

Quarterly Content Guide – Reading & Language Arts/3rd Grade – 2008-2009

Quarter 1

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| <p>Reading Process</p> <ul style="list-style-type: none"> - Phonics/Word Analysis - Fluency - Vocabulary Development - Reading Comprehension <p>Literary Analysis</p> <ul style="list-style-type: none"> - Fiction - Non-Fiction | <p>Communication</p> <ul style="list-style-type: none"> - Listening and Speaking <p>Information and Media Literacy</p> <ul style="list-style-type: none"> - Informational Text - Research Process - Media Literacy - Technology |
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Quarter 2

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| <p>Reading Process</p> <ul style="list-style-type: none"> - Phonics/Word Analysis - Fluency - Vocabulary Development - Reading Comprehension <p>Literary Analysis</p> <ul style="list-style-type: none"> - Fiction - Non-Fiction | <p>Communication</p> <ul style="list-style-type: none"> - Listening and Speaking <p>Information and Media Literacy</p> <ul style="list-style-type: none"> - Informational Text - Research Process - Media Literacy - Technology |
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Quarter 3

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| <p>Reading Process</p> <ul style="list-style-type: none"> - Phonics/Word Analysis - Fluency - Vocabulary Development - Reading Comprehension <p>Literary Analysis</p> <ul style="list-style-type: none"> - Fiction - Non-Fiction | <p>Communication</p> <ul style="list-style-type: none"> - Listening and Speaking <p>Information and Media Literacy</p> <ul style="list-style-type: none"> - Informational Text - Research Process - Media Literacy - Technology |
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Quarter 4

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| <p>Reading Process</p> <ul style="list-style-type: none"> - Phonics/Word Analysis - Fluency - Vocabulary Development - Reading Comprehension <p>Literary Analysis</p> <ul style="list-style-type: none"> - Fiction - Non-Fiction | <p>Communication</p> <ul style="list-style-type: none"> - Listening and Speaking <p>Information and Media Literacy</p> <ul style="list-style-type: none"> - Informational Text - Research Process - Media Literacy - Technology |
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-QUARTER TIME INDICATOR	ESSENTIAL KNOWLEDGE AND KEY TERMS/VOCABULARY	SUNSHINE STATE STANDARDS	TEXTBOOK RESOURCES	ADDITIONAL INSTRUCTIONAL RESOURCES <i>Lesson Plans, Videos, Technology Resources</i>	ASSESSMENTS
1	Reading Process – root words and morphemes	LA.3.1.4.1 – The student will use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words	Unit 1 Week 2 Unit 1 Week 5		
1	Reading Process – multi-syllabic words	LA.3.1.4.3 – The student will decode multi-syllabic words in isolation and in context	Instructional Routine in Word Study		
1	Reading Process – self correction	LA.3.1.4.4 – The student will use self-correction when subsequent reading indicates an earlier misreading	Instructional Routine		
1	Reading Process – letter-sound knowledge	LA.3.1.5.1 – The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	Instructional Routine		DIBELS
1	Reading Process – reading rate	LA.3.1.5.2 – The student will adjust reading rate based on purpose, text difficulty, form, and style	Instructional Routine		DIBELS
1	Reading Process – new vocabulary	LA.3.1.6.1 – The student will use new vocabulary that is introduced and taught directly	Instructional Routine		FCAT
1	Reading Process – familiar and challenging text	LA.3.1.6.2 – The student will listen to, read, and discuss familiar and conceptually challenging text	Instructional Routine		FCAT
1	Reading Process – context clues	LA.3.1.6.3 – The student will use context clues to determine meanings of unfamiliar words	Instructional Routine		FCAT

1	Reading Process – key vocabulary and salient features	LA.3.1.6.4 – The student will categorize key vocabulary and identify salient features	Unit 1 Weeks 2-3		
1	Reading Process – prior knowledge	LA.3.1.6.5 – The student will relate new vocabulary to familiar words	Instructional Routine		FCAT
1	Reading Process – shades of meaning	LA.3.1.6.6 – The student will identify “shades of meaning” in related words (e.g., blaring, loud)	Unit 1 Week 1		FCAT
1	Reading Process – base words and affixes	LA.3.1.6.7 – The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words	Unit 1 Weeks 1-3 Unit 2 Week 3		FCAT
1	Reading Process – antonyms	LA.3.1.6.8 – The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words	Unit 1 Week 3 Unit 2 Week 1		FCAT
1	Reading Process – synonyms	LA.3.1.6.8 – The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words	Unit 1 Week 4		FCAT
1	Reading Process – homographs	LA.3.1.6.8 – The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words	Unit 1 Weeks 3-4		FCAT

1	Reading Process – multiple meanings	LA.3.1.6.9 – The student will determine the correct meaning of words with multiple meanings in context	Unit 1 Week 5 Unit 2 Week 2		FCAT
1	Reading Process – thesaurus	LA.3.1.6.10 – The student will determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools	Unit 1 Weeks 2-5 Unit 2 Week 2		FCAT
1	Reading Process – digital tools	LA.3.1.6.10 – The student will determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools	Unit 2 Week 2		FCAT
1	Reading Process – text features, making and confirming predictions	LA.3.1.7.1 – The student will identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading	Unit 1 Week 3		FCAT
1	Reading Process – text features, purpose for reading	LA.3.1.7.1 – The student will identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading	Unit 1 Week 1		FCAT
1	Reading Process – author's purpose	LA.3.1.7.2 – The student will identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text	Instructional Routine		FCAT

1	Reading Process – main idea	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 1 Week 3 Unit 2 Week 1		FCAT
1	Reading Process – supporting details	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 1 Week 3 Unit 2 Week 1 Unit 2 Week 3		FCAT
1	Reading Process – implied message	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 1 Week 4 Unit 2 Week 1 Unit 2 Week 3		FCAT
1	Reading Process – inference	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 1 Week 2		FCAT

1	Reading Process – chronological order	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 1 Week 3		FCAT
1	Reading Process – cause and effect	LA.3.1.7.4 – The student will identify cause-and-effect relationships in text	Unit 1 Weeks 2-3		FCAT
1	Reading Process – text structure	LA.3.1.7.5 – The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text	Unit 1 Week 3		FCAT
1	Reading Process – compare and contrast characters	LA.3.1.7.7 – The student will compare and contrast topics, settings, characters, and problems in two texts	Unit 1 Week 2 Unit 2 Week 2		
1	Reading Process – compare and contrast topics	LA.3.1.7.7 – The student will compare and contrast topics, settings, characters, and problems in two texts	Unit 2 Week 2		FCAT
1	Reading Process – compare and contrast settings	LA.3.1.7.7 – The student will compare and contrast topics, settings, characters, and problems in two texts	Unit 2 Week 2		FCAT
1	Reading Process – compare and contrast problems	LA.3.1.7.7 – The student will compare and contrast topics, settings, characters, and problems in two texts	Unit 1 Week 2		FCAT

1	Reading Process – strategies to repair comprehension	LA.3.1.7.8 – The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources	Unit 1 Week 3 Unit 2 Weeks 1-3		
1	Literary Analysis – literary forms	LA.3.2.1.1 – The student will understand the distinguishing features among the common forms of literature (e.g, poetry, prose, fiction, drama)	Unit 1 Week 1		
1	Literary Analysis – elements of story structure	LA.3.2.1.2 – The student will identify and explain the elements of story structure, including: character/character development, setting, plot, and problem/resolution in a variety of fiction	Unit 1 Weeks 1-2 Unit 1 Week 5 Unit 2 Weeks 1-2		FCAT
1	Literary Analysis – book report	LA.3.2.1.6 – The student will write a book report or review that identifies, the main idea, character(s), setting, sequence of events, problems/solution			FCAT
1	Literary Analysis – making connections, text to self	LA.3.2.1.7 – The student will respond to, discuss, and reflect on various literary selections (e.g. poetry, prose, fiction, non-fiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	Instructional Routine in Connect & Compare		

1	Literary Analysis – making connections, text to world	LA.3.2.1.7 – The student will respond to, discuss, and reflect on various literary selections (e.g. poetry, prose, fiction, non-fiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	Instructional Routine in Connect & Compare		
1	Literary Analysis – making connections, text to text	LA.3.2.1.7 – The student will respond to, discuss, and reflect on various literary selections (e.g. poetry, prose, fiction, non-fiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	Instructional Routine in Connect & Compare		
1	Literary Analysis – appropriate self-selection	LA.3.2.1.8 – The student will select a balance of age- and ability-appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge	Instructional Routine		
1	Literary Analysis – text features	LA.3.2.2.1 – The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);	Unit 1 Weeks 1-4 Unit 2 Weeks 1-2		

1	Literary Analysis – answer questions	LA.3.2.2.2 – The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details;	Unit 1 Weeks 2-3 Unit 2 Week 1		FCAT
1	Literary Analysis – organize information	LA.3.2.2.3 – The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing	Unit 1 Weeks 3-4 Unit 2 Week 3		FCAT
1	Literary Analysis – variety of types of text	LA.3.2.2.4 – The student will identify the characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts)	Unit 1 Week 2		FCAT
1	Literary Analysis – appropriate self-selection	LA.3.2.2.5 – The student will select a balance of age- and ability-appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge.	Unit 1 Week 3		
1	Communication – recall oral information	LA.3.5.2.1 – The student will recall, interpret, and summarize information presented orally; and	Instructional Routine in Oral Language		
1	Communication – interpret oral information	LA.3.5.2.1 – The student will recall, interpret, and summarize information presented orally; and	Instructional Routine in Oral Language		
1	Communication – summarize oral information	LA.3.5.2.1 – The student will recall, interpret, and summarize information presented orally; and	Instructional Routine in Oral Language		

1	Communication -	LA.3.5.2.2 – The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion	Instructional Routine in Unit Theme Project		
1	Information and Media Literacy – read informational text for a purpose	LA.3.6.1.1 – The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task	Instructional Routine in Unit Theme Project		
1	Information and Media Literacy – topic and key words	LA.3.6.2.1 – The student will determine information needed for a search by narrowing or broadening a topic, identify key words	Unit 2 Week 3		
1	Information and Media Literacy - reference materials	LA.3.6.2.2 -The student will use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos) to gather information	Instructional Routine in Unit Theme Project		
1	Information and Media Literacy – informational report	LA.3.6.2.3 – The student will communicate information in written format with visual support (e.g., text supported by poster, diagram, idea map)	Instructional Routine in Unit Theme Project		

1	Information and Media Literacy – bibliographic data	LA.3.6.2.4 – The student will record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas)	Instructional Routine in Unit Theme Project		
1	Information and Media Literacy – determine content	LA.3.6.3.1 – The student will determine main content and supporting details, including distinguishing fact from opinion in a print media message	Unit 2 Week 3		
1	Information and Media Literacy – production elements	LA.3.6.3.2 – The student will identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production	Instructional Routine in Unit Theme Project		
1	Information and Media Literacy – appropriate available technology	LA.3.6.4.1 – The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations)	Instructional Routine in Unit Theme Project		
1	Information and Media Literacy – digital tools	LA.3.6.4.2 – The student will use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats	Instructional Routine in Unit Theme Project		

2	Reading Process – word families	LA.3.1.4.2 – The student will use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families	Unit 2 Week 4 Unit 3 Week 2		
2	Reading Process – multi-syllabic words	LA.3.1.4.3 – The student will decode multi-syllabic words in isolation and in context	Instructional Routine in Word Study		
2	Reading Process – self correction	LA.3.1.4.4 – The student will use self-correction when subsequent reading indicates an earlier misreading	Instructional Routine		
2	Reading Process – letter-sound knowledge	LA.3.1.5.1 – The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	Instructional Routine		DIBELS
2	Reading Process – reading rate	LA.3.1.5.2 – The student will adjust reading rate based on purpose, text difficulty, form, and style	Instructional Routine		DIBELS
2	Reading Process – new vocabulary	LA.3.1.6.1 – The student will use new vocabulary that is introduced and taught directly	Instructional Routine		FCAT
2	Reading Process – familiar and challenging text	LA.3.1.6.2 – The student will listen to, read, and discuss familiar and conceptually challenging text	Instructional Routine		FCAT
2	Reading Process – context clues	LA.3.1.6.3 – The student will use context clues to determine meanings of unfamiliar words	Instructional Routine		FCAT

2	Reading Process – key vocabulary and salient features	LA.3.1.6.4 – The student will categorize key vocabulary and identify salient features	Unit 2 Week 5		
2	Reading Process – prior knowledge	LA.3.1.6.5 – The student will relate new vocabulary to familiar words	Instructional Routine		FCAT
2	Reading Process – base words and affixes	LA.3.1.6.7 – The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words	Unit 2 Week 5		FCAT
2	Reading Process – antonyms	LA.3.1.6.8 – The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words	Unit 3 Week 3		FCAT
2	Reading Process – synonyms	LA.3.1.6.8 – The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words	Unit 3 Week 1		FCAT
2	Reading Process – homophones	LA.3.1.6.8 – The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words	Unit 3 Week 4		FCAT
2	Reading Process – homographs	LA.3.1.6.8 – The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words	Unit 3 Week 3		FCAT

2	Reading Process – multiple meanings	LA.3.1.6.9 – The student will determine the correct meaning of words with multiple meanings in context	Unit 3 Weeks 2-3		FCAT
2	Reading Process – thesaurus	LA.3.1.6.10 – The student will determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools	Unit 3 Week 2		FCAT
2	Reading Process – author's purpose	LA.3.1.7.2 – The student will identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text	Instructional Routine		FCAT
2	Reading Process – main idea	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 2 Week 4		FCAT
2	Reading Process – supporting details	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 3 Week 2		FCAT

2	Reading Process – implied message	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 3 Week 2 Unit 3 Week 4		FCAT
2	Reading Process – inference	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 3 Weeks 1-2 Unit 3 Week 4		FCAT
2	Reading Process – chronological order	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 2 Week 5 Unit 3 Week 5		FCAT
2	Reading Process – cause and effect	LA.3.1.7.4 – The student will identify cause-and-effect relationships in text	Unit 3 Week 3		FCAT
2	Reading Process – text structure	LA.3.1.7.5 – The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text	Unit 3 Week 5		FCAT

2	Reading Process – compare and contrast topics	LA.3.1.7.7 – The student will compare and contrast topics, settings, characters, and problems in two texts	Unit 2 Week 4 Unit 3 Week 5		FCAT
2	Reading Process – strategies to repair comprehension	LA.3.1.7.8 – The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources	Unit 2 Weeks 4-5 Unit 3 Week 2 Unit 3 Week 5		
2	Literary Analysis – literary forms	LA.3.2.1.1 – The student will understand the distinguishing features among the common forms of literature (e.g, poetry, prose, fiction, drama)	Unit 3 Week 2		
2	Literary Analysis – elements of story structure	LA.3.2.1.2 – The student will identify and explain the elements of story structure, including: character/character development, setting, plot, and problem/resolution in a variety of fiction	Unit 3 Weeks 1-2 Unit 3 Week 4		FCAT
2	Literary Analysis – language choice	LA.3.2.1.3 – The student will identify and explain how language choice helps to develop, mood and meaning in poetry (e.g sensory and concrete words as well as figurative language)	Unit 2 Week 5		

2	Literary Analysis – idiomatic language	LA.3.2.1.5 – The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g. personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objectst	Unit 3 Week 5		
2	Literary Analysis – book report	LA.3.2.1.6 – The student will write a book report or review that identifies, the main idea, character(s), setting, sequence of events, problems/solution			FCAT
2	Literary Analysis – making connections, text to self	LA.3.2.1.7 – The student will respond to, discuss, and reflect on various literary selections (e.g. poetry, prose, fiction, non-fiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	Instructional Routine in Connect & Compare		
2	Literary Analysis – making connections, text to world	LA.3.2.1.7 – The student will respond to, discuss, and reflect on various literary selections (e.g. poetry, prose, fiction, non-fiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	Instructional Routine in Connect & Compare		

2	Literary Analysis – making connections, text to text	LA.3.2.1.7 – The student will respond to, discuss, and reflect on various literary selections (e.g. poetry, prose, fiction, non-fiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	Instructional Routine in Connect & Compare		
2	Literary Analysis – appropriate self-selection	LA.3.2.1.8 – The student will select a balance of age- and ability-appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge	Instructional Routine		
2	Literary Analysis – text features	LA.3.2.2.1 – The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);	Unit 2 Week 4 Unit 3 Week 1 Unit 3 Weeks 3-5		
2	Literary Analysis – answer questions	LA.3.2.2.2 – The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details;	Unit 2 Week 4		FCAT
2	Literary Analysis – organize information	LA.3.2.2.3 – The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing	Unit 2 Week 5 Unit 3 Week 4		FCAT

2	Literary Analysis – variety of types of text	LA.3.2.2.4 – The student will identify the characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts)	Unit 3 Weeks 3-5		FCAT
2	Communication – recall oral information	LA.3.5.2.1 – The student will recall, interpret, and summarize information presented orally; and	Instructional Routine in Oral Language		
2	Communication – interpret oral information	LA.3.5.2.1 – The student will recall, interpret, and summarize information presented orally; and	Instructional Routine in Oral Language		
2	Communication – summarize oral information	LA.3.5.2.1 – The student will recall, interpret, and summarize information presented orally; and	Instructional Routine in Oral Language		
2	Communication -	LA.3.5.2.2 – The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion	Instructional Routine in Unit Theme Project		
2	Information and Media Literacy – read informational text for a purpose	LA.3.6.1.1 – The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task	Instructional Routine in Unit Theme Project		

2	Information and Media Literacy - reference materials	LA.3.6.2.2 -The student will use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos) to gather information	Instructional Routine in Unit Theme Project		
2	Information and Media Literacy – informational report	LA.3.6.2.3 – The student will communicate information in written format with visual support (e.g., text supported by poster, diagram, idea map)	Instructional Routine in Unit Theme Project		
2	Information and Media Literacy – bibliographic data	LA.3.6.2.4 – The student will record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas)	Instructional Routine in Unit Theme Project		
2	Information and Media Literacy – production elements	LA.3.6.3.2 – The student will identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production	Instructional Routine in Unit Theme Project		
2	Information and Media Literacy – appropriate available technology	LA.3.6.4.1 – The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations)	Instructional Routine in Unit Theme Project		

2	Information and Media Literacy – digital tools	LA.3.6.4.2 – The student will use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats	Instructional Routine in Unit Theme Project		
3	Reading Process – root words and morphemes	LA.3.1.4.1 – The student will use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words	Unit 4 Week 2 Unit 4 Weeks 4-5 Unit 5 Weeks 1-3		
3	Reading Process – word families	LA.3.1.4.2 – The student will use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families	Unit 5 Weeks 1-2		
3	Reading Process – multi-syllabic words	LA.3.1.4.3 – The student will decode multi-syllabic words in isolation and in context	Instructional Routine in Word Study		
3	Reading Process – self correction	LA.3.1.4.4 – The student will use self-correction when subsequent reading indicates an earlier misreading	Instructional Routine		
3	Reading Process – letter-sound knowledge	LA.3.1.5.1 – The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	Instructional Routine		DIBELS
3	Reading Process – reading rate	LA.3.1.5.2 – The student will adjust reading rate based on purpose, text difficulty, form, and style	Instructional Routine		DIBELS

3	Reading Process – new vocabulary	LA.3.1.6.1 – The student will use new vocabulary that is introduced and taught directly	Instructional Routine		FCAT
3	Reading Process – familiar and challenging text	LA.3.1.6.2 – The student will listen to, read, and discuss familiar and conceptually challenging text	Instructional Routine		FCAT
3	Reading Process – context clues	LA.3.1.6.3 – The student will use context clues to determine meanings of unfamiliar words	Instructional Routine		FCAT
3	Reading Process – key vocabulary and salient features	LA.3.1.6.4 – The student will categorize key vocabulary and identify salient features	Unit 4 Week 2		
3	Reading Process – prior knowledge	LA.3.1.6.5 – The student will relate new vocabulary to familiar words	Instructional Routine		FCAT
3	Reading Process – base words and affixes	LA.3.1.6.7 – The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words	Unit 4 Weeks 2-5 Unit 5 Week 3		FCAT
3	Reading Process – antonyms	LA.3.1.6.8 – The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words	Unit 4 Week 3		FCAT
3	Reading Process – synonyms	LA.3.1.6.8 – The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words	Unit 4 Week 5		FCAT

3	Reading Process – homophones	LA.3.1.6.8 – The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words	Unit 4 Week 4		FCAT
3	Reading Process – multiple meanings	LA.3.1.6.9 – The student will determine the correct meaning of words with multiple meanings in context	Unit 4 Week 2		FCAT
3	Reading Process – thesaurus	LA.3.1.6.10 – The student will determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools	Unit 4 Weeks 1-2		FCAT
3	Reading Process – author's purpose	LA.3.1.7.2 – The student will identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text	Instructional Routine		FCAT
3	Reading Process – main idea	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 5 Weeks 2-3		FCAT
3	Reading Process – supporting details	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 5 Week 2		FCAT

3	Reading Process – implied message	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 4 Week 2 Unit 5 Week 1		FCAT
3	Reading Process – inference	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 4 Weeks 1-2 Unit 5 Weeks 2-3		FCAT
3	Reading Process – chronological order	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 4 Week 4 Unit 5 Week 1		FCAT
3	Reading Process – cause and effect	LA.3.1.7.4 – The student will identify cause-and-effect relationships in text	Unit 4 Week 3 Unit 5 Week 2		FCAT
3	Reading Process – text structure	LA.3.1.7.5 – The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text	Unit 4 Week 3		FCAT

3	Reading Process – compare and contrast characters	LA.3.1.7.7 – The student will compare and contrast topics, settings, characters, and problems in two texts	Unit 4 Week 5		
3	Reading Process – compare and contrast settings	LA.3.1.7.7 – The student will compare and contrast topics, settings, characters, and problems in two texts	Unit 4 Week 5		FCAT
3	Reading Process – compare and contrast problems	LA.3.1.7.7 – The student will compare and contrast topics, settings, characters, and problems in two texts	Unit 4 Week 5		FCAT
3	Reading Process – strategies to repair comprehension	LA.3.1.7.8 – The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources	Unit 4 Weeks 1-3 Unit 4 Week 5 Unit 5 Week 1		
3	Literary Analysis – literary forms	LA.3.2.1.1 – The student will understand the distinguishing features among the common forms of literature (e.g, poetry, prose, fiction, drama)	Unit 4 Week 5		
3	Literary Analysis – elements of story structure	LA.3.2.1.2 – The student will identify and explain the elements of story structure, including: character/character development, setting, plot, and problem/resolution in a variety of fiction	Unit 4 Week 1 Unit 4 Week 5 Unit 5 Week 1		FCAT

3	Literary Analysis – language choice	LA.3.2.1.3 – The student will identify and explain how language choice helps to develop, mood and meaning in poetry (e.g. sensory and concrete words as well as figurative language)	Unit 4 Week 4		
3	Literary Analysis – author's theme	LA.3.2.1.4 – The student will identify an author's theme, and use details from the text to explain how the author developed that theme	Unit 4 Week 2 Unit 4 Week 4		
3	Literary Analysis – descriptive language	LA.3.2.1.5 – The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g. personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects	Unit 4 Week 4		
3	Literary Analysis – idiomatic language	LA.3.2.1.5 – The student will identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g. personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objectst	Unit 4 Week 1 Unit 5 Week 1		

3	Literary Analysis – making connections, text to self	LA.3.2.1.7 – The student will respond to, discuss, and reflect on various literary selections (e.g. poetry, prose, fiction, non-fiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	Instructional Routine in Connect & Compare		
3	Literary Analysis – making connections, text to world	LA.3.2.1.7 – The student will respond to, discuss, and reflect on various literary selections (e.g. poetry, prose, fiction, non-fiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	Instructional Routine in Connect & Compare		
3	Literary Analysis – making connections, text to text	LA.3.2.1.7 – The student will respond to, discuss, and reflect on various literary selections (e.g. poetry, prose, fiction, non-fiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	Instructional Routine in Connect & Compare		

3	Literary Analysis – appropriate self-selection	LA.3.2.1.8 – The student will select a balance of age- and ability-appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge	Instructional Routine		
3	Literary Analysis – text features	LA.3.2.2.1 – The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);	Unit 4 Week 5 Unit 5 Week 1		
3	Literary Analysis – organize information	LA.3.2.2.3 – The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing	Unit 4 Week 1 Unit 4 Week 3		FCAT
3	Communication – interpret oral information	LA.3.5.2.1 – The student will recall, interpret, and summarize information presented orally; and	Instructional Routine in Oral Language		
3	Communication – summarize oral information	LA.3.5.2.1 – The student will recall, interpret, and summarize information presented orally; and	Instructional Routine in Oral Language		
3	Communication -	LA.3.5.2.2 – The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion	Instructional Routine in Unit Theme Project		

3	Information and Media Literacy – read informational text for a purpose	LA.3.6.1.1 – The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task	Instructional Routine in Unit Theme Project		
3	Information and Media Literacy - reference materials	LA.3.6.2.2 -The student will use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos) to gather information	Instructional Routine in Unit Theme Project		
3	Information and Media Literacy – informational report	LA.3.6.2.3 – The student will communicate information in written format with visual support (e.g., text supported by poster, diagram, idea map)	Instructional Routine in Unit Theme Project		
3	Information and Media Literacy – bibliographic data	LA.3.6.2.4 – The student will record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas)	Instructional Routine in Unit Theme Project		

3	Information and Media Literacy – production elements	LA.3.6.3.2 – The student will identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production	Instructional Routine in Unit Theme Project		
3	Information and Media Literacy – appropriate available technology	LA.3.6.4.1 – The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations)	Instructional Routine in Unit Theme Project		
4	Reading Process – root words and morphemes	LA.3.1.4.1 – The student will use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words	Unit 6 Week 2 Unit 6 Week 4		
4	Reading Process – word families	LA.3.1.4.2 – The student will use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families	Unit 6 Week 1		
4	Reading Process – multi-syllabic words	LA.3.1.4.3 – The student will decode multi-syllabic words in isolation and in context	Instructional Routine in Word Study		
4	Reading Process – self correction	LA.3.1.4.4 – The student will use self-correction when subsequent reading indicates an earlier misreading	Instructional Routine		

4	Reading Process – letter-sound knowledge	LA.3.1.5.1 – The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context	Instructional Routine		DIBELS
4	Reading Process – reading rate	LA.3.1.5.2 – The student will adjust reading rate based on purpose, text difficulty, form, and style	Instructional Routine		DIBELS
4	Reading Process – new vocabulary	LA.3.1.6.1 – The student will use new vocabulary that is introduced and taught directly	Instructional Routine		FCAT
4	Reading Process – familiar and challenging text	LA.3.1.6.2 – The student will listen to, read, and discuss familiar and conceptually challenging text	Instructional Routine		FCAT
4	Reading Process – context clues	LA.3.1.6.3 – The student will use context clues to determine meanings of unfamiliar words	Instructional Routine		FCAT
4	Reading Process – prior knowledge	LA.3.1.6.5 – The student will relate new vocabulary to familiar words	Instructional Routine		FCAT
4	Reading Process – shades of meaning	LA.3.1.6.6 – The student will identify “shades of meaning” in related words (e.g., blaring, loud)	Unit 5 Week 5 Unit 6 Week 2		FCAT
4	Reading Process – base words and affixes	LA.3.1.6.7 – The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words	Unit 6 Week 2 Unit 6 Week 4		FCAT
4	Reading Process – homophones	LA.3.1.6.8 – The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words	Unit 6 Week 3		FCAT

4	Reading Process – thesaurus	LA.3.1.6.10 – The student will determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools	Unit 6 Week 5		FCAT
4	Reading Process – author's purpose	LA.3.1.7.2 – The student will identify the author's purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text	Instructional Routine		FCAT
4	Reading Process – main idea	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 5 Week 3 Unit 6 Week 2		FCAT
4	Reading Process – supporting details	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 5 Week 5 Unit 6 Week 2		FCAT
4	Reading Process – implied message	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 6 Week 5		FCAT

4	Reading Process – inference	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 6 Week 2(drawing conclusions) Unit 6 Week 5 (DC)		FCAT
4	Reading Process – chronological order	LA.3.1.7.3 – The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events	Unit 6 Weeks 3-4		FCAT
4	Reading Process – text structure	LA.3.1.7.5 – The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text	Unit 5 Week 5		FCAT
4	Reading Process – themes or topics	LA.3.1.7.6 – The student will identify themes or topics across a variety of fiction and nonfiction selections	Unit 6 Week 5		

4	Reading Process – strategies to repair comprehension	LA.3.1.7.8 – The student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources	Unit 5 Week 4 Unit 6 Week 2		
4	Literary Analysis – literary forms	LA.3.2.1.1 – The student will understand the distinguishing features among the common forms of literature (e.g, poetry, prose, fiction, drama)	Unit 6 Week 5		
4	Literary Analysis – elements of story structure	LA.3.2.1.2 – The student will identify and explain the elements of story structure, including: character/character development, setting, plot, and problem/resolution in a variety of fiction	Unit 5 Week 4 Unit 6 Weeks 1-2		FCAT
4	Literary Analysis – language choice	LA.3.2.1.3 – The student will identify and explain how language choice helps to develop, mood and meaning in poetry (e.g sensory and concrete words as well as figurative language)	Unit 5 Week 5 Unit 6 Week 5		
4	Literary Analysis – author's theme	LA.3.2.1.4 – The student will identify an author's theme, and use details from the text to explain how the author developed that theme	Unit 6 Week 1 Unit 6 Week 5		

4	Literary Analysis – descriptive language	LA.3.2.1.5 – The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g. personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects	Unit 5 Weeks 4-5 Unit 6 Weeks 4-5		
4	Literary Analysis – making connections, text to self	LA.3.2.1.7 – The student will respond to, discuss, and reflect on various literary selections (e.g. poetry, prose, fiction, non-fiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	Instructional Routine in Connect & Compare		
4	Literary Analysis – making connections, text to world	LA.3.2.1.7 – The student will respond to, discuss, and reflect on various literary selections (e.g. poetry, prose, fiction, non-fiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	Instructional Routine in Connect & Compare		

4	Literary Analysis – making connections, text to text	LA.3.2.1.7 – The student will respond to, discuss, and reflect on various literary selections (e.g. poetry, prose, fiction, non-fiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts)	Instructional Routine in Connect & Compare		
4	Literary Analysis – appropriate self-selection	LA.3.2.1.8 – The student will select a balance of age- and ability-appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge	Instructional Routine		
4	Literary Analysis – text features	LA.3.2.2.1 – The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);	Unit 5 Week 4 Unit 6 Week 1		
4	Literary Analysis – organize information	LA.3.2.2.3 – The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing	Unit 6 Week 5		FCAT

4	Literary Analysis – variety of types of text	LA.3.2.2.4 – The student will identify the characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts); and	Unit 6 Week 3		FCAT
4	Communication – interpret oral information	LA.3.5.2.1 – The student will recall, interpret, and summarize information presented orally; and	Instructional Routine in Oral Language		
4	Communication – summarize oral information	LA.3.5.2.1 – The student will recall, interpret, and summarize information presented orally; and	Instructional Routine in Oral Language		
4	Communication -	LA.3.5.2.2 – The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion	Instructional Routine in Unit Theme Project		
4	Information and Media Literacy – read informational text for a purpose	LA.3.6.1.1 – The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task	Instructional Routine in Unit Theme Project		

4	Information and Media Literacy - reference materials	LA.3.6.2.2 -The student will use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos) to gather information	Instructional Routine in Unit Theme Project		
4	Information and Media Literacy – informational report	LA.3.6.2.3 – The student will communicate information in written format with visual support (e.g., text supported by poster, diagram, idea map)	Instructional Routine in Unit Theme Project		
4	Information and Media Literacy – bibliographic data	LA.3.6.2.4 – The student will record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas)	Instructional Routine in Unit Theme Project		
4	Information and Media Literacy – determine content	LA.3.6.3.1 – The student will determine main content and supporting details, including distinguishing fact from opinion in a print media message	Unit 5 Weeks 2-3 Unit 6 Week 3		
4	Information and Media Literacy – production elements	LA.3.6.3.2 – The student will identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production	Instructional Routine in Unit Theme Project		

4	Information and Media Literacy – appropriate available technology	LA.3.6.4.1 – The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations)	Instructional Routine in Unit Theme Project		
4	Information and Media Literacy – digital tools	LA.3.6.4.2 – The student will use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats	Instructional Routine in Unit Theme Project		