

Grade: 3 Subject: Literacy	Unit 4: Tell Me a Story
Big Idea/Rationale	<ul style="list-style-type: none"> • 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. • Students will make text to life and text to text connections to further develop a better understanding of themselves. • Students will have opportunities for practice in reading using leveled texts and the Literacy Centers model • Students will complete independent work specifically geared toward weekly writing and weekly focus skills to make concepts more concrete. • Students will draft, revise, and edit writing using the Writing Process model, employing the 6 Traits of Effective Writing. • Students will be exposed to and analyze various types of literature to foster the skills necessary for being an effective writer.
Enduring Understandings	<ul style="list-style-type: none"> • Reading expands understanding of the world, its people, and oneself. • Reading comprehension is built on a solid foundation of word recognition, context, and sentence structure. • Readers use a variety of strategies to develop meaning of text. • Readers develop a deeper understanding through reflection of text. • Readers use their background knowledge to better comprehend a text. • Readers refer back to text to aide in comprehension of a story, especially the use of words in context to help determine the meaning of a word or phrase. • Fiction writing elements include characters, setting, problem, sequence of events and solution. • Utilizing the basic story elements of a story help readers outline the main part of a story. • Non-fiction selections will answer many of the following: Who, what, where, when, why, and how. • Readers purposely and spontaneously ask questions while reading to help them understand the story and clarify meaning. • Writing is a process, not a result. • Writing is a reflective process. • Effective writing requires the development of organizational skills to take an idea (beginning) and turn it into a written composition (end product). • Effective communication relies on the usage of proper written forms (narrative writing). • Written communication and proper grammar mechanics promote fluency of communication.
Essential Questions	<ul style="list-style-type: none"> • How do readers prepare to read?

	<ul style="list-style-type: none"> • What impact does fluency have on comprehension? • What are the characteristics of a biography? • What are the most effective strategies a reader can use to decode and learn new words? • What connections can readers make to text as they read? • How is your style of writing impacted by purpose? • How does each step in the process impact your writing? • What choices can a writer make to improve a piece?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Listen and follow a discussion in order to contribute to a discussion appropriately • Utilize new vocabulary learned from literature and classroom experiences in both reading activities and written pieces • Identify synonyms and antonyms • Discuss the main idea found within each piece that is read • Decipher the meanings of words based on picture cues and context clues, especially new words or words with more than one pronunciation • Discuss the concept of point of view and its impact on a story • Sequence a story's events • Determining whether or not information presented within a text is fact or opinion • Utilize the skill of skimming and scanning a text to help identify specific information from a text • Analyze the impact of visual arts on mood and emotion within a story • Identify the theme of a particular piece • Incorporate figurative language into written pieces as well as analyze it's meaning within a given text • Utilize the 6-traits within both scored and non-scored pieces of writing • Develop a better sense of the following grammar skills to enhance daily writing: adjectives, adjectives for what kind, adjectives for how many, articles, and adjectives that compare.
<p>Standards</p>	<p>Literature Key Ideas and Details</p> <ul style="list-style-type: none"> • RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. • 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. • 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. • Craft and Structure • RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

- RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

- 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).
- 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).

Range of Reading and Complexity of Text

- 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.

Informational Text

Key Ideas and Details

- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support 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.

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).
- RI 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

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

Writing

Provide a sense of closure.

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2.A: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2.B: Develop the topic with facts, definitions, and details.
- W.3.2.C: Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- W.3.2.D: Provide a concluding statement or section.

Provide a concluding statement or section.

- 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.
- 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.3.1C: Use abstract nouns (e.g., *childhood*).
- L.3.1D: Form and use regular and irregular verbs.
- L.3.1E: Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- L.3.1F: Ensure subject-verb and pronoun-antecedent agreement.*
- L.3.1G: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- L.3.1H: Use coordinating and subordinating conjunctions.
- L.3.1I: 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.3.2A: Capitalize appropriate words in titles.
- L.3.2B: Use commas in addresses.
- L.3.2C: Use commas and quotation marks in dialogue.
- L.3.2D: Form and use possessives.
- L.3.2E: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- L.3.2F: Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- L.3.2G: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 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, comfortable/uncomfortable, care/careless, heat/preheat*).
- L.3.4C: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- L.3.4D: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.3.5A: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- L.3.5B: Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

	<ul style="list-style-type: none"> • 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>). • 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>).
Materials/Resources	Rigby Readers; www.readinga-z.com ; Harcourt Collections texts; supplemental leveled readers; 6 Traits Writing; <i>The Continuum of Literacy Learning</i> by Fountas and Pinnell; Wilson; BrainPoP jr.