

UNIT OF STUDY 3
GRADE 3

Reading/Language Arts	
Grade	3
Unit of Study	Understanding Structure
Unit Number	Unit of Study 3; Correlates with Journeys Unit 3
Reading Level	Expected Beginning of Unit Level: Expected End of Unit Level:
Description of the Unit	<p>This unit focuses on asking questions to build understanding. Readers ask questions to understand characters, think about story structure and use text features. Questions help readers know what they understand and know where they have confusions.</p> <p><u>Understanding Characters</u> A character is anyone in a story, and the main character is the most important character. You can explore different characters and their traits, which describe what someone or something is like and how they look or act. You'll learn how a character might grow and change in a story. You can use a chart or other graphic organizer to help you gather and organize ideas to help you understand characters. Writers attempt to make their characters seem real through the characters' appearance, action, speech, and thoughts, as well as the thoughts and comments of other characters. As an author reveals characters, the reader becomes familiar with them. When we get to know characters, we get more enjoyment from the story as well as have a better understanding of it.</p> <p><u>Text Features</u> Text features include: guide words, title page, table of contents, index, glossary, heading, subheading, keywords, illustrations, photographs, captions, diagrams, labels, text box, maps, charts: schedules, tables, etc., bold text. These features and others guide readers to notice important information.</p> <p><u>Sequence of Events & Story Structure</u> At this stage, students will use story structure and sequence of events to summarize. Story structure includes setting, plot, problem, and resolution.</p>
Suggested Unit Launch	<p>Tell students that active readers ask questions before, during, and after reading. Explain that readers ask and answer questions to help them understand what they are reading. When we ask questions we are actively involved in the text. Readers ask questions about what they think will happen next or what words means. They ask questions when they are confused or when they are wondering why something happened. Select a story in which a character learns a lesson, such as <u>Lily's Purple Plastic Purse</u> by Kevin Henkes. Brainstorm and record questions before, during and after reading about Lily's feelings throughout the story. Be sure to cite text evidence to support thoughts. Question frames may include, "What caused the main character to...", "Why did the main character react...", "What could the main character have done instead of..." Wrap up with a discussion about how asking questions helps keep track of the story sequence and helps readers understand characters more deeply.</p>
Selecting Texts for this Unit of Study	<p>When choosing texts, find main characters that will be of high interest to your readers. You will want to find characters that your students will want to understand deeply. "Characters" do not need to be fictional, so it is important to balance fiction and informational text. Also, look for texts with interesting charts, tables and graphics to provide opportunities to draw meaning in new ways.</p>
Pacing	25 Days; End of Quarter 2 & Beginning of Quarter 3

UNIT OF STUDY 3
GRADE 3

Desired Results		
Essential Questions	Corresponding Big Ideas	
<p>1. What makes a character interesting?</p> <p>2. What clues in a story help you understand its characters?</p> <p>3. What text and graphic features support your ability to get the meaning of the text.</p> <p>4. What words show the order of events in a story? How do characters affect the plot of a story?</p>	<p>1. Readers use clues to understand characters.</p> <p>2. Readers use text features to know where to focus attention.</p> <p>3. Readers keep track of the sequence of events to help them understand what they read.</p>	
Assessment Evidence		
Evidence of Proficiency	Formative	Summative
<p>Questions for Teacher Team to Ask Prior to the Launch of the Unit</p> <p>What rubrics will need to be created to show proficiency?</p> <p>What output will show an understanding of character?</p> <p>How can reading and writing work together to build on the ability to understand story sequence and structure?</p> <p>What text and graphic features should a 3rd Grader be able to interpret?</p>	<p>Observation</p> <p>Conferring with Students</p> <p>Running Records</p> <p>Writing Samples and Journal Entries</p> <p>Constructed Response with cited text evidence</p> <p>Student character notes in Response Journals</p> <p>Story Outlines</p>	<p>Fountas and Pinnell Benchmark Assessment System with focus on comprehension questions</p> <p>Writing Sample with teacher-team developed rubric</p>
Academic Vocabulary		
<p>character</p> <p>conclusion</p> <p>motive</p> <p>alike</p> <p>story structure</p>	<p>predict</p> <p>summarize</p> <p>relationship</p> <p>similar</p> <p>opinion</p>	<p>plot</p> <p>solution</p> <p>traits</p> <p>different</p> <p>fact</p>

UNIT OF STUDY 3
GRADE 3

Common Core Standards and Learning Targets	
Priority Standards	Learning Targets
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text for the basis for the answers.	I can ask and answer questions, using the text for support, to show my understanding.
RL.3.2. Recount stories, including fables, folk tales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	I can retell a story. I can tell the central message of a story, and identify how the message is conveyed.
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	I can describe the characters in a story and explain how their actions contribute to the story's events.
RL.3.4. Determine the meaning of words and phrases as they are used in the text, distinguishing literal from nonliteral language.	I can determine the literal and figurative meaning of words an author uses.
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	I can describe when there are different characters telling a story. I can explain how parts of text (chapters, stanza, etc.) are connected. I can use specific terms (chapter, stanza, etc.) when discussing a story or text.
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	I know the point of view is the perspective from which a story is being told. I know stories may be told from the narrator's point of view or from a character's point of view. I know readers can formulate their own personal point of view or opinion about events in the text based on their background knowledge and what the author allows the reader to see and hear in the story.
RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	I can explain how the illustrations of a text contribute to the mood or story being told.
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	I can read and comprehend literature appropriate for third grade.
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can ask questions before reading to help me focus. I can ask questions during reading to clarify. I can ask questions after reading to share my thoughts with a friend.
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	I can determine the main idea and supporting details of a text. I can explain how the supporting details specifically relate to the main idea.
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	I can use language that pertains to sequence or cause/effect to describe the connection between historical events, scientific ideas, or steps in a procedure.
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can determine the meaning of words or phrases I don't know.
RI.3.6. Distinguish their own point of view from that of the author of a text.	I can tell the difference between my point of view and the author's point of view.
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	I can explain how charts, diagrams, or illustrations are helpful in clarifying text.

UNIT OF STUDY 3
GRADE 3

Common Core Standards and Learning Targets	
Priority Standards	Learning Targets
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	I can explain the connections between sentences and paragraphs in a text using comparison, cause/effect, or sequencing.
RI.3.10. By the end of the year, read and comprehend informational texts, including history, social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	I can read and comprehend informational text appropriate for third grade.
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. 	I can write an opinion piece where I: a - introduce a topic or name of a book, state an opinion, and create an organizational structure, b - provide reasons that support my opinion.
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	I can write for a purpose. I can organize my writing to fit the writing style or purpose.
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	I can plan my writing using graphic organizers. I can plan my writing through conversations. I can change my writing after engaging in conversation. I can take suggestions from others to strengthen my writing.
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	I can create a published piece of writing. I can use others' suggestions to make my writing stronger.
W.3.7. Conduct short research projects that build knowledge about a topic.	I can conduct a short research project to build knowledge about a topic.
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	I can prepare for discussions about texts. I can follow group discussion rules. I can ask questions to clear up my confusion about a presentation. I can explain my own ideas and understanding as they connect to the discussion.

UNIT OF STUDY 3
GRADE 3

Common Core Standards and Learning Targets	
Priority Standards	Learning Targets
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	I can show I understand what I read, hear, and/or see by retelling and describing key details.
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	I can speak clearly and audibly while reporting on a topic, telling a story or experience.
SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	I can create audio recordings of stories or poems.
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	I can speak in complete sentences. I can tell details. I can explain.
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	I can explain the functions of nouns, verbs, pronouns, adjectives, and adverbs. I can use regular and irregular plural nouns. I can use abstract nouns. I can use regular and irregular verbs. I can use simple verb tenses. I can write sentences with subject-verb agreement. I can use comparative and superlative adjectives and adverbs appropriately. I can use coordinating and subordinating conjunctions. I can produce all types of sentences.
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I can capitalize appropriate words in titles. I can use commas in addresses. I can use commas and quotation marks in dialogue. I can form and use possessives. I can use conventional spelling for high-frequency and other words I've studied. I can use spelling patterns and generalizations in my writing. I can use reference materials to find correct spellings.
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.	I can choose exciting words and phrases. I notice the difference between spoken language and written language.

UNIT OF STUDY 3
GRADE 3

Common Core Standards and Learning Targets	
Priority Standards	Learning Targets
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 	<p>I can use context clues to figure out word meanings. I can determine the meaning of a word by using the prefix or suffix. I can use glossaries and dictionaries to determine the meanings of words.</p>
<p>L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). <p>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>I can distinguish between literal and figurative meanings of words. I can identify a real-life application of a word. I can distinguish shades of meaning between words.</p>
<p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>I can use words and phrases that I learn through listening and reading.</p>
<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words 	<p>I can decode multi-syllable words. I can read third grade irregularly-spelled words.</p>
<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>I can read third grade text with purpose and understanding. I can read third grade text aloud with accuracy, expression, and appropriate rate. I can use strategies to understand unknown words.</p>

UNIT OF STUDY 3
GRADE 3

Cognitive Considerations			
“Unwrapped” Concepts <i>Students Need to Know</i>		“Unwrapped Skills” <i>Students Need to Be Able to Do</i>	
<p>Students need to know the components of a story and well as format of informational text. Students will need to know the types of questions that lead to better understanding and when to ask those questions: before, during or after reading.</p> <p>Third grade students continue asking and answering questions to show they understand a text, and they are required to refer to the text to support their answers. The genre of myths is added at this level and students are asked to both retell and explain how key details communicate the message. They must be more specific in telling about characters concentrating on their traits, motivations, or feelings. The focus is on how characters influence plot development.</p>		<p>Students will need to be able to read graphic features like charts and graphs and apply that information to supporting text.</p> <p>Students continue learning specific strategies for decoding words in texts. Learning prefixes and suffixes along with Latin suffixes enhances decoding, spelling ability, and vocabulary development.</p>	
Reading Workshop		Writing Workshop	
Reading Skill	Word Study	Genre Structure	Grammar
<p>HMH Lesson 11 Fact and Opinion Question Alliteration Phrasing: Natural Pauses</p> <p><i>Biography</i> <i>Informational Text</i></p>	<p>Spelling: Vowel sound in “joy”</p> <p>Phonics: Vowel diphthongs oi, oy</p> <p>Vocabulary: Suffixes –y, -ful, -ous</p>	<p>Write to narrate: Descriptive paragraph</p> <p>Word choice: Sensory words and details</p>	<p>More plural nouns</p>
Reading Skill	Word Study	Genre Structure	Grammar
<p>HMH Lesson 12 Story Structure Visualize Dialogue Stress</p> <p><i>Realistic Fiction</i> <i>Poetry</i></p>	<p>Spelling: Homophones</p> <p>Phonics: words ending in –er, -le</p> <p>Vocabulary: Idioms</p>	<p>WTN: humorous poem</p> <p>Word choice: onomatopoeia</p>	<p>More proper nouns</p>
Reading Skill	Word Study	Genre Structure	Grammar
<p>HMH Lesson 13 Compare and Contrast Analyze/Evaluate Imagery/Symbols</p> <p><i>Legend</i> <i>Informational Text</i></p>	<p>Spelling: Contractions</p> <p>Phonics: Contractions with n’t, ‘d, ‘ve</p> <p>Vocabulary: Homophones/homographs</p>	<p>WTN: narrative poem</p> <p>organization</p>	<p>Subject-verb agreement</p>

UNIT OF STUDY 3
GRADE 3

Reading Workshop		Writing Workshop	
Reading Skill	Word Study	Reading Skill	Word Study
Reading Skill	Word Study	Genre Structure	Grammar
HMH Lesson 14 Author's Purpose Summarize Word Choice: Technical Jargon <i>Informational Text</i>	Spelling: Vowel +/r/ Sounds Phonics: Words with ar, or, ore Vocabulary: prefixes in-, im-	WTN: Autobiography Ideas: choosing an important event and purpose	Pronouns and verbs
Reading Skill	Word Study	Genre Structure	Grammar
HMH Lesson 15 Understanding Characters Infer/Predict Metaphor <i>Humorous Fiction</i> <i>Readers' Theater</i>	Spelling: Vowel +/r/ Sounds Phonics: words with er, ir, ur, or Vocabulary: Using a thesaurus	WTN: Autobiography Voice: Using details that show thoughts and feelings	Forming the Past Tense
Resources for Planning Instruction			
Text Suggestions			
Thank You, Mr. Falker by Patricia Polacco Julius, Baby of the World by Kevin Henkes Freckle Juice by Judy Blum The Paper Bag Princess by Robert Munsch A Day's Work by Eve Bunting Little Red Riding Hood by Paul Galdone Little Red Cowboy Hat by Susan Lowell Lon Po Po by Ed Young Petite Rouge by Mike Artell Little Red Riding Hood by Lisa Campbell Ernst Little Red Riding Hood By James Marshall Little Red Riding Hood (Fay's Fairy Tales) By William Wegman The Wolf's Story : What Really Happened to Little Red Riding Hood by Toby Forward			
Anchor Chart Suggestions			
http://www.pinterest.com/angela628/nonfiction-text-features/ http://www.pinterest.com/allison_drake/anchor-charts/ http://elementaryreading.pds-hrd.wikispaces.net/file/view/Comprehension%20Skills%20Charts.pdf/315406938/Comprehension%20Skills%20Charts.pdf			
Websites			
http://www.scholastic.com/teachers/top-teaching/2012/11/teaching-character-traits-readers-workshop http://www.busyteacherscafe.com/literacy/comprehension_strategies.html#questioning http://www.scholastic.com/teachers/lesson-plan/teach-text-features-and-read-nonfiction			

UNIT OF STUDY 4
GRADE 3

Reading/Language Arts	
Grade	3
Unit of Study	“Looking” Closely
Unit Number	Unit of Study 4; Correlates with Journeys Unit 4
Reading Level	Expected Beginning of Unit Level: Expected End of Unit Level:
Description of the Unit	<p>This unit focuses on uses words to create images and build understanding. Students will explore sensory words and creating mental images. The Journeys unit centers on “Extreme Nature”.</p> <p><u>Author’s Purpose</u> An <i>author’s purpose</i> is the reason an author decides to write about a specific topic. Then, once a topic is selected, the author must decide whether his purpose for writing is to inform, persuade, entertain, or explain his ideas to the reader.</p> <p><u>Visualize</u> Readers create images in their minds that reflect or represent the ideas in the text. These images may include any of the five senses and serve to enhance understanding of the text.</p>
Suggested Unit Launch	Select a vivid description of a place that students are not likely to have travelled (ie. the rainforest). Before reading ask students draw the picture in their minds of this location. Read the selection. After reading, students will add to their drawing the details they heard in the passage. Some students may want to start a new drawing if they learned from the passage that they had dramatic misconceptions. This would be a wonderful talking point. After sharing students’ findings from the experience, engage in a discussion about how the author of the passage felt about the topic.
Selecting Texts for this Unit of Study	Select texts with strong imagery and exciting word choice. This unit is a wonderful opportunity to delve heavily into informational texts with vivid descriptions and supportive illustrations.
Pacing	25 Days Mid-Quarter 3
Desired Results	
Essential Questions	Corresponding Big Ideas
<ol style="list-style-type: none"> 1. How can reading change the way we see the world? 2. What does it mean to walk in somebody else’s shoes? 3. Why do some authors write a particular type of story? 4. What clues tell me what the author’s purpose is? 	<ol style="list-style-type: none"> 1. Readers use text to make pictures to see stories in their minds. 2. Authors write for a purpose. Knowing that purpose leads to better understanding.

UNIT OF STUDY 4
GRADE

Assessment Evidence		
Evidence of Proficiency	Formative	Summative
<p>Questions for Teacher Team to Ask Prior to the Launch of the Unit</p> <p>How will students show that they can identify the author’s purpose?</p> <p>How can students practice author’s purpose with their own writing?</p> <p>What will we do if visual images created by students does not match the text? How will we get students back into the text?</p>	<p>Observation</p> <p>Conferring with Students</p> <p>Running Records</p> <p>Writing Samples and Journal Entries</p> <p>Constructed Response with cited text evidence</p>	<p>Fountas and Pinnell Benchmark Assessment System with focus on comprehension questions</p> <p>Writing Sample with teacher-team developed rubric</p>
Academic Vocabulary		
author’s purpose	viewpoint	theme
generalization	feature	visualize
image	distinguish	
Common Core Standards and Learning Targets		
Priority Standards	Learning Targets	
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text for the basis for the answers.	I can ask and answer questions, using the text for support, to show my understanding.	
RL.3.2. Recount stories, including fables, folk tales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	I can retell a story. I can tell the central message of a story, and identify how the message is conveyed.	
RL.3.4. Determine the meaning of words and phrases as they are used in the text, distinguishing literal from nonliteral language.	I can determine the literal and figurative meaning of words an author uses.	
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	I can describe when there are different characters telling a story. I can explain how parts of text (chapters, stanza, etc.) are connected. I can use specific terms (chapter, stanza, etc.) when discussing a story or text.	
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	I know the point of view is the perspective from which a story is being told. I know stories may be told from the narrator's point of view or from a character's point of view. I know readers can formulate their own personal point of view or opinion about events in the text based on their background knowledge and what the author allows the reader to see and hear in the story.	
RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	I can explain how the illustrations of a text contribute to the mood or story being told.	
RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	I can compare several books written by the same author.	
RL.3.10. Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text band.	I can read and comprehend literature appropriate for third grade.	

UNIT OF STUDY 4
GRADE 3

Common Core Standards and Learning Targets	
Priority Standards	Learning Targets
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	I can determine the main idea and supporting details of a text. I can explain how the supporting details specifically relate to the main idea.
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	I can use language that pertains to sequence or cause/effect to describe the connection between historical events, scientific ideas, or steps in a procedure.
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can determine the meaning of words or phrases I don't know.
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	I can use text features to find what I need to know.
RI.3.6. Distinguish their own point of view from that of the author of a text.	I can tell the difference between my point of view and the author's point of view.
RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	I can explain how charts, diagrams, or illustrations are helpful in clarifying text.
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	I can explain the connections between sentences and paragraphs in a text using comparison, cause/effect, or sequencing.
RI.3.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	I can compare the main ideas in different texts.
RI.3.10. By the end of the year, read and comprehend informational texts, including history, social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	I can read and comprehend informational text appropriate for third grade.
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	I can write an opinion piece where I: a - introduce a topic or name of a book, state an opinion, and create an organizational structure, b - provide reasons that support my opinion. I can use linking words to make my writing flow. I can write a strong conclusion.
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	I can use linking words to make my writing flow.
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear events sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences	I can write a narrative piece with a logical sequence of events. I can add descriptions that show how my characters react to events. I can write a strong ending.

UNIT OF STUDY 4
GRADE 3

Common Core Standards and Learning Targets	
Priority Standards	Learning Targets
W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	I can write for a purpose. I can organize my writing to fit the writing style or purpose.
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	I can plan my writing using graphic organizers. I can plan my writing through conversations. I can change my writing after engaging in conversation. I can take suggestions from others to strengthen my writing.
W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	I can create a published piece of writing. I can use others' suggestions to make my writing stronger.
W.3.7. Conduct short research projects that build knowledge about a topic.	I can conduct a short research project to build knowledge about a topic.
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	I can remember information to add to my writing. I can use resources to find information to add to my writing.
W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	I can write for a purpose. I can maintain my topic over an extended time. I can consider the audience for my writing.
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. <ul style="list-style-type: none"> d. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. e. Provide reasons that support the opinion. f. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. g. Provide a concluding statement or section. 	I can introduce a topic in writing. I can state my opinion in writing. I can organize my writing. I can write detail sentences to support my opinion. I can use linking words to make my writing flow. I can write a conclusion.
SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners <i>on grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. 	I can prepare for discussions about texts. I can follow group discussion rules. I can ask questions to clear up my confusion about a presentation. I can explain my own ideas and understanding as they connect to the discussion.

UNIT OF STUDY 4
GRADE 3

Common Core Standards and Learning Targets	
Priority Standards	Learning Targets
SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	I can show I understand what I read, hear, and/or see by retelling and describing key details.
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	I can orally ask questions of a speaker. I can answer questions with enough detail for the listener to understand.
SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	I can speak clearly and audibly while reporting on a topic, telling a story or experience.
SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	I can create audio recordings of stories or poems.
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	I can speak in complete sentences. I can tell details. I can explain.
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. d. Form and use regular and irregular verbs. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	I can explain the functions of nouns, verbs, pronouns, adjectives, and adverbs. I can use regular and irregular plural nouns. I can use abstract nouns. I can use regular and irregular verbs. I can use simple verb tenses. I can write sentences with subject-verb agreement. I can use comparative and superlative adjectives and adverbs appropriately. I can use coordinating and subordinating conjunctions. I can produce all types of sentences.
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	I can capitalize appropriate words in titles. I can use commas in addresses. I can use commas and quotation marks in dialogue. I can form and use possessives. I can use conventional spelling for high-frequency and other words I've studied. I can use spelling patterns and generalizations in my writing. I can use reference materials to find correct spellings.
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.	I can choose exciting words and phrases. I notice the difference between spoken language and written language.

UNIT OF STUDY 4
GRADE 3

Common Core Standards and Learning Targets	
Priority Standards	Learning Targets
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>I can use context clues to figure out word meanings.</p> <p>I can determine the meaning of a word by using the prefix or suffix.</p> <p>I can use glossaries and dictionaries to determine the meanings of words.</p>
<p>L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p>I can distinguish between literal and figurative meanings of words.</p> <p>I can identify a real-life application of a word.</p> <p>I can distinguish shades of meaning between words.</p>
<p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>I can use words and phrases that I learn through listening and reading.</p>
<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>I can decode multi-syllable words.</p> <p>I can read third grade irregularly-spelled words.</p>
<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>I can read third grade text with purpose and understanding.</p> <p>I can read third grade text aloud with accuracy, expression, and appropriate rate.</p> <p>I can use strategies to understand unknown words.</p>

UNIT OF STUDY 4
GRADE 3

Cognitive Considerations			
“Unwrapped” Concepts <i>Students Need to Know</i>		“Unwrapped Skills” <i>Students Need to Be Able to Do</i>	
Students will need to understand that texts are written for a purpose and from a perspective. They will need to become critical readers who acknowledge that author’s biases can come across in their writing.		Students will need to be able to use specific words in text to create mental images that add depth to comprehension. Students will need to have command of word study skills to decode grade-level text.	
Reading Workshop		Writing Workshop	
Reading Skill	Word Study	Genre Structure	Grammar
HMH Lesson 16 Author’s Purpose Monitor/Clarify Onomatopoeia Intonation <i>Humorous Fiction</i> <i>Informational Text</i>	Spelling: Vowel +/r/ sounds in <i>air</i> and <i>fear</i> Phonics: Words with air, ear, are Vocabulary: Context Clues	Write to Persuade: Persuasive Letter Ideas: Stating a Clear Purpose and Goal	What is an adjective?
Reading Skill	Word Study	Genre Structure	Grammar
HMH Lesson 17 Conclusions Visualize Word Choice Stress <i>Informational Text</i>	Spelling: Words with /j/ and /s/ Phonics: VCCV pattern Vocabulary: Suffix -ly	WTP: Opinion Paragraph Voice: Convincing Voice	Adjectives and Articles
Reading Skill	Word Study	Genre Structure	Grammar
HMH Lesson 18 Text and Graphic Features Question Sensory Language/ Word Choice Expression <i>Informational Text</i> <i>Poetry</i>	Spelling: /k/ and /kw/ sounds Phonics: /k/ and /kw/ Vocabulary: Categorize and Classify	WTP: Problem-Solution Paragraph Word Choice: Exact Words	Using the Verb <i>be</i> and Helping Verbs
Reading Skill	Word Study	Genre Structure	Grammar
HMH Lesson 19 Cause and Effect Summarize Humor Rate: Adjust Reading Rate to Purpose <i>Fiction</i> <i>Informational Text</i>	Spelling: Vowel Sounds in spoon and wood Phonics: Sounds in spoon and wood Vocabulary: Prefixes pre-, re-, bi-	WTP: Persuasive Essay Ideas: Thinking About Your Audience	Irregular Verbs

UNIT OF STUDY 4
GRADE 3

Reading Workshop		Writing Workshop	
Reading Skill	Word Study	Genre Structure	Grammar
HMH Lesson 20 Main Idea and Details Infer/Predict Simile Phrasing: Natural Pauses <i>Informational Text</i> <i>Myth/ Readers' Theatre</i>	Spelling: Compound Words Phonics: Compound Words Vocabulary: Dictionary/Glossary	WTP: Persuasive Essay Organization: Paragraphs for Reasons	Contractions

Resources for Planning Instruction

Text Suggestions

Alarcón, Franciso X. Iguanas in the Snow and Other Winter Poems
 Davies, Nicola. One Tiny Turtle.
 Karas, G. Brian. Atlantic.
 Grimes, Nikki. A Pocketful of Poems.
 Hopkins, Lee Bennett. Weather: Poems for All Seasons.
 Keller, Holly. Farfallina & Marcel.
 Medearis, Angela Shelf. Our People.
 Miller, Sara Swan. Three Stories You Can Read to Your Cat.
 Perkins, Lynne Rae. Snow Music.
 Schaefer, Lola M. What's Up? What's Down?
 Schertle, Alice. Down the Road.
 Updike, John. A Child's Calendar.
 Suzuki, David and Sarah Ellis. Salmon Forest.
 Wetterer, Margaret K. and Charles M. The Snow Walker.
 Through My Eyes or The Story of Ruby Bridges by Robert Cole
 Mr. Peabody's Apples, Madonna
 The Secret Knowledge of Grownups, David Wisniewski
 The Mary Celeste; A Mystery from History, Jane Yolen
 I Wanna Iguana, Karen Kaufman Orloff
 Earrings, Judith Viorst
 Hey, Little Ant, Phillip Hoose
 True Story of the Three Pigs by A. Wolf, Jon Scieszca
 Don't Let the Pigeon Drive the Bus, Mo Willems

Anchor Chart Suggestions

<http://elementaryreading.pds-hrd.wikispaces.net/file/view/Comprehension%20Skills%20Charts.pdf/315406938/Comprehension%20Skills%20Charts.pdf>
http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=17&Itemid=2

Websites

<http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=11&ved=0CFYQFjAK&url=http%3A%2F%2Fwww4.smsd.org%2Ftracystokes%2Fdocs%2FDoc-49356.doc&ei=XkdwUra6Mo7AkQfRvYCoAQ&usq=AFQjCNEBfYtXMgZr5LMSAqulZ51ckIKLDg&bvm=bv.55123115,d.eW0>
<http://www.teacherspayteachers.com/Product/Common-Core-Aligned-Open-Your-Eyes-and-Visualize-210166>
<http://reading.ecb.org>

**EVIDENCE OF LEARNING—QUARTER 2
GRADE 3**

READING-Literature						
Uses Key Ideas and Details	Literature Standards	Suggested Learning Targets	Suggestions for Assessment (Determined by PLC)	Date/Task		
Uses Key Ideas and Details	RL.3.1. Ask and answer questions	I can ask and answer questions, using the text for support, to show my understanding.				
	RL.3.2. Recount stories & central message	I can retell a story. I can tell the central message of a story, and identify how the message is conveyed.				
	RL.3.3. Describe characters and explain how their actions contribute	I can describe the characters in a story and explain how their actions contribute to the story's events.				
Craft and Structure	RL.3.4. Determine the meaning of words used in the text	I can determine the literal and figurative meaning of words an author uses.				
	RL.3.5. Refer to parts of stories to explain how successive parts builds on earlier sections	I can describe when there are different characters telling a story. I can explain how parts of text (chapters, stanza, etc.) are connected. I can use specific terms (chapter, stanza, etc.) when discussing a story or text.				
	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	I know the point of view is the perspective from which a story is being told. I know stories may be told from the narrator's point of view or from a character's point of view. I know readers can formulate their own personal point of view or opinion about events in the text based on their background knowledge and what the author allows the reader to see and hear in the story.				
Extend Knowledge	RL.3.7. Explain specific aspects of a text's illustrations	I can explain how the illustrations of a text contribute to the mood or story being told.				
	RL.3.10. Read and comprehend in the 2-3 text complexity band	I can read and comprehend literature appropriate for third grade.				

**EVIDENCE OF LEARNING—QUARTER 2
GRADE 3**

READING-Informational Text						
Key Ideas and Details	RI.3.1. Ask and answer questions	I can ask questions before reading to help me focus. I can ask questions during reading to clarify. I can ask questions after reading to share my thoughts with a friend.	Suggestions for Assessment <i>(Determined by PLC)</i>	Date/Task		
	RI.3.2. Determine the main idea of a text	I can determine the main idea and supporting details of a text. I can explain how the supporting details specifically relate to the main idea.				
	RI.3.3. Describe the relationship between texts	I can use language that pertains to sequence or cause/effect to describe the connection between historical events, scientific ideas, or steps in a procedure.				
Craft and Structure	RI.3.4. Determine the meaning in a text relevant to a grade 3 topic	I can determine the meaning of words or phrases I don't know.				
	RI.3.5. Use text features	I can use text features to find what I need to know.				
	RI.3.6. Distinguish own point of view	I can tell the difference between my point of view and the author's point of view.				
Extend Knowledge	RI.3.7. Use information from illustrations	I can explain how charts, diagrams, or illustrations are helpful in clarifying text.				
	RI.3.8. Describe the logical connection texts	I can explain the connections between sentences and paragraphs in a text using comparison, cause/effect, or sequencing.				
	RI.3.10. Read and comprehend in the 2-3 text complexity band—content focus	I can read and comprehend informational text appropriate for third grade in a variety of content areas.				

**EVIDENCE OF LEARNING—QUARTER 2
GRADE 3**

Phonics	RF.3.3.	I can decode multi-syllable words. I can read third grade irregularly-spelled words.	Suggestions for Assessment (Determined by PLC)	Date/Task		
	Fluency	RF.3.4.		I can read third grade text with purpose and understanding. I can read third grade text aloud with accuracy, expression, and appropriate rate. I can use strategies to understand unknown words.		
LANGUAGE ARTS						
Produce Multiple Types of Writing	W.3.1 Write opinion pieces	I can write an opinion piece where I: a - introduce a topic or name of a book, state an opinion, and create an organizational structure, b - provide reasons that support my opinion.				
	W.3.2. Write informative explanatory texts	I can use linking words to make my writing flow.				
	W.3.3. Write narratives	I can write a narrative piece with a logical sequence of events. I can add descriptions that show how my characters react to events. I can write a strong ending.				
Produce and Publish Writing	W.3.4. With guidance and support from adults, produce writing	I can write for a purpose. I can organize my writing to fit the writing style or purpose.				
	W.3.5. With guidance and support from peers and adults, strengthen writing	I can plan my writing using graphic organizers. I can plan my writing through conversations. I can change my writing after engaging in conversation. I can take suggestions from others to strengthen my writing.				
	W.3.6. With Use technology to produce and publish writing	I can create a published piece of writing. I can use others' suggestions to make my writing stronger.				

EVIDENCE OF LEARNING—QUARTER 2
GRADE 3

EVIDENCE OF LEARNING—QUARTER 2					
GRADE 3					
Research	W.3.7. Conduct short research projects	I can conduct a short research project to build knowledge about a topic.	Suggestions for Assessment <i>(Determined by PLC)</i>	Date/Task	
	W.3.8. Recall information to answer questions	I can remember information to add to my writing. I can use resources to find information to add to my writing.			
LANGUAGE ARTS					
Conventions	L.3.1. Command of the conventions	I can explain the functions of nouns, verbs, pronouns, adjectives, and adverbs. I can use regular and irregular plural nouns. I can use abstract nouns. I can use regular and irregular verbs. I can use simple verb tenses. I can write sentences with subject-verb agreement. I can use comparative and superlative adjectives and adverbs appropriately. I can use coordinating and subordinating conjunctions. I can produce all types of sentences. I can capitalize appropriate words in titles. I can use commas in addresses.			
Spelling	L.3.2.	I can use commas and quotation marks in dialogue. I can form and use possessives. I can use conventional spelling for high-frequency and other words I've studied. I can use spelling patterns and generalizations in my writing. I can use reference materials to find correct spellings.			
Acquire New Vocabulary	L.3.3. L.3.4 L.3.5. .	I can choose exciting words and phrases. I notice the difference between spoken language and written language. I can use context clues to figure out word meanings. I can determine the meaning of a word by using the prefix or suffix. I can use glossaries and dictionaries to determine the meanings of words. I can use context to clarify the meaning of unknown and multiple-meaning words. I can distinguish between literal and figurative meanings of words. I can identify a real-life application of a word. I can use words and phrases that I learn through listening and reading.			

EVIDENCE OF LEARNING—QUARTER 2
GRADE 3

	SL.3.1. Engage in a range of collaborative discussions	I can prepare for discussions about texts. I can follow group discussion rules. I can ask questions to clear up my confusion about a presentation. I can explain my own ideas and understanding as they connect to the discussion.	Suggestions for Assessment <i>(Determined by PLC)</i>	Date/Task		
	SL.3.2. Determine the main ideas and supporting details	I can show I understand what I read, hear, and/or see by retelling and describing key details.				
	SL.3.4. Report on a topic or text,	I can speak clearly and audibly while reporting on a topic, telling a story or experience.				
	SL.3.5. Create engaging audio recordings of stories or poems	I can create audio recordings of stories or poems.				
	SL.3.6. Speak in complete sentences	I can speak in complete sentences. I can tell details. I can explain.				