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| **Purpose of Planning** | [**Unit One**](#Julian)  (pg. 2) | [**Unit Two**](#TreeisGrowing)  **English Language Arts/Literacy**  **Grade 3 Year-at-a-Glance (SAMPLE)**  (pg. 3) | [**Unit Three**](#DearPeterRabbit)  (pg. 4) | [**Unit Four**](#LouisianaPurchase)  (pg. 5) | [**Unit Five**](#WinnDixie)  (pg. 6) |
| **Build students’ knowledge:**  Illustrate how knowledge builds through texts within and across grades | *The Stories Julian Tells*, Ann Cameron (Literary, Appendix B Exemplar) | *A Tree is Growing*, Arthur Dorros (Informational) | *Dear Peter Rabbit*, Alma Flor Ada (Literary) | *The Louisiana Purchase: Would You Close the Deal?*, Elaine Landau (Informational) | *Because of Winn-Dixie*, Kate DiCamillo (Literary) |
| Students learn more about storytelling as a means of transmitting knowledge and connecting with others. They also learn about the importance of books. | Students learn about interdependence in forest ecosystems and the importance of preserving balance and cycles in nature. | Through the study of “trickster” tales from various cultures, students learn that storytelling can be entertaining as well as educational. | Students learn more about our country and its exploration and expansion through the Louisiana Purchase and the opening of the West. | Students explore the idea of finding friends in unexpected places and connecting with others by accepting differences. |
| [**Increase text complexity**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?Status=Temp&sfvrsn=2)**[[1]](#footnote-1):**  Illustrate how text complexity increases within and across grades | Text complexity ranges from grades 2-3; read alouds are from the 4-5 grade band. | Text complexity ranges from grades 2-3; read alouds are from the 4-5 grade band. | Text complexity ranges from grades 2-3, with the anchor text from the higher end of the band; read alouds are from the 4-5 grade band. | Text complexity ranges from grades 2-3; read alouds are from the 3-5 grade band. | This set is placed at the end of the year because of the independent reading expectations; there is a range of text complexity represented in the set. |
| **Integrate standards around texts:**  Provide multiple opportunities for students to develop their literacy | The PARCC Model Content Frameworks provide an overview of how the standards can be integrated and centered around the reading of complex texts. The frameworks include:   * A [sample visual](http://www.parcconline.org/mcf/english-language-artsliteracy/structure-model-content-frameworks-elaliteracy) of how a year might be organized, * An [overview](http://www.parcconline.org/mcf/english-language-artsliteracy/model-content-framework-elaliteracy-grade-3) of the Common Core State Standard expectations in grade 3, * [Writing standards progression](http://www.parcconline.org/mcf/english-language-artsliteracy/writing-standards-progression-grade-2-grade-3) from grade 2 to grade 3, and * [Speaking and Listening standards progression](http://www.parcconline.org/mcf/english-language-artsliteracy/speaking-and-listening-standards-progression-grade-2-grade-3) from grade 2 to grade 3.   The plan below provides a sample of the specific year-long content for grade 3 based on the PARCC Model Content Frameworks. | | | | |

**English Language Arts/Literacy Grade 3 Year-in-Detail (SAMPLE)**

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| [**Unit One**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text**  *The Stories Julian Tells*, Ann Cameron (Literary, Appendix B Exemplar) | **Related Texts**  *Literary Texts*   * *More Stories Julian Tells*, Ann Cameron * *The Fantastic Flying Books of Mr. Morris Lessmore*, William Joyce * *The Bee Tree*, Patricia Polacco * “[Grandpa’s Stories](http://books.google.com/books?id=7JDHPmklV-IC&pg=PA104&lpg=PA104&dq=grandpa's+stories+by+langston+hughes&source=bl&ots=12zIOXmnsJ&sig=bjQF9DVcRq99hiyMyZA7Mn9mG6Q&hl=en&sa=X&ei=ybA4UYv0CaXX2QXHtYFo&ved=0CDYQ6AEwAQ#v=onepage&q=grandpa's%20stories%20by%20langston%20hughes&f=false),” Langston Hughes (Appendix B Exemplar, Poem) * “[Picture-books in Winter](http://www.lnstar.com/mall/literature/rls/PicturebooksinWinter.htm),” Robert Louis Stevenson (Poem)   *Informational Texts*   * “[A Page is a Door](http://www.theinventionofhugocabret.com/remy_essay.htm),” Remy Charlip (Read Aloud)   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * *The Fantastic Flying Books of Mr. Morris Lessmore* (iPhone/iPad application) * *The Fantastic Flying Books of Mr. Morris Lessmore* (Film) * [*Moonbot Studios: The Fantastic Flying Books of Mr. Morris Lessmore*](http://morrislessmore.com/) (Website) * *The Red Book*, Barbara Lehman | **Building Student Knowledge**  Students will learn that stories are important for learning lessons about life and transmitting knowledge. Building on the idea of reading stories to learn about cultures, this set allows students to learn how storytelling can be a way to pass on family history and traditions and build a strong identity. Putting the same character in different situations can teach readers about how motivations, feelings, and a person’s actions affect events and other people. Students will also learn about the importance of reading and stories, and how sharing stories can build relationships and connect us to others. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[2]](#footnote-2)** |
| **Reading**  RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10  RI.3.1, RI.3.2, RI.3.4, RI.3.6, RI.3.8 |
| **Text Complexity Rationale**  The text complexity of the set falls within the 2-3 grade band. The anchor text is from the lower end of the band, which is appropriate for the beginning of the school year. Read alouds of texts that fall above the grade-level band allow students opportunities to increase their vocabulary and understanding of language. | **Reading Standards: Foundational Skills [[3]](#footnote-3)**  RF.3.3a-d, RF.3.4a-c |
| **Sample Research [[4]](#footnote-4)**  Students independently or in small groups investigate the importance of books. They will write a brief report about their findings and present to the class. Sample topics:   * Illiteracy in America or worldwide * Efforts of those to bring books to remote villages (e.g., independently read and then report on *My Librarian Is a Camel: How Books Are Brought to Children Around the World*, Margriet Ruurs) * The “invention” and history of public libraries (Ben Franklin) * Some other topic pertinent to the importance of books | **Writing**  W.3.1a-d, W.3.2a-d, W.3.3a-d, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10 |
| **Speaking and Listening**  SL.3.1a-d, SL.3.2, SL.3.3, SL.3.4, SL.3.6 |
| **Language**  L.3.1a-b, d, h-i; L.3.2a, c-g; L.3.3a-b; L.3.4a-b, d; L.3.5a-c; L.3.6 |

**English Language Arts/Literacy Grade 3 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Two**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text**  *A Tree is Growing*, Arthur Dorros (Informational) | **Related Texts**  *Literary Texts*   * *One Small Place in a Tree*, Barbara Brenner * “[Prayer of the Woods](http://www.coldsplinters.com/2011/09/prayer-of-the-woods/),” unknown * “[Windy Tree](http://thekittycats.wordpress.com/2010/05/14/windy-tree/),” Aileen Fisher * *The Lorax*, Dr. Seuss * [*The Giving Tree*](http://www.shelsilverstein.com/html/books.asp), Shel Silverstein   *Informational Texts*   * *A Log’s Life*, Wendy Pfeffer * *Tell Me, Tree: All About Trees for Kids*, Gail Gibbons * *The Tree in the Ancient Forest*, Carol Reed-Jones | **Building Student Knowledge**  Students learn about the interdependence of animals and plants in nature and the cycles of growth and decay at the foundation of the forest ecosystem. Students also learn about the importance of preserving balance and cycles in nature. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[5]](#footnote-5)** |
| **Reading**  RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.10  RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10 |
| **Text Complexity Rationale**  The majority of these texts fit the grades 2-3 bands. The anchor text is from the higher end of the band. Some of the related texts with some texts are from the lower end of the grades 4-5 band. | **Reading Standards: Foundational Skills [[6]](#footnote-6)**  RF.3.3a-d, RF.3.4a-c |
| **Sample Research**  Students will research the uses and benefits of trees. Research can be done in small groups, pairs, or individually using the Internet, school library, and information from the texts read in class. Students will write an individual essay explaining their findings and present their findings to the class. | **Writing**  W.3.1a-d, W.3.2a-d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10 |
| **Speaking and Listening**  SL.3.1a-d, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6 |
| **Possible Language Standards**  L.3.1a-e, h- i; L.3.2a-g; L.3.3a-b; L.3.4a-d; L.3.5a-c; L.3.6 |
| **Possible Teacher Resources**  “The Benefits of Trees,” <http://www.arborday.org/trees/index-benefits.cfm>  Project Learning Tree: <http://www.plt.org> | | | |

**English Language Arts/Literacy Grade 3 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Three**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text**  *Dear Peter Rabbit*, Alma Flor Ada (Literary) | **Related Texts**  *Literary Texts*   * [*The Tale of Peter Rabbit*](http://etc.usf.edu/lit2go/148/peter-rabbit-and-other-stories/4923/the-tale-of-peter-rabbit/), Beatrix Potter * *Fantastic Mr. Fox*, Roald Dahl * *Tops and Bottoms*, Janet Stevens (Appendix B Exemplar) * *The Jolly Postman*, Allan and Janet Ahlberg * *Yours Truly, Goldilocks*, Alma Flor Ada * *The Classic Tales of Brer Rabbit*, Don Daily and Joel Chandler Harris * Additional tales to support the reading of the anchor text | **Building Student Knowledge**  This set builds on traditional fairy tales and fables, but asks students to think about them from a different perspective. Through the study of “trickster” tales from various cultures, students learn how storytelling can be entertaining as well as educational. There are also opportunities to build student understanding of letter writing and engaging students in writing stories modeled after the format of the anchor text and related texts using characters from other tales or characters from other text sets (e.g., Julian, Mr. Morris Lessmore, the boy or the tree from *The Giving Tree*). | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[7]](#footnote-7)** |
| **Reading**  RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10 |
| **Reading Standards: Foundational Skills [[8]](#footnote-8)**  RF.3.3a-d, RF.3.4a-c |
| **Text Complexity Rationale**  The anchor text is from the higher end of the grades 2-3 band. The related texts range in complexity, but they all fall within the grades 2-3 band. | **Writing**  W.3.1a-d, W.3.3a-d, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10 |
| **Sample Research**  With a partner or small group, students will create a dramatic recording of one of the tales read in class. They will then play the recording for the class as students follow along with the written text. Then the pairs or small group will lead a class discussion by explaining the moral of the tale with evidence and then answering questions about the tale and their recording. | **Speaking and Listening**  SL.3.1a-d, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6 |
| **Possible Language Standards**  L.3.1a-e, h-i; L.3.2a-g; L.3.3a-b; L.3.4a, c-d; L.3.5a-c; L.3.6 |

**English Language Arts/Literacy Grade 3 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Four**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text**  *The Louisiana Purchase: Would You Close the Deal? (What Would You Do?)*, Elaine Landau | **Related Texts**  *Literary Texts*   * Excerpts from *A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840*, Barbara Greenwood (Read Aloud) * Tall Tales of the American West: * *Mike Fink*, Steven Kellogg * *Sally Ann Thunder Ann Whirlwind Crockett*, Steven Kellogg * *Thunder Rose*, Jerdine Nolen * *Swamp Angel*, Anne Isaacs (Read Aloud) * *Pecos Bill: A Tall Tale*, Steven Kellogg (Read Aloud)   *Informational Texts*   * *Explorers of North America (True Books: American History)*, Christine Taylor-Butler * Excerpts from *The Louisiana Purchase*, Michael Burgan * *Lewis and Clark Trail: Then and Now*, Dorothy Hinshaw Patent (Read Aloud)   *Nonprint Texts (e.g., Media, Website, Video, Film, Music, Art, Graphics)*   * Campfire songs, such as “Home on the Range,” “The Happy Wanderer,” “You are My Sunshine” * “[Go West Across America With Lewis and Clark!](http://www.nationalgeographic.com/features/97/west/main.html)” (Website) | **Building Student Knowledge**  Students continue to explore how people and events of the past impact our lives today, focusing on the Louisiana Purchase and the opening of the West. Students will understand how explorers, settlers, and westward migration influenced the development of the United States. They will also read tall tales about American folk legends, highlighting the various characteristics admired by American pioneers. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[9]](#footnote-9)** |
| **Reading**  RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.6, RL.3.7, RL.3.9, RL.3.10  RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10 |
| **Text Complexity Rationale**  While there is a range of text complexity levels in the set, some of the texts labeled Read Aloud are from the grades 4-5 band. Some students at this point in the year may be able to read along with the more complex texts. All students should be given that opportunity after the initial reading of the text. | **Reading Standards: Foundational Skills [[10]](#footnote-10)**  RF.3.3a-d, RF.3.4a-c |
| **Writing**  W.3.1a-d, W.3.2a-d, W.3.3a-d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10 |
| **Sample Research**  Students will research a famous or infamous historical figure from the American West and write a tall tale with that person as the main character. They will then present the tale to the class. | **Speaking and Listening**  SL.3.1a-d, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6 |
| **Language**  L.3.1a-i, L.3.2a-g, L.3.3a-b, L.3.4a-d, L.3.5a-c, L.3.6 |
| **Possible Teacher Resources**   * *Lewis and Clark for Kids: Their Journey of Discovery with 21 Activities*, Janis Herbert * *Pioneer Days: Discover the Past with Fun Projects, Games, Activities, and Recipes*, David King | | | |

**English Language Arts/Literacy Grade 3 Year-in-Detail, cont. (SAMPLE)**

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| [**Unit Five**](http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-create-a-text-set-for-whole-class-instruction-grades-k-12.pdf?Status=Temp&sfvrsn=2) | **Anchor Text**  *Because of Winn-Dixie*, Kate DiCamillo (Literary) | **Related Texts**  *Literary Texts*   * *Best Friends*, Steven Kellogg * *Amos & Boris*, by William Steig (Appendix B Exemplar) * *The Cricket in Time Square*, George Selden (Appendix B Exemplar) * *Dog People*, Joseph Bruchac (Read Aloud)   *Informational Texts*   * *Clown Fish & Sea Anemones Work Together,* Martha E.H. Rustad * *Unlikely Friendships for Kids: The Dog & The Piglet: And Four Other Stories of Animal Friendships*, Jennifer S. Holland * *Owen & Mzee: The True Story of a Remarkable Friendship*, Isabella Hatkoff, Craig Hatkoff, and Paula Kahumber (Read Aloud) | **Building Student Knowledge**  Students explore the idea of finding friends in unexpected places and the value of building a community of different perspectives. They explore how getting to know what they have in common with others and moving past physical appearances or differences allows them to connect with others who can help make them better people. | [**Possible Common Core State Standards**](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)**[[11]](#footnote-11)** |
| **Reading**  RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.10  RI.3.1, RI.3.2, RI.3.4, RI.3.6, RI.3.8, RI.3.10 |
| **Sample Research**  Create structured independent reading of additional books that address similar concepts and themes to the anchor text (and fall within the grade-level band or slightly above for advanced readers). Have students complete assignments with their text and then present information to the class. For students reading similar texts, create opportunities for discussion. Sample texts:   * *A Long Way From Chicago*, Richard Peck * *Wild Wings*, Gill Lewis * *Paint the Wind*, Pam Muñoz Ryan * *The Tiger Rising*, Kate DiCamillo * *Hoot*, Carl Hiassen * *My Louisiana Sky*, Kimberly Willis Holt * *Where the Red Fern Grows*, Wilson Rawls * *Protecting Marie*, Kevin Henkes * *Altogether, One at a Time*, E.L. Konigsburg * *Rules*, Cynthia Lord * *Shiloh*, Phyllis Reynolds Naylor (advanced readers) * *The Leanin’ Dog*, K.A. Nuzum (advanced readers) | **Reading Standards: Foundational Skills [[12]](#footnote-12)**  RF.3.3a-d, RF.3.4a-c |
| **Text Complexity Rationale**  The anchor text complexity is in the middle of the grades 2-3 band. The related texts range in complexity. Read aloud texts from a higher grade-level band offer opportunities for growth. This set is at the end of the year because of the independent reading expectations for Research. | **Writing**  W.3.1a-d, W.3.3a-d, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10 |
| **Speaking and Listening**  SL.3.1a-d, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6 |
| **Language**  L.3.1a-i, L.3.2a-g, L.3.3a-b, L.3.4a-d, L.3.5a-c, L.3.6 |

1. By the end of grade 3, students should demonstrate the ability to read and understand texts in the 2-3 grade band independently and proficiently (RL.3.10, RI.3.10, RF.3.4a-c). This plan provides direction for whole-class instruction with opportunities for student collaboration and rereading of whole-class texts. Small-group literacy instruction in grade 3 should build student proficiency with reading grade-level texts and might involve: for weaker readers—continued work with the [reading foundational skills](http://www.centeroninstruction.org/files/Building%20the%20Foundation.pdf) and reading of related leveled readers (not an easier version of the whole-class text); for on-level readers—continued support for students in reading the whole-class text (i.e., additional readings of specific passages with scaffolding text-dependent questions); or for advanced readers—extension work with more challenging texts. Students should also engage in regular independent reading of self-selected texts and books written at their independent reading level. [↑](#footnote-ref-1)
2. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-3-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-2)
3. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts. Systematic and explicit instruction of the reading foundational skills based on student needs should occur through small-group instruction and be formally assessed at various points throughout the year. [↑](#footnote-ref-3)
4. “Research” throughout this plan refers to student-led inquiry activities; these are extension tasks that allow students to make connections with texts. These activities should be done after students have read, written, and spoken about each individual text and demonstrated their understanding of the text. Additional reading and writing performance tasks with the texts are expected and indicated through the possible Reading and Writing Standards. [↑](#footnote-ref-4)
5. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-3-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-5)
6. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts. Systematic and explicit instruction of the reading foundational skills based on student needs should occur through small-group instruction and be formally assessed at various points throughout the year. [↑](#footnote-ref-6)
7. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-3-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-7)
8. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts. Systematic and explicit instruction of the reading foundational skills based on student needs should occur through small-group instruction and be formally assessed at various points throughout the year. [↑](#footnote-ref-8)
9. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-3-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-9)
10. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts. Systematic and explicit instruction of the reading foundational skills based on student needs should occur through small-group instruction and be formally assessed at various points throughout the year. [↑](#footnote-ref-10)
11. The possible standards for the listed texts represent the full range and integration of the Common Core State Standards. While all the CCSS will not be formally assessed statewide in 2013-2014, all the CCSS should be taught, as the non-assessed standards are essential for students to meet the expectations of the assessed standards. Additional information and specific examples are available in the [Assessment Guidance 2013-2014](http://www.louisianabelieves.com/docs/assessment-2013-2014/guide-assessment-structure-13-14-grade-3-english-language-arts.pdf?sfvrsn=9) document. [↑](#footnote-ref-11)
12. The listed Reading Standards: Foundational Skills are suggested for whole-class instruction using portions of the whole-class texts. Systematic and explicit instruction of the reading foundational skills based on student needs should occur through small-group instruction and be formally assessed at various points throughout the year. [↑](#footnote-ref-12)