3rd Grade ELA: Light and Sound	
Grade	**3**
Unit of Study	**Unit 5: Light and Sound**
Length of Unit	**4 Weeks**

Missouri Learning Standards	
3.L.1.A	In speech and written form, apply standard English grammar to:
3.L.1.A.f	produce simple and compound imperative, exclamatory, declarative, interrogative sentences
3.L.1.B.h	In written text use spelling patterns and generalizations to spell compound words
3.L.1.B.i	In written text spell words that double the consonant
3.L.1.B.j	*In written text spell plural words that change y to ies*
3.R.1.A.b	Develop and demonstrate reading skills in response to text by drawing conclusions and support with textual evidence
3.R.1.A.c	Develop and demonstrate reading skills in response to text by summarizing a story's beginning, middle, and end and determining its central message, lesson, or moral
3.R.1.B	Develop an understanding of vocabulary by:
3.R.1.B.a	Develop an understanding of vocabulary by decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
3.R.1.B.b	using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words
3.R.1.B.d	distinguishing the literal and non-literal meanings of words and phrases in context
3.R.1.B.e	determine the meaning of the new word formed when a known affix is added to a known base word
3.R.1.B.f	using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words
3.R.1.B.i	using conversational, general academic, and domain specific words and phrases
3.R.1.C.a	Explain relevant connections between text to text (ideas and information in various fiction and nonfiction works, compare and contrast)
3.R.1.D.a	Read independently for multiple purposes over sustained periods of time by reading text that is developmentally appropriate
3.R.2.A.a	Read, infer, analyze, and draw conclusions to summarize and sequence the events/plot and explain past events impact future events
3.R.2.A.d	Read, infer, analyze, and draw conclusions to paraphrase the big idea/themes and supporting details of texts
3.R.2.A.e	Read, infer, analyze, and draw conclusions to compare and contrast the key elements in various types of fiction

3.R.2.A.f	Read, infer, analyze, and draw conclusions to explain cause-and-effect relationships
3.R.2.C.b	Read, infer, and draw conclusions to identify and describe language that creates a graphic visual experience and appeals to the senses
3.R.3.A.b	Read, infer, and draw conclusions to explain using details or facts that support the main idea
3.R.3.A.c	Read, infer, and draw conclusions to use text features and graphic features to locate information and to make and verify predictions
3.R.3.A.d	Read, infer, and draw conclusions to follow and explain a set of written multi-step directions
3.R.3.A.e	Read, infer, and draw conclusions to describe relationship between events, ideas, concepts, or steps
3.R.3.B.d	Read, infer, and draw conclusions to explain examples of sound devices, literal and nonliteral meanings, and figurative language
3.R.3.C.a	Read, infer, and draw conclusions to describe relationships among events, ideas, concepts, and cause and effect in texts
3.R.3.C.b	Read, infer, and draw conclusions to describe and explain the relationship between problems and solutions
3.R.3.C.c	Read, infer, and draw conclusions to use information gained from illustrations and words to demonstrate understanding of the text
3.R.3.C.e	Read, infer, and draw conclusions to compare and contrast the most important points and key details presented in texts on the same topic
3.R.4.A.d	Read to develop an understanding of media and its components by identifying text structures and graphics features of a web page
3.RF.3.A	Develop phonics in the reading process by:
3.RF.3.A.a	Develop phonics in the reading process by decoding multisyllabic words in context and independent of context by applying common spelling patterns
3.RF.3.A.b	Develop phonics in the reading process by decoding words that double final consonants when adding an ending
3.RF.3.A.c	using the meaning of common prefixes and suffixes
3.RF.3.A.d	using the meaning of homophones
3.RF.3.A.e	Develop phonics in the reading process by decoding known and unknown words by spelling patterns
3.RF.3.A.f	reading irregularly spelled high-frequency words
3.RF.4.A.a 3.RF.4.A	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary
3.SL.1.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by following classroom listening rules
3.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings by ask questions to check understanding of information presented, staying on topic, and linking their comments to the remarks of others
3.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings bydemonstrating active listening through body language and eye contact with the speaker, according to classroom expectations
3.SL.3.A.a	Speak clearly and to the point, using conventions of language when presenting individually or with a

	group by come to discussions prepared having read or studies required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
3.SL.3.A.b	Speak clearly and to the point, using conventions of language when presenting individually or with a group by responding appropriately to discussion in a variety of settings, according to classroom expectations
3.SL.3.A.c	Speak clearly and to the point, using conventions of language when presenting individually or with a group by expressing opinion of read-alouds and independent reading topics
3.SL.4.A.b	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by presenting information with clear ideas and details while speaking clearly at an understandable pace
3.SL.4.A.d	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by using academic language and conventions
3.SL.4.A.e	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by choosing words and phrases for effect (adjectives, action verbs, figurative language)
3.W.1.A.a	Follow a writing process to plan a first draft by using a simple prewriting strategy when given the purpose and the intended audience
3.W.1.B	Appropriate to genre type, develop a draft from prewriting by:
3.W.1.C	Reread, revise, and edit drafts with assistance from adults/peers, to
3.W.1.C.a	develop and strengthen writing by revising- main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience/purpose, voice
3.W.1.C.b	Reread, revise, and edit drafts with assistance from adults/peers, to: edit for language conventions
3.W.1.D.a	With assistance from adults/peers use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
3.W.2.A	Write opinion texts that:
3.W.2.A.b	state an opinion or establish a position and provide reasons for the opinion/position
3.W.2.A.c	Write opinion texts that use specific and accurate words that are related to the topic, audience, and purpose
3.W.2.B	Write informative/ explanatory texts that:
3.W.2.B.a	introduce a topic or text being studied
3.W.2.B.b	develop the topic with simple facts, definitions, details, and explanations
3.W.2.B.c	Write informative/ explanatory texts that use specific, relevant words that are related to the topic, audience, and purpose
3.W.2.B.e	use transition words to connect ideas within categories of information
3.W.2.B.f	create a concluding statement or paragraph
3.W.2.C	Write fiction or non-fiction narratives and poems that:
3.W.2.C.b	use narrative techniques, such as dialogue and descriptions
3.W.2.C.e	Write fiction or non-fiction narratives and poems that use specific and relevant words that are related to the topic, audience, and purpose

3.W.3.A	Apply research process to:
3.W.3.A.d	locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts
3.W.3.A.f	take simple notes in own words and sort evidence into provided categories or organizer
SL.1.A	Develop and apply effective listening skills and strategies in formal and informal settings by:
SL.3.A	Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
SL.4.A	Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:

Unit {5}: Learning Targets

I can describe the main idea using details and facts from the text.
I can determine the relevant meaning of unknown words.
I can respond to text by drawing conclusions and support with textual evidence
I can describe relationships among events, ideas, concepts, and cause and effect in texts.
I can use comparative, superlative, and demonstrative adjectives and adverbs.
I can arrange words in alphabetical order.

Intervention and Enrichment

https://ckla.amplify.com/interventiontoolkit/intervention-toolkit/

Assessments

MLS (Learning Goal)	Description or Location
3.R.3.A.b. Read, infer, and draw conclusions to explain using details or facts that support the main idea.	Amplify Student Workbook P. 145-156
3.R.1.B.b. using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words	
3.R.1.A.b. Develop and demonstrate reading skills in response to text by drawing conclusions and support with textual evidence	
3.R.3.C.a. Read, infer, and draw conclusions to describe relationships among events, ideas, concepts, and cause and effect in texts.	
3.R.1.B.a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they	

change the meaning of root words	
3.L.1.A.d. Use comparative, superlative, and demonstrative adjectives and adverbs.	
3.L.1.B.i. In written text arrange words in alphabetical order to the third letter.	

Vocabulary			
Source, energy, wavelength, vacuum, speed, wave, white light, electricity, illuminates, light waves, particles, rays, shadow, transparent, skylight, opaque, absorb, project, mirror, reflect, plane, distort, kaleidoscope, angle, transmitted, concave, convex	Refract, dense, magnify, security, instruments, lens, refraction, translucent, prism, spectrum, indigo, ultraviolet, infrared, optometrist, x-ray, cacophony, medium, sound, sound waves, vibration	Vocal cords, pitch, volume, intense, damage, audiologist, composing, frequency, intensity, trachea, larynx, automatically, diaphragm, variations, voice box, hearing trumpet, visible speech, symbol, inspiration, telegraph, Morse code	Scarlet fever, patent, phonograph, incandescent, kinetoscope

Instructional Materials

https://amplify.com/

Additional Instructional Resources

Reflections for Future Revisions