

Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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Frameworks



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HOW TO USE

The frameworks are guides to instruction. The frameworks assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The cycles for the year help pace instruction and ensure students have consistent coverage of the content. The duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size is in parentheses. Please refer to the works of John Hattie for a complete description of instructional effect size.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

3rd Grade – ELA



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YEAR AT A GLANCE:

Unit	Unit Title	Unit Focus	Text Complexity
1	<i>The Stories Julian Tells</i>	Students learn that stories and books are important for learning about themselves and others. This unit allows students to learn how storytelling can be a way to learn about other cultures, 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 that sharing stories can build relationships and connect them to others.	Readily Accessible
2	<i>The Louisiana Purchase</i>	Students learn about the Louisiana Purchase and the characteristics of pioneers during this time period. While exploring literary and informational texts, including quotes from primary source documents, students discuss elements of narrative writing and apply them to their own writing. Students also learn about words that signal spatial and temporal relationships and the logical connections between sentences and paragraphs in a text.	Moderately Complex
3	<i>Because of Winn- Dixie</i>	Students learn about the value of companionship, the joy of finding friends in unexpected places, and the significance of building a community of different perspectives. They explore how authors develop the reader's understanding of these ideas through word choice and character actions. While reading literary and nonfiction texts, students also learn about the role of dialogue in text and apply this learning to their own practices as writers.	Moderately Complex
4	<i>Treasure Island</i>	Students read a combination of literary and informational texts to answer the questions: What are different types of treasure? Who hunts for treasure and how? Why do people search for treasure? Students also discuss their personal treasures. Students work to understand what people are willing to do to get treasure and how different types of treasure have been found, lost, cursed, and stolen over time.	Very Complex

Recommended anchor text selected are done so to support the teaching of targeted skills in each unit.

- 🍎 **Readily accessible text:** The language (words, sentence structure) might be at or below grade level but the content is complex and suitable for the grade level or the language is at grade level and the content is less complex.
- 🍎 **Moderately complex text:** The language is at grade level and the content is suitable for the grade level.
- 🍎 **Very complex text:** The language is at or slightly above grade level and the content is significantly complex.

Units designated as interchangeable will require teachers to choose one of the two units identified. Priority standards selected as the basis of the unit assessment for will be the same regardless of which unit is selected. When selecting the interchangeable unit, teachers should consider text complexity and student readiness.



Teachers must create a *free* LearnZillion account to access Guidebook 2.0 Daily Activities

Student focus Areas

Essential Questions

- *How does reading increase and deepen our ability to understand and respond to a variety of texts for a broad range of purposes?*
- *How can efforts to expand one's vocabulary improve written and oral communication?*
- *How does reading shape values and morals?*
- *How does reading help us understand and evaluate our place in the world?*
- *How can the skill of reading help understand God's world and His creations?*
- *How do literacy strategies assist us when reading difficult texts?*
- *How does reading enable us to access information needed to explore interests or solve problems?*

Catholic School – ELA General Standards (CS.GS)

CS.GA.1	Analyze literature that reflects the transmission of a Catholic culture and worldview.
CS.GA.2	Analyze works of fiction and non-fiction to uncover authentic Truth.
CS.GA.3	Analyze carefully chosen selections to uncover the proper nature of man, his problems, and his experiences in trying to know and perfect both himself and the world.
CS.GA.4	Share how literature can contribute to strengthening one's moral character.



3rd Grade - Grammar

Unit 1 (1 st 9 Weeks)	Unit 2 (2 nd 9 Weeks)	Unit 3 (3 rd 9 Weeks)	Unit 4 (4 th 9 Weeks)
<ul style="list-style-type: none"> • Simple sentences • Kinds of sentences • Compound sentences • Common and proper nouns • Simple sentences • Common and proper nouns • Verbs • Verb tenses • Using commas 	<ul style="list-style-type: none"> • Abstract nouns • Plural nouns • Writing quotations • Subject verb agreement • Pronoun- verb agreement • Verb tenses • Adjectives and articles • Adjectives that compare • Helping verbs 	<ul style="list-style-type: none"> • Irregular verbs • Adverb • Adverbs that compare • Making comparisons • Possessives nouns and pronouns • Complex sentences • More, Most, -er, - est • Abbreviations • Contractions 	<ul style="list-style-type: none"> • Commas in a sentence • Prepositions • Correct pronouns <p>Review any skills that students have not yet mastered.</p>

GRAMMAR GUIDE

<p>Students should enter third grade being able to:</p> <ul style="list-style-type: none"> • Write in print and cursive (grades K-2) • Use basic parts of speech¹ correctly (grades K-2) • Use basic subject/verb agreement (grade 1) • Produce complete simple and compound declarative, interrogative, imperative, and exclamatory sentences with proper capitalization and punctuation (grades K-2) • Use commas in a series to separate single words and contractions correctly (grades 1-2) • Generalize learned spelling patterns (grade 2) • Consult reference materials to check spelling (grade 2) • Know the difference between formal and informal English (grade 2) 	<p>Students should build on this foundation throughout third grade.</p> <p>(1) <i>Reinforce the skills students gained in earlier grades.</i> When conducting shared writing or displaying models of student writing, locate examples and discuss with students how those examples are formed correctly.</p> <p>(2) <i>Expand student skills.</i> Explicitly teach students how to:</p> <ol style="list-style-type: none"> Use abstract nouns (e.g., <i>childhood</i>) Use regular and irregular plural nouns (e.g., <i>life</i> → <i>lives</i>) Use correct subject/verb agreement and pronoun/antecedent agreement Use comparative and superlative adjectives and adverbs correctly depending on what they modify Use subordinating conjunctions correctly Form complex sentences Use quotation marks in written dialogue Choose words and phrases for effect
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3rd Grade - Fluency



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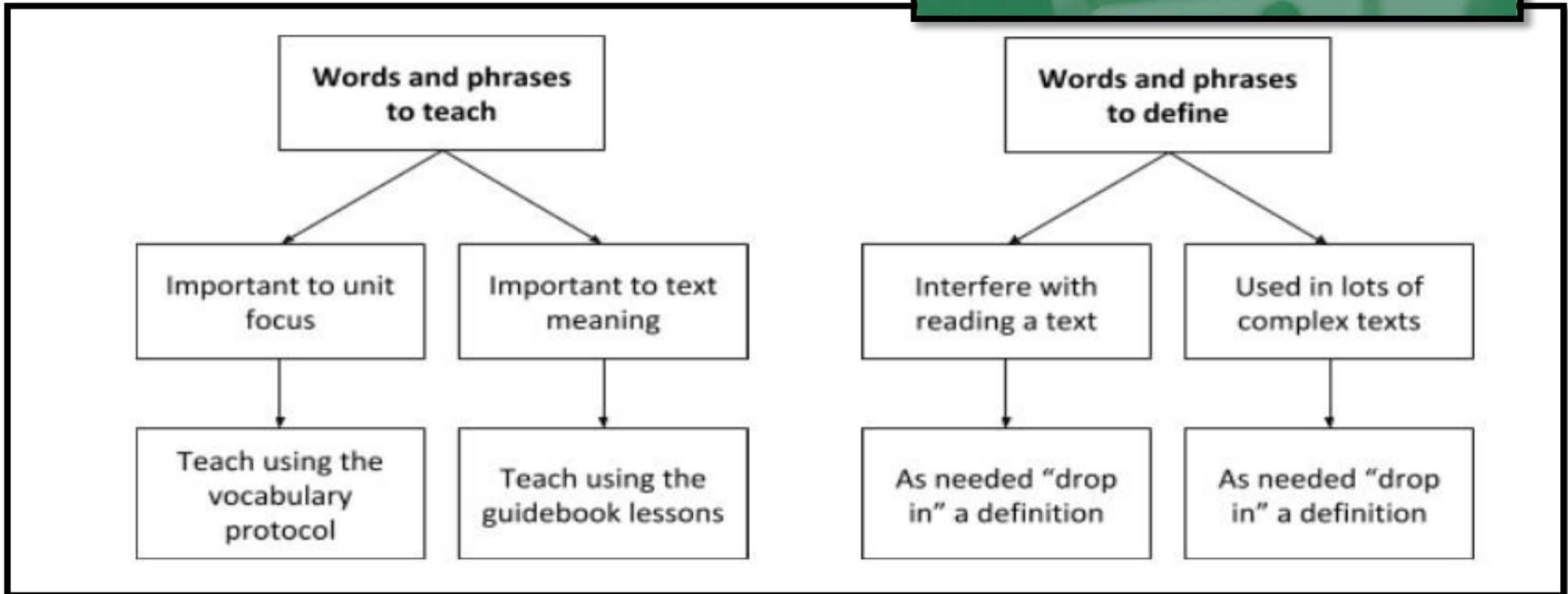
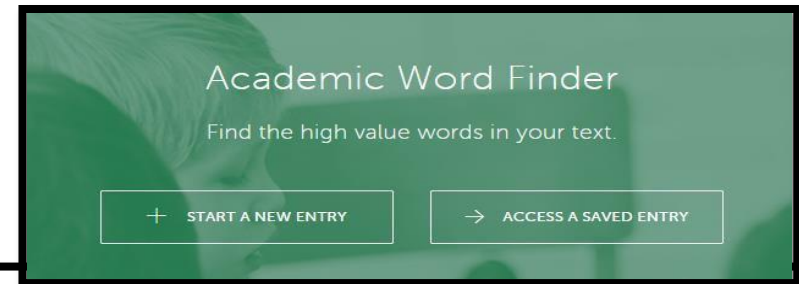
Unit 1 (1 st 9 Weeks)	Unit 2 (2 nd 9 Weeks)	Unit 3 (3 rd 9 Weeks)	Unit 4 (4 th 9 Weeks)
<ul style="list-style-type: none">• Expression• Accuracy• Intonation• Phrasing: pauses and punctuation• Stress• Adjust rate to purpose	<ul style="list-style-type: none">• Stress• Accuracy and self correction• Rate• Phrasing: pauses and punctuation• Expression• Intonation	<ul style="list-style-type: none">• Stress• Accuracy• Phrasing: pauses and punctuation• Rate• Expression• Accuracy and self correction	<ul style="list-style-type: none">• Adjust rate to purpose• Expression• Stress• Accuracy

3rd Grade - Vocabulary



There are two sets of words and phrases in the guidebook units:

- Words and phrases to teach
- Words and phrases to define



MENTOR SENTENCES

These language links focus on the study of 4 mentor sentences from the unit texts. Each language link should take around 10-15 minutes to conduct.

Each mentor sentence is used across five language links that each have a different purpose. The same five language links are then repeated with a new mentor sentence.

1. **What does this sentence mean?**
 - a. Purpose: Students make an initial interpretation of the mentor sentence's meaning.
2. **What do I notice about this sentence?**
 - a. Purpose: Students examine the meaning and structure of the mentor sentence.
3. **What do I know this sentence means?**
 - a. Purpose: Students demonstrate their understanding of the sentence's meaning.
4. **What is the structure of this sentence?**
 - a. Purpose: Students create a sentence frame based on the mentor sentence.
5. **Can I write a quality sentence?**
 - a. Purpose: Students emulate the structure of the mentor sentence in their own sentence.



LearnZillion

Guidebook 2.0 Unit 1- The Stories Julian Tells

Recommended Text

Unit 1 Goal:

Students read literary and informational texts to learn that stories and books are important for learning about themselves and others.

Students understand that storytelling can be a way to connect them to others and pass on family history and traditions.

Students express their understanding by explaining how characters learn lessons through their experiences with one another and by writing their own story based on illustrations.

Anchor Text: 1 per student

Each unit assessment has three parts, which together measure the following:

Culminating Writing Task

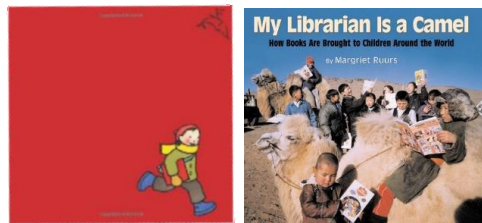
Students write a multi-paragraph essay in response to the question: What is a central message or lesson can we learn by reading The Stories Julian Tells?

Extension Task

Students write a story based on the illustrations in The Red Book. Then they present and/or record and play their story using visual displays and develop a set of questions to ask the audience.

Cold Read Task

Students read "I Wish for Smokey the Bear," "Superboy and Me," and "Huey Makes the Leap" from More Stories Julian Tells. Then students answer a combination of questions.



Supporting Text: 1 per class



Guidebook 2.0 Unit 1- The Stories Julian Tells

Unit 1 - Diocese of Alexandria Standards

Lessons 1-4

Reading		Writing	Speaking & Listening	Language
RL.3.1	RF.3.4	W.3.4		L.3.1
RL.3.2				L.3.5
RL.3.3				L.3.6
RL.3.4				

Lessons 5-8

Reading		Writing	Speaking & Listening	Language
RL.3.1	RL.3.3	W.3.1		L.3.4
RL.3.2	RL.3.7	W.3.4		
		W.3.10		

Lessons 9-13

Reading	Writing		Speaking & Listening	Language
RI.3.1	W.3.2	W.3.8	SL.3.2	
RI.3.2	W.3.4	W.3.10	SL.3.4	
RI.3.3	W.3.7			
RI.3.7				

Lessons 14-17

Reading		Writing	Speaking & Listening	Language
RL.3.1	RL.3.3	W.3.4	SL.3.1	L.3.5
RL.3.2	RL.3.4	W.3.8	SL.3.4	
		W.3.10		

Lessons 18-19

Reading		Writing	Speaking & Listening	Language
RL.3.1		W.3.1	SL.3.1	L.3.1
RL.3.5		W.3.4		
		W.3.8		
		W.3.10		

Lessons 20-22

Reading		Writing	Speaking & Listening	Language
RL.3.1	RL.3.9	W.3.1	SL.3.1	
RL.3.3	RL.3.10	W.3.4		
		W.3.8		
		W.3.10		

Guidebook 2.0 Unit 1- The Making of a Scientist

Unit 1 - Diocese of Alexandria Standards

Lessons 23-25

Reading		Writing	Speaking & Listening	Language
RL.3.1	RL.3.6	W.3.3	SL.3.1	L.3.6
RL.3.2	RL.3.7	W.3.4		
RL.3.3	RL.3.10	W.3.10		

Lessons 26-27

Reading		Writing	Speaking & Listening	Language
RL.3.1	RL.3.4	W.3.1	SL.3.1	L.3.4
RL.3.2	RL.3.10	W.3.4		
RL.3.3		W.3.10		

Cold-Read Task

RL.3.1, RL.3.3, RL.3.4, RL.3.7, RL.3.9, RL.3.10, W.3.1, L.3.1, L.3.2, L.3.3, L.3.4

Culminating Writing Task

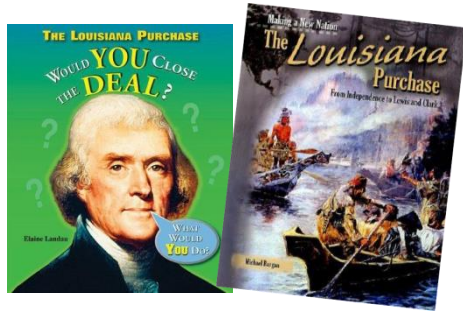
RL.3.1, RL.3.2, RL.3.3, W.3.1, W.3.4, W.3.5, W.3.9, W.3.10, L.3.1, L.3.2, L.3.3

Extension Task

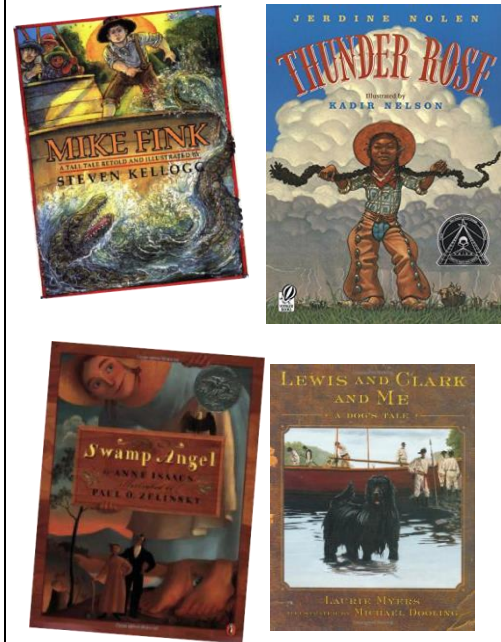
RL.3.1, RL.3.2, RL.3.3, RL.3.7, RL.3.10, W.3.3, W.3.4, W.3.5, W.3.6, W.3.10, SL.3.1, SL.3.3, SL.3.5, L.3.1, L.3.2, L.3.3, L.3.6

Guidebook 2.0 Unit 2- Louisiana Purchase

Recommended Text



Anchor Text: 1 per student



Supporting Text: 1 per class

Unit 2 Goal:

Students learn about the value of companionship, the joy of finding friends in unexpected places, and the significance of building a community of different perspectives.

They explore how authors develop the reader's understanding of these ideas through word choice and character actions.

While reading literary and nonfiction texts, students also learn about the role of dialogue in text and apply this learning to their own practices as writers.

Each unit assessment has three parts, which together measure the following:

🍎 Culminating Writing Task

Students write a multiparagraph essay in response to the prompt: Select three events that led to the United States acquiring the Louisiana Territory. Describe each event, including explaining what led to the event and the results of the event.

🍎 Extension Task

Students write a narrative from Seaman's point of view based on an entry from *How We Crossed the West: The Adventures of Lewis and Clark*.

🍎 Cold Read Task

Students read "Traveling with Lewis and Clark." Then students answer a combination of questions.



Guidebook 2.0 Unit 2- Louisiana Purchase

Unit 2- Diocese of Alexandria Standards

Lessons 1-2

Reading		Writing	Speaking & Listening	Language
RL.3.1	RF.3.4a-c			L.3.4a/c
RL.3.3				L.3.5c
RL.3.4				L.3.6
RL.3.5				
RL.3.10				

Lessons 3-5

Reading		Writing	Speaking & Listening	Language
RI.3.1	RI.3.6	W.3.4	SL.3.1	L.3.4a-d
RI.3.2	RI.3.7	W.3.5	SL.3.4	L.3.5b-c
RI.3.3	RI.3.8	W.3.10	SL.3.6	
RI.3.4	RI.3.9			
RI.3.5	RI.3.10			
RF.3.4a-c				

Lessons 6--8

Reading		Writing	Speaking & Listening	Language
RI.3.1	RI.3.6	W.3.4		
RI.3.2	RI.3.8	W.3.5		
RI.3.3	RI.3.9	W.3.6		
RI.3.4		W.3.7		
		W.3.8		
		W.3.10		

Lessons 9-12

Reading		Writing	Speaking & Listening	Language
RI.3.1	RI.3.6	W.3.1	SL.3.1	L.3.1b-l
RI.3.2	RI.3.7	W.3.2	SL.3.3	L.3.2a,d-g
RI.3.3	RI.3.8	W.3.4		L.3.3a
RI.3.4	RI.3.9	W.3.5		L.3.6
		W.3.6		
		W.3.7		
		W.3.8		
		W.3.10		



Guidebook 2.0 Unit 2- Louisiana Purchase

Unit 2- Diocese of Alexandria Standards

Lessons 13-17

Reading		Writing	Speaking & Listening	Language
RL.3.1	RI.3.1	W.3.1a-d	SL.3.1	L.3.3a
RL.3.2	RI.3.2	W.3.10	SL.3.2	L.3.4a-d
RL.3.3	RI.3.3		SL.3.3	L.3.4b
RL.3.4	RI.3.4		SL.3.4	L.3.5a-b
RL.3.6	RI.3.8		SL.3.6	L.3.6
RL.3.7				
RL.3.10	RF.3.3 RF.3.4			

Lessons 18-21

Reading		Writing	Speaking & Listening	Language
RI.3.1	RI.3.5	W.3.1	SL.3.1	L.3.1h
RI.3.2	RI.3.7	W.3.4		L.3.6
RI.3.3	RI.3.8	W.3.5		
RF.3.4		W.3.8		

Lessons 22-24

Reading		Writing	Speaking & Listening	Language
RI.3.1	RI.3.3	W.3.8	SL.3.1	
RI.3.2	RI.3.7			
RF.3.4				

Lessons 25-29

Reading		Writing	Speaking & Listening	Language
RI.3.1		W.3.3	SL.3.1a-d	L.3.2
RI.3.2		W.3.4	SL.3.2	L.3.6
RI.3.3		W.3.5	SL.3.3	
RI.3.5		W.3.6	SL.3.4	
RI.3.8		W.3.8	SL.3.6	
RI.3.10		W.3.10		



Guidebook 2.0 Unit 2- Louisiana Purchase

Unit 2- Diocese of Alexandria Standards

Lessons 30-33

Reading	Writing	Speaking & Listening	Language
RI.3.1	W.3.2	SL.3.1	L.3.2
RI.3.2	W.3.4	SL.3.3	L.3.6
RI.3.3	W.3.5	SL.3.4	
RI.3.5	W.3.8	SL.3.6	
RI.3.8	W.3.10		
RI.3.10			

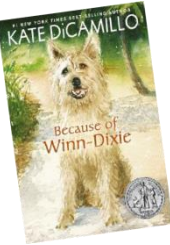

Lessons 34-41

Reading	Writing	Speaking & Listening	Language
RI.3.1 RL.3.1	W.3.3	SL.3.1a-d	L.3.6
RI.3.2 RL.3.2	W.3.4	SL.3.3	
RI.3.4 RL.3.6	W.3.5	SL.3.4	
RI.3.6 RL.3.9	W.3.10	SL.3.6	
RI.3.9 RL.3.10			
RI.3.10			

Lessons 42-44

Reading	Writing	Speaking & Listening	Language
RI.3.1 RL.3.1	W.3.2		L.3.1
RI.3.2 RL.3.2	W.3.4		L.3.2
RI.3.3 RL.3.3			
RI.3.4 RL.3.4			
RI.3.8 RL.3.5			
RI.3.9 RL.3.6			
RF.3.4			

Guidebook 2.0 Unit 3- Because of Winn-Dixie

Recommended Text	Unit 3 Goal:
 <p>Anchor Text: 1 per student</p> <p>Supporting Text: 1 per class</p>	<p>Students learn about the value of companionship, the joy of finding friends in unexpected places, and the significance of building a community of different perspectives.</p> <p>They explore how authors develop the reader's understanding of these ideas through word choice and character actions.</p> <p>While reading literary and nonfiction texts, students also learn about the role of dialogue in text and apply this learning to their own practices as writer</p>
<p>Each unit assessment has three parts, which together measure the following:</p>	
	<p>🍎 Culminating Writing Task</p> <p>Select two characters, Opal and one of your choice, from Because of Winn-Dixie. Explain in writing how those characters change and interact through a series of events in Because of Winn-Dixie. (RL.3.3, RL.3.5, W.3.2a-d, W.3.10) Conclude your essay by identifying a central message or lesson that is conveyed through the character changes and interactions over the course of the novel. (RL.3.2) Support your essay with details from the text. (RL.3.1, RL.3.10)</p> <p>🍎 Extension Task</p> <p>Divide the class into small groups. Ask each group to select a book from the text list (see guidebook 2.0 attachment) to read and discuss in student-led literature circles. Provide students with a schedule for completing the reading (independently and in groups) and have them track their progress in a reading log or journal. (RL.3.10) After each section of reading (one or two chapters, depending on the text), have students complete a graphic organizer requiring them to summarize the reading, identify and define two unknown words, and create two questions to discuss with peers. (RL.3.1, RL.3.2, RL.3.4, L.3.4a, L.3.4d)</p> <p>🍎 Cold Read Task</p> <p>Read My Life and Times, Autobiography of a Stray Cat from Louisiana EAGLE independently. Then answer a combination of multiple-choice and constructed response questions, 3 using evidence for all answers.</p>



Guidebook 2.0 Unit 3- Because of Winn Dixie

Unit 3- Diocese of Alexandria Standards

Lessons 1-4

Reading		Writing	Speaking & Listening	Language
RL.3.1	RF.3.4a-c	W.3.1a-d	SL.3.1a-d	L.3.1f,h,i
RL.3.3		W.3.5	SL.3.6	L.3.2a
RL.3.4		W.3.8		L.3.3a
RL.3.6		W.3.10		L.3.4d
RL.3.10				L.3.5a-c
				L.3.6

Lessons 5-7

Reading		Writing	Speaking & Listening	Language
RL.3.1		W.3.3a-d	SL.3.1a-d	L.3.1b-h
RL.3.4		W.3.4	SL.3.6	L.3.2c
RL.3.10		W.3.5		L.3.5a, c
		W.3.8		L.3.6
RF.3.4a-c		W.3.10		

Lessons 8-12

Reading		Writing	Speaking & Listening	Language
RL.3.1	RF.3.4a-c	W.3.1a-d	SL.3.1a-d	L.3.3a
RL.3.2		W.3.4	SL.3.2	L.3.5a, c
RL.3.3		W.3.10	SL.3.4	L.3.6
RL.3.4			SL.3.6	
RL.3.9				
RL.3.10				

Lessons 13-20

Reading		Writing	Speaking & Listening	Language
RI.3.1	RF.3.4a-c	W.3.2a-d	SL.3.3	L.3.1b-i
RI.3.2		W.3.4	SL.3.4	L.3.2a,d,g
RI.3.3		W.3.5	SL.3.6	L.3.3
RI.3.4		W.3.6		L.3.4a
RI.3.7		W.3.10		L.3.5c
RI.3.8				L.3.6
RI.3.9				
RI.3.10				



Guidebook 2.0 Unit 3- Because of Winn Dixie

Unit 3- Diocese of Alexandria Standards

Lessons 21-23 Practice Cold Read Task

Reading		Writing	Speaking & Listening	Language
RL.3.1	RF.3.4a-c	W.3.1a-d	SL.3.1a-d	L.3.1f,h,i
RL.3.3		W.3.5	SL.3.6	L.3.2a
RL.3.4		W.3.8		L.3.3a
RL.3.6		W.3.10		L.3.4d
RL.3.10				L.3.5a-c L.3.6

Lessons 24-26

Reading		Writing	Speaking & Listening	Language
RL.3.1	RF.3.4a-c	W.3.1a-d	SL.3.1a-d	L.3.5a-c
RL.3.2		W.3.5	SL.3.6	L.3.6
RL.3.3		W.3.8		
RL.3.7		W.3.10		
RL.3.10				

Lessons 27-31

Reading		Writing	Speaking & Listening	Language
RL.3.1	RL.3.5	W.3.2a-d	SL.3.1a-d	L.3.4a
RL.3.2	RL.3.10	W.3.8		L.3.5a
RL.3.3		W.3.10		

Lessons 32-35: Culminating Writing Task

RL3.1, RL3.3, RL3.5, RL3.9, RL3.10, W3.2a-d, W3.4, W3.5, W3.8, W3.10, SL3.1a-d, SL3.6, L3.1b-i, L3.2a,d-g, L3.4d, L3.5a-c, L3.6

Lessons 36-37: Cold Read Task

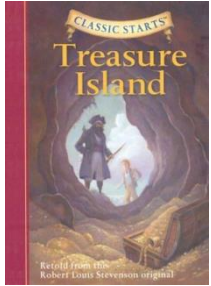
RL3.1, RL3.3, RL3.4, RL3.6, RL3.9, RL3.10, RF3.4a-c, W3.1a-d, W3.5, W3.8, W3.10, L3.1f,h,i, L3.2a, L3.3a, L3.4d, L3.5a-c

Lessons 38-40: Extension Task

RL3.1, RL3.2, RL3.4, RL3.9, RL3.10, W3.4, W3.5, W3.6, W3.10, SL3.1a-d, SL3.2, SL3.3, SL3.4, SL3.6, L3.4a-d, L3.5b-c

Guidebook 2.0 Unit 4- Treasure Island

Recommended Text



Anchor Text: 1 per student



Supporting Text: 1 per class

Unit 4 Goal:

Students read literary and informational texts to understand how members of a culture meld into communities while trying to maintain cultural identity and honor their ancestors.

Through discussions, writing, and research, students understand and express their understanding of why people hunt for treasure and what people are willing to do to get treasure.

Each unit assessment has three parts, which together measure the following:

🍎 Culminating Writing Task

Students write a multiparagraph essay in response to the question: How do Jim's feelings about treasure change from the beginning of Treasure Island to the end?

🍎 Extension Task

Students conduct research and write an essay in response to the question: Why is art stolen, and how is it recovered? Students also create a presentation of their essay.

🍎 Cold Read Task

Students read "The Gold Rush." Then students answer a combination of questions.



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Unit 4- Diocese of Alexandria Standards

Lessons 1-4

Reading		Writing	Speaking & Listening	Language
RL.3.1	RF.3.4a	W.3.1a-d	SL.3.1a-c	L.3.4a-d
RL.3.3				
RL.3.4				
RL.3.5				

Lessons 5-8

Reading		Writing	Speaking & Listening	Language
RL.3.1	RI.3.1	W.3.10	SL.3.1	L.3.5
RL.3.3	RI.3.2		SL.3.2	
RL.3.4	RI.3.5			
RF.3.4a-b				

Lessons 9-11

Reading		Writing	Speaking & Listening	Language
RL.3.1	RF.3.4a	W.3.4	SL.3.1	L.3.3a
RL.3.3		W.3.8	SL.3.4	L.3.5a, c
RL.3.5				L.3.6

Lessons 12-15

Reading		Writing	Speaking & Listening	Language
RI.3.1	RF.3.4	W.3.1	SL.3.1a-d	L.3.1
RI.3.2		W.3.4		L.3.2
RI.3.6				

Lessons 16-18

Reading		Writing	Speaking & Listening	Language
RL.3.1	RF.3.4	W.3.4	SL.3.1	L.3.6
RL.3.2		W.3.10	SL.3.4	
RL.3.3			SL.3.6	
RL.3.6				

Lessons 19-22

Reading		Writing	Speaking & Listening	Language
RI.3.1	RL.3.1	W.3.1	SL.3.1	L.3.1
RI.3.2	RL.3.3	W.3.2	SL.3.3	L.3.2
RI.3.3	RL.3.7			
RI.3.7				
	RF.3.4			



Guidebook 2.0 Unit 4- Treasure Island

Unit 4- Diocese of Alexandria Standards

Lessons 23-25

Reading		Writing	Speaking & Listening	Language
RI.3.1	RI.3.6	W.3.1	SL.3.1	
RI.3.2	RI.3.7	W.3.4	SL.3.2	
RI.3.3	RF.3.4			

Lessons 26-27

Reading		Writing	Speaking & Listening	Language
RL.3.1	RF.3.4	W.3.4	SL.3.1	
RL.3.2		W.3.8	SL.3.2	
RL.3.3			SL.3.3	
RL.3.5			SL.3.4	
			SL.3.6	

Lessons 28-31

Reading		Writing	Speaking & Listening	Language
RI.3.1	RI.3.5	W.3.2	SL.3.1	L.3.2
RI.3.2	RI.3.8	W.3.4	SL.3.3	L.3.6
RI.3.3	RI.3.10	W.3.5	SL.3.4	
		W.3.8	SL.3.6	
		W.3.10		

Lessons 32-34

Reading		Writing	Speaking & Listening	Language
RL.3.1		W.3.1a-d		
RL.3.2		W.3.4		
RL.3.6		W.3.5		
		W.3.6		
		W.3.10		

Lessons 35-36

Reading		Writing	Speaking & Listening	Language
RI.3.1	RI.3.4	W.3.2		
RI.3.2	RI.3.8			
RI.3.3	Ri.3.10			
	RF.3.4			

Lessons 37-38

Reading		Writing	Speaking & Listening	Language
RI.3.1	RI.3.7	W.3.2	SL.3.1	
RI.3.2	RI.3.9	W.3.7	SL.3.4	
RI.3.5	RF.3.4			