossary • Figurative Language • Idioms • Prefixes, Suffixes, and Root/Base Words 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Apply alphabetical order skills to find words in the dictionary. • Identify and use guide words to locate words in a dictionary. • Use a dictionary to clarify: meaning of words with multiple meanings, parts of speech, phonetic spelling, and syllabication.* • Investigate and utilize various reference sources.* • Determine the meaning of unfamiliar words in Bible passages using context clues and reference materials.* • Use religion vocabulary in class discussions and written compositions. • Construct sentences using acquired vocabulary. • Use reference materials. (Dictionary, Thesaurus, Internet.) • Define between literal and non-literal meanings. <p>*Concepts introduced in this grade level.</p>

Unit	Standards	Content	Skills
	<p>Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.3.10. 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.</p> <p>Reading: Foundational Skills Phonics and Word Recognition RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p> <p>Fluency RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		

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	<p>Language</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

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<p>Phonics/Spelling</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 3</p> <hr/> <p>Reading: Foundational Skills</p> <p>Phonics and Word Recognition</p> <p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p> <p>Language</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>L.3.4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and</p>	<ul style="list-style-type: none"> • Decoding Syllables • Short vowels a, e, i, o, u Words with the Vowel, Consonant, Consonant, Vowel (VCCV) Pattern • Long Vowels a, e, i, o, u Words with the VCe patterns • Common Vowel Pairs ai, ay, ee, ea • Long o Spelled oa, ow • Long i spelled i, ie, igh • Words with the VCV Pattern • Consonant Blends and Digraphs • Three-Letter Clusters scr-, spr-, str-, thr- • Silent Letters kn, wr • Vowel Diphthongs ow, ou • Words with au, aw, al, o • Vowel Diphthongs oi, oy • Contractions with n't, 'd, 've • Homophones/Homographs • Words Ending in -er, -le • Words with ar, or, ore • Words with er, ir, ur, or • Words with air, ear, are • Words with /j/ and /s/ Words with the VCCV Pattern • Words with /k/ and /kw/ • Vowel Sounds in spoon and wood • Compound Words • Base Words and -ed, -ing • Spelling Changes: -s, -es, -ed, -ing • Less Common Plurals • Morphemes: <ul style="list-style-type: none"> ○ Prefixes un-, pre-, re-, bi-, tri-, mis- ○ Suffixes -ful, -y, -ous, -ly, -er, -less, -ness, -able 	<p>The students will be able to decode and spell words using knowledge of the following:</p> <ul style="list-style-type: none"> • Short/Long Vowels • Consonant Blends • Initial/Medial/Final Consonants • Digraphs • Word Families • Plurals • Roots/Base Words • Inflectional Endings • Suffixes and Prefixes • Diphthongs • Synonyms & Antonyms • Syllables • Consonant + le • Contractions • R-controlled Words • Homophones & Homographs • Silent letters • Schwa Sound • Compound Words • Gospel Values: <ul style="list-style-type: none"> ○ Compassion ○ Community ○ Faith in God ○ Forgiveness ○ Hope ○ Justice ○ Love ○ Peace ○ Respect for Life ○ Service ○ Simplicity ○ Truth ○ Teachers will highlight Gospel values and other elements of Catholic identity as they develop instructional

Unit	Standards	Content	Skills
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