

<b>Grade: 3</b> <b>Subject: Literacy</b>	<b>Unit 1: Something Special</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>• Students will be exposed to a variety of literature, all of which reinforce the theme that characters/people have their own ideas, interests, and abilities that are special.</li> <li>• Students will develop strategies for close reading of fiction and non-fiction text.</li> <li>• Students will make text to life and text to text connections to further develop a better understanding of themselves.</li> <li>• Students will have opportunities for practice in reading using leveled texts and the Literacy Centers model</li> <li>• Students will complete independent work specifically geared toward weekly writing and weekly focus skills to make concepts more concrete.</li> <li>• Students will draft, revise, and edit writing using the Writing Process model, employing the 6 Traits of Effective Writing.</li> <li>• Students will be exposed to and analyze various types of literature to foster the skills necessary for being an effective writer.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Reading expands understanding of the world, its people, and oneself.</li> <li>• Reading comprehension is built on a solid foundation of word recognition, context, and sentence structure.</li> <li>• Fiction writing elements include characters, setting, problem, sequence of events and solution.</li> <li>• Non-fiction selections will answer many of the following: Who, what, where, when, why, and how.</li> <li>• Readers use a variety of strategies to develop meaning of text.</li> <li>• Readers develop a deeper understanding through reflection of text.</li> <li>• Writing is a process, not a result.</li> <li>• Writing is a reflective process.</li> <li>• Effective communication relies on the usage of proper written forms (narrative writing).</li> <li>• Written communication and proper grammar mechanics promote fluency of communication.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do readers prepare to read?</li> <li>• What impact does fluency have on comprehension?</li> <li>• What are the most effective strategies a reader can use to decode and learn new words?</li> <li>• What connections can readers make to text as they read?</li> <li>• How is your style of writing impact by purpose?</li> <li>• How does each step in the process impact your writing?</li> <li>• What choices can a writer make to improve a piece?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>• Listen and follow a discussion in order to contribute to a discussion appropriately</li> </ul>

	<ul style="list-style-type: none"> <li>• Utilize new vocabulary learned from literature and classroom experiences in both reading activities and written pieces</li> <li>• Know and correctly identify the sounds and meanings of various prefixes and suffixes</li> <li>• Decipher the meanings of words based on picture cues and context clues, especially new words or words with more than one pronunciation</li> <li>• Discuss the concept of point of view and its impact on a story</li> <li>• Analyze the impact of visual arts on mood and emotion within a story</li> </ul>
Standards	<p><b>Literature</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• 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>• 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>• Craft and Structure</li> <li>• RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>• RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.</li> <li>• Integration of Knowledge and Ideas</li> <li>• 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).</li> <li>• 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> <li>• Range of Reading and Complexity of Text</li> <li>• 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.</li> </ul> <p><b>Informational Text</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>• RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</li> <li>• 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.</li> </ul>

- Craft and Structure
- 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*.
- RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6. Distinguish their own point of view from that of the author of a text.

### **Integration of Knowledge and Ideas**

- 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).
- 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).

### **Foundational Skills**

#### **Phonics and Word Recognition**

- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.3.3A: Identify and know the meaning of the most common prefixes and derivational
- RF.3.3B: suffixes.
- RF.3.3C: Decode multi-syllable words.
- RF.3.3D: Read grade-appropriate irregularly spelled words.

#### **Fluency**

- RF.3.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.3.4A: Read grade-level text with purpose and understanding.
- RF.3.4B: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- RF.3.4C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Writing**

- W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3A: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3B: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3C: Use temporal words and phrases to signal event order.

- W.3.3D: Provide a sense of closure.

### **Production and Distribution of Writing**

- 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.)
- W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.

### **Range of 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.

### **Comprehension and Collaboration**

- 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.
- SL.3.1A: 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.
- SL.3.1B: 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).
- SL.3.1C: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1D: Explain their own ideas and understanding in light of the discussion.
- 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.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Presentation of Knowledge and Ideas
- 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.
- 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.

- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Conventions of Standard English**

- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.1A: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- L.3.1B: Form and use regular and irregular plural nouns.
- L.3.1.C: Use abstract nouns (e.g., *childhood*).
- L.3.1.D: Form and use regular and irregular verbs.
- L.3.1.E: Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- L.3.1.F: Ensure subject-verb and pronoun-antecedent agreement.\*
- L.3.1.G: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1.H: Use coordinating and subordinating conjunctions.
- L.3.1.I: Produce simple and complex sentences.

### **Produce simple, compound, and complex sentences.**

- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.2.A: Capitalize appropriate words in titles.
- L.3.2.B: Use commas in addresses.
- L.3.2.C: Use commas and quotation marks in dialogue.
- L.3.2.D: Form and use possessives.
- L.3.2.E: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, and happiness*).
- L.3.2.F: Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- L.3.2.G: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### **Vocabulary Acquisition and Use**

- L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- L.3.4A: Use sentence-level context as a clue to the meaning of a word or phrase.
- L.3.4B: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*,

	<p><i>comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <ul style="list-style-type: none"> <li>• L.3.4C: 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>).</li> <li>• L.3.4D: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> <li>• L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>• L.3.5A: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>• L.3.5B: Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>• L.3.5C: 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>).</li> <li>• 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>).</li> </ul>
<b>Materials/Resources</b>	Rigby Readers; <a href="http://www.readinga-z.com">www.readinga-z.com</a> ; Harcourt Collections texts; supplemental leveled readers; 6 Traits Writing; <i>The Continuum of Literacy Learning</i> by Fountas and Pinnell; Wilson; BrainPoP jr.