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| **Content Area** | Reading, Writing, and Communicating | | | **Grade Level** | 3rd Grade | | |
| **Course Name/Course Code** |  | | | | | | |
| **Standard** | **Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Oral Expression and Listening | 1. Oral communication is used both informally and formally | | | | | | RWC10-GR.3-S.1-GLE.1 |
| 1. Successful group activities need the cooperation of everyone | | | | | | RWC10-GR.3-S.1-GLE.2 |
| 1. Reading for All Purposes | 1. Strategies are needed to make meaning of various types of literary genres | | | | | | RWC10-GR.3-S.2-GLE.1 |
| 1. Comprehension strategies are necessary when reading informational or persuasive text | | | | | | RWC10-GR.3-S.2-GLE.2 |
| 1. Increasing word understanding, word use, and word relationships increases vocabulary | | | | | | RWC10-GR.3-S.2-GLE.3 |
| 1. Writing and Composition | 1. A writing process is used to plan, draft, and write a variety of literary genres | | | | | | RWC10-GR.3-S.3-GLE.1 |
| 1. A writing process is used to plan, draft, and write a variety of informational texts | | | | | | RWC10-GR.3-S.3-GLE.2 |
| 1. Correct grammar, capitalization, punctuation, and spelling are used when writing | | | | | | RWC10-GR.3-S.3-GLE.3 |
| 1. Research and Reasoning | 1. Researching a topic and sharing findings are often done with others | | | | | | RWC10-GR.3-S.4-GLE.1 |
| 1. Inferences and points of view exist | | | | | | RWC10-GR.3-S.4-GLE.2 |
| **Colorado 21st Century Skills** | | **Common Core Reading Foundational Standards** | | | | | |
| **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | **Phonics and Word Recognition:** [CCSS.RF.3.3](http://www.corestandards.org/ELA-Literacy/RF/3/3/) Know and apply grade-level phonics and word analysis skills in decoding words.  [CCSS.RF.3.3a](http://www.corestandards.org/ELA-Literacy/RF/3/3/a/) Identify and know the meaning of the most common prefixes and derivational suffixes.  [CCSS.RF.3.3b](http://www.corestandards.org/ELA-Literacy/RF/3/3/b/) Decode words with common Latin suffixes.  [CCSS.RF.3.3c](http://www.corestandards.org/ELA-Literacy/RF/3/3/c/) Decode multisyllable words.  [CCSS.RF.3.3d](http://www.corestandards.org/ELA-Literacy/RF/3/3/d/) Read grade-appropriate irregularly spelled words.  **Fluency:** [CCSS.RF.3.4](http://www.corestandards.org/ELA-Literacy/RF/3/4/) Read with sufficient accuracy and fluency to support comprehension.  [CCSS.RF.3.4a](http://www.corestandards.org/ELA-Literacy/RF/3/4/a/) Read grade-level text with purpose and understanding.  [CCSS.RF.3.4b](http://www.corestandards.org/ELA-Literacy/RF/3/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  [CCSS.RF.3.4c](http://www.corestandards.org/ELA-Literacy/RF/3/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
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| **Unit Title** |  | | | | **Length of Unit** |  | | |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** | |  | | | |  |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | | | | |
| **Unit Strands** |  | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |