

## Grade 3 Unit 3 ELA: What Do You Think About Characters?

<b>Unit #:</b>	BPS-061130	<b>Duration:</b>		<b>Date(s):</b>	01-22-2018 - 01-22-2018
<b>Team:</b>					
	Grades: 3 Subjects: English Language Arts				
<b>Unit Focus</b>					
Third graders use characters as a tool to sharpen their comprehension skills. They examine character traits, motivations, and responses to situations in order to develop, among others, their inferential skills. Students synthesize information from other texts and their own experiences to determine important messages, lessons and morals. They will refine their speaking and listening skills as book club members. As writers, students learn to develop opinions about the world around them and support those opinions with a structure that includes specific details and examples.					
<b>Prior Learnings / Connections</b>					
In Unit 1, third graders focused on narrative reading. They developed their ability to gather details and grow ideas about text to see how books connect to their world. They look at story elements to support their understanding of lesson, message and moral. In grade two, students applied their knowledge of character and how stories tend to go to write opinion pieces.					

## STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p><b>Common Core Standards</b>  <i>English Language Arts: 3</i>  <i>919140 Reading Literature</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li> <li>• CCSS.ELA-LITERACY.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.</li> <li>• CCSS.ELA-LITERACY.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).</li> </ul> <p><i>919164 Writing</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.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.)</li> <li>• CCSS.ELA-LITERACY.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</li> <li>• CCSS.ELA-LITERACY.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.</li> </ul> <p><i>919174 Speaking &amp; Listening</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</li> <li>• CCSS.ELA-LITERACY.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.</li> </ul>	<p>T1 (T003) I can effectively share my ideas through writing for a specific audience and purpose by paying attention to what I write and how I write it.</p> <p>T2 (T004) I can select and use important details to support my writing.</p> <p>T3 (T001) I can read and make meaning from text.</p> <p>T4 (T002) I can use the text to support my thinking about what I read.</p> <p>T5 (T005) I can share, listen, and respond to better understand a topic, point of view, or an idea.</p> <p>T6 (T006) I can collaborate with others to accomplish a goal.</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 (U012) There is a deeper meaning that can be accessed from the text because of what the author says, how the author says it, and what the reader brings to the table.</p> <p>U2 (U013) Readers examine how ideas/themes develop over the course of text through characterization, plot, and mood.</p> <p>U3 (U017) Readers analyze similar topics/themes/ideas across texts to understand varying approaches and/or to build knowledge.</p> <p>U4 (U003) Writers are deliberate and thoughtful as they develop and strengthen writing.</p> <p>U5 (U004) Writers use their knowledge of audience and purpose to shape the structure, language, and style of their writing.</p> <p>U6 (U005) Writers choose structures, techniques, and language to elicit an intended response from the reader.</p> <p>U7 (U008) Writers carefully choose information from many sources to express a point of view, develop an explanation, form a conclusion, or accomplish a goal.</p> <p>U8 (U020) Effective conversation and collaborations require the willingness and open-mindedness to explore diverse perspectives in order to build ideas/knowledge/plan.</p> <p>U9 (U022) Effective communicators choose structures, visual representations, techniques, and/or language to elicit an intended response from the audience.</p>	<p>Q1 (Q014) (K-2) How do details help me figure out what the text is really about? (Grade 3-12) What do I think this text is really about? How do I use details/ textual evidence throughout the text to support my thinking?</p> <p>Q2 (Q016) How do I use multiple sources to build/deepen/revise my understanding of a topic/idea/theme?</p> <p>Q3 (Q007) What are my strengths as a writer? How can I continue to grow as a writer?</p> <p>Q4 (Q004) How do I work (and rework) my writing to help my readers understand what I mean?</p> <p>Q5 (Q010) How do I put my information together for my readers to understand it?</p> <p>Q6 (Q022) How do we develop our ideas (e.g., change, build, confirm, clarify)? What am I learning from our collaboration/conversation/presentation?</p> <p>Q7 (Q023) How do I design and share information? How do I know if it was/is understood?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS	
	<p>K1                      *recount a story and explain its message, lesson or moral by using key details (RL.3.2)</p> <p>K2</p>		

<p>919181 Language</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> </ul>	<p>*describe a character and explain the connection between characters' actions and important events (RL.3.3) K3 *explain how the themes, story elements and craft moves are the same and different (RL.3.9) K4 *develop and write an organized piece that matches the task and purpose (W.3.4) K5 *use the writing process to develop and strengthen writing (W.3.5) K6 *recall experiences/gather information and organize it into provided categories (W.3.8) K7 *prepare for and be part of a collaborative, respectful conversation (SL.3.1) K8 *use relevant, descriptive details to share about a topic, text, story or experience (SL.3.4) K9 *recognize and use the conventions of language when writing or speaking (L.3.3) K10 ask and answer questions to show understanding of text and refer to the text for those answers (RL.3.1) K11 determine meaning of words and phrases including literal and non literal language (RL.3.4) K12 refer to parts of texts and describe how successive parts build on each other (RL.3.5) K13 distinguish their own point of view from that of the narrator or those of the characters (RL.3.6) K14 know and apply grade-level phonics and word analysis skills in decoding words (RF.3.3) K15 grade appropriate components of opinion writing (W.3.1) write opinion pieces (W.3.1) K16 use technology to produce and publish writing (W.3.6) K17 determine the main ideas and supporting details auditorily (SL.3.2)</p>	
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	<p>K18 use elaboration and details when asking and answering questions about information from a speaker (SL.3.3)</p> <p>K19 create audio recordings of stories or poems to demonstrate fluent reading (SL.3.5)</p> <p>K20 know and use grade-level conventions of grammar in writing and speaking (L.3.1)</p> <p>K21 know and use grade-level conventions of capitalization, punctuation, and spelling when writing (L.3.2)</p> <p>K22 know and use different strategies to figure out meaning of words (L.3.4)</p> <p>K23 identify and discuss the relationship between words (L.3.5)</p> <p>K24 Key Vocabulary</p>	
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## STAGE 2: ASSESSMENT EVIDENCE

### PERFORMANCE TASK(S)

Coding	Code	Evaluative Criteria	Description
<b>Curriculum</b> CCSS.ELA-LITERACY.RL.3.2 CCSS.ELA-LITERACY.RL.3.3 CCSS.ELA-LITERACY.RL.3.9 CCSS.ELA-LITERACY.W.3.4 CCSS.ELA-LITERACY.W.3.5 CCSS.ELA-LITERACY.SL.3.4 <b>T/U/Q/K/S</b> T1 Q1 U1 K1 T2 K2 U2 T3 T4 K4 U4 Q4 T5 U5 K5 T6 K8 K9 U9 K12 K15 K20 K21	PT1		<p><b>Name:</b> Performance Assessment</p> <p><b>Assessment Evidence:</b> Goal: Students will be able to demonstrate understandings and transfer goals particular to the unit &amp; apply it to authentic situations. This sets the vision for the learning. Students will be able to demonstrate understanding of recount, various elements of literature, writing to task and purpose, recalling and categorizing information, using details and using language conventions.</p> <p>Product (Suggested): Your vote matters!! Every year, 15 books are nominated for the Elementary Nutmeg Book Award. Starting in second grade, elementary students are encouraged to read these books from September to April. In April, the votes are counted and a winner is determined. Books that win the Nutmeg Book Award are then shared with schools and libraries throughout the United States. Just like students across the country, we will be voting for our Nutmeg favorites here in Branford. Over the course of the next several workshop periods, you will be working to convince others that they should vote for a particular book. In order to prove to other third-graders that the book you chose is the best one, you'll need to create a voting sheet that tells all about how the story goes and describes its characters. Before you complete your voting sheet, plan out how you'll develop your opinion. I'll be collecting this plan so I can see what ideas you're trying to convey. The way you create the voting sheet is completely up to you, but you'll want to make sure you write a strong opinion because you'll use your voting sheet to help you give a book talk to other third-graders.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES1 - Gr 3 Unit 3 ELA Scoring Criteria - - Gr 3 Unit 3 ELA Scoring Criteria.docx (file)</li> </ul>

### OTHER EVIDENCE

Coding	Code	Evaluative Criteria	Description

## STAGE 3: LEARNING PLAN

### PRE-ASSESSMENTS

For reading:

- <https://docs.google.com/document/d/1TBQQ7So-XLZqph...>

For writing:

- on-demand opinion piece

Coding	Code	Description of Learning Activity	Extension / Modification
<p><b>T/U/Q/K/S</b> T1 T4 T5 K2 K9 K22 U1 U8 Q1</p>	LE1	<p><b>Activity:</b> Reading Bend: Returning to Literature</p> <ul style="list-style-type: none"> <li>• readers make meaning by using the text to strengthen their thinking</li> <li>• readers treat characters as new friends and work hard to get to know them by having conversations with them, paying attention to all aspects of the character and developing broad theories about the text</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES1 - LC S1 -</li> <li>• RES2 - S1 Share -</li> <li>• RES3 - LC S2 -</li> <li>• RES4 - Serravallo 7.8 -</li> <li>• RES5 - Serravallo 7.10 -</li> <li>• RES6 - S2 Share -</li> <li>• RES7 - LC S3, S4 -</li> </ul>	
<p><b>T/U/Q/K/S</b> T3 T4 T5 K8 K2 K7 U2 Q6</p>	LE2	<p><b>Activity:</b> Reading Bend: Thinking More Deeply About Characters</p> <ul style="list-style-type: none"> <li>• readers use patterns to predict what will happen in the text, as well as in life</li> <li>• book clubs have a common goal and each member needs to contribute</li> <li>• characters are the heart of the story and readers work hard to get to know them</li> <li>• paying attention to characters' motivation helps us understand the bigger story</li> </ul>	

		<ul style="list-style-type: none"> <li>• people communicate in new ways when they are in a group</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES1 - S4 Share -</li> <li>• RES2 - LC S5 -</li> <li>• RES3 - Serravallo 5.13 -</li> <li>• RES4 - Book Clubs pgs. 65-67, 74, 76-77 -</li> <li>• RES5 - Serravallo 12.3 -</li> <li>• RES6 - Serravallo 12.7 -</li> <li>• RES7 - Serravallo 12.9 -</li> </ul>	
<b>T/U/Q/K/S</b> T3 T4 T5 T6 K2 K1 K12 U1 U2 Q1	LE3	<p><b>Activity:</b> Reading Bend: Continuing to Analyze Characters</p> <ul style="list-style-type: none"> <li>• readers predict, determine importance and synthesize their ideas, including how the parts go together</li> <li>• understanding how characters evolve helps readers determine importance across a story, helps us identify our own reactions and allows us to go through the story with the characters, including understanding the message/lesson more deeply</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES1 - LC S7, S8, S9, S11 -</li> <li>• RES2 - S11 Share -</li> <li>• RES3 - LC S12, S13, S14 -</li> </ul>	
<b>T/U/Q/K/S</b> T4 T5 K3 K2 K1 U1 U2 U3 Q1 Q2 Q6	LE4	<p><b>Activity:</b> Reading Bend: Thinking Across Texts</p> <ul style="list-style-type: none"> <li>• readers grow by pushing themselves to compare and contrast texts</li> <li>• characters help us understand similarities and differences across texts</li> <li>• readers communicate clearly by using evidence to support their ideas</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• RES1 - LC S15 -</li> </ul>	



		<ul style="list-style-type: none"> <li>• RES2 - S15 Share -</li> <li>• RES3 - LC S16, S17, S18 -</li> <li>• RES4 - Serravallo 13.17 -</li> <li>• RES5 - LC S19 -</li> </ul>	
<b>T/U/Q/K/S</b> T1 K5 K15 U4 Q3	LE5	<b>Activity:</b> Writing Bend: Launching Opinion Writing <ul style="list-style-type: none"> <li>• writers are aware of what they're working towards and these are strategies to achieve the end goal</li> <li>• writers generate ideas that matter to them</li> </ul> <b>Resources</b> <ul style="list-style-type: none"> <li>• RES1 - Writing Pathways pg. 93, 118 -</li> <li>• RES2 - LC S1 -</li> <li>• RES3 - S1 Share -</li> <li>• RES4 - LC S2 -</li> <li>• RES5 - Owocki pg. 21, 122-129, 31 -</li> <li>• RES6 - LC S4, S5, S6 -</li> </ul>	
<b>T/U/Q/K/S</b> T2 K5 K4 U4 U6 Q3	LE6	<b>Activity:</b> Writing Bend: Developing an Opinion <ul style="list-style-type: none"> <li>• these are some of the varied strategies that writers use to develop their opinions</li> </ul> <b>Resources</b> <ul style="list-style-type: none"> <li>• RES1 - If...Then chart pg. 89 -</li> <li>• RES2 - LC S7 -</li> <li>• RES3 - Owocki pg. 23 -</li> <li>• RES4 - LC S10 -</li> <li>• RES5 - S10 Share -</li> </ul>	
<b>T/U/Q/K/S</b> T1	LE7	<b>Activity:</b>	

<p>K5 K4 K21 K15 K20 U4 U5 U6</p>		<p>Writing Bend: Refining an Opinion</p> <ul style="list-style-type: none"> <li>writers grow by self-assessing, reflecting on their writing and setting goals to get better</li> <li>writers make purposeful choices in order to be most effective</li> <li>people communicate effectively in writing by leaving their readers with a message that shows the importance of their ideas</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>RES1 - If...Then pg. 90 -</li> <li>RES2 - LC S11 -</li> <li>RES3 - S11 Share -</li> <li>RES4 - Owocki pg. 137-139 -</li> <li>RES5 - LC S12, S13 -</li> <li>RES6 - S13 Share -</li> <li>RES7 - LC S14 -</li> <li>RES8 - Owocki pg. 144 -</li> </ul>	
<p><b>T/U/Q/K/S</b> T1 K8 K9 K18 K21 K15 K17 K20 K16 Q4</p>	<p>LE8</p>	<p><b>Activity:</b> Writing Bend: Sharing Opinions</p> <ul style="list-style-type: none"> <li>people communicate effectively in writing by use different resources to share their ideas and by keeping their audience in mind</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>RES1 - Owocki pgs. 149-150 -</li> <li>RES2 - S16 Share -</li> <li>RES3 - LC S20, S6 -</li> </ul>	

**ADDITIONAL INFORMATION**

**RESOURCES**

<b>No.</b>	<b>Description</b>	<b>Files / Links</b>
RES1	Gr 3 Unit 3 ELA Scoring Criteria -	Gr 3 Unit 3 ELA Scoring Criteria.docx (file) 
RES1	LC S1 -	
RES1	Owocki pgs. 149-150 -	
RES1	If...Then pg. 90 -	
RES1	If...Then chart pg. 89 -	
RES1	Writing Pathways pg. 93, 118 -	
RES1	S4 Share -	
RES1	LC S15 -	
RES1	LC S7, S8, S9, S11 -	
RES2	S1 Share -	
RES2	S16 Share -	
RES2	LC S11 -	
RES2	LC S7 -	
RES2	LC S1 -	
RES2	S15 Share -	
RES2	S11 Share -	
RES2	LC S5 -	
RES3	LC S12, S13, S14 -	
RES3	Serravallo 5.13 -	
RES3	LC S16, S17, S18 -	
RES3	LC S20, S6 -	
RES3	LC S2 -	
RES3	S11 Share -	
RES3	S1 Share -	
RES3	Owocki pg. 23 -	
RES4	Serravallo 7.8 -	
RES4	Owocki pg. 137-139 -	
RES4	LC S10 -	
RES4	Serravallo 13.17 -	
RES4	Book Clubs pgs. 65-67, 74, 76-77 -	
RES4	LC S2 -	

RES5	Owocki pg. 21, 122-129, 31 -
RES5	Serravallo 12.3 -
RES5	LC S19 -
RES5	Serravallo 7.10 -
RES5	LC S12, S13 -
RES5	S10 Share -
RES6	S2 Share -
RES6	Serravallo 12.7 -
RES6	S13 Share -
RES6	LC S4, S5, S6 -
RES7	LC S14 -
RES7	Serravallo 12.9 -
RES7	LC S3, S4 -
RES8	Owocki pg. 144 -
<b>COMMENTS / NOTES</b>	