Grade 3: Unit 1

Big Idea: People make a community strong.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Lesson 1** What are the parts of a story? | **Lesson 2**What helps you make decisions about a character? | **Lesson 3**What clues in a story tell you about the characters? | **Lesson 4**How can two bridges be alike and different? | **Lesson 5**What causes someone to be called a hero? |
| **Main Selection & Genre** | *A Fine, Fine School*Humorous Fiction | *The Trial of Cardigan Jones*Fantasy | *Destiny’s Gift*Realistic Fiction | *Pop’s Bridge*Historical Fiction | *Roberto Clemente, Pride of the Pittsburgh Pirates*Biography |
| **Reading Standards** | Literature 3, 5 and 6 | Literature 3, 5 and 6 | Literature 3, 5 and 6 | Literature 3, 5 and 6 | Informational 3 |
| **Writing Standards** | *Developing the Writing Community and The Writing Process (Being a Writer)*Writing 5: Planning, Revising and Editing |
| **Language Standards** | Subjects and Predicates (ECC)Conjunctions (ECC)Multiple-Meaning Words | Kinds of SentencesCompound Words | Sentence Fragments and Run-onsQuotation MarksAntonyms | Common and Proper NounsBase Words and Endings -s, -es, -ed, -ing | Plural Nouns with –s and –esCommasPrefix mis- |
| **Foundational Standards** | Word Study: Short VowelsFluency: Accuracy | Word Study: V-C-e SpellingsFluency: Phrasing | Word Study: Long a and Long e SpellingsFluency: Accuracy | Word Study: Long o SpellingsFluency: Expression | Word Study: Spelling Long iFluency: Intonation |
| **Speaking & Listening** | Speaking and Listening 4: Recount an Experience |
| **Social** **Studies** | Cultures in Our Community |
| **Health** | Mental & Emotional Health  |

|  |  |
| --- | --- |
| **Reading Literature Standards** **Journeys Lessons 1, 2, 3, 4 and****Extending the CC – Unit 1 (ECC)** | **Reading Informational Standards** **Journeys Lesson 5** |
| Literature 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 traits, motivations and feelings of a character.
* I can use the characters’ actions to infer their traits, motivations or feelings.
* I can identify the sequence of major events in a story.
* I can describe how the character’s actions caused the major events in a story.
* I can compare and contrast two characters, using key details from the text, to deepen my understanding of characters in a story. (BUILDING CAPACITY FOR GRADE 5 LITERATURE 3)
 | Informational 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 locate and use signal words to help me identify time, sequence and cause/effect relationships.
* I can identify important events, ideas or steps in the order they happened, to help me navigate the text that I am reading.
* I can use signal words to help me describe the relationship between ideas in the text I’m reading.
 |
| Literature 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 identify and use the vocabulary terms that describe the parts of a text (chapter, scene, stanza, etc.).
* I can describe how the parts of a text work together to create the big idea of a text.
 |
| Literature 6: Distinguish their own point of view from that of the narrator or those of the characters.* I can identify the author’s or character’s point of view, using details from the text.
* I can determine my own point of view using events or ideas from the text combined with my own experiences.
* I can find similarities and differences between my own point of view and that of the author or character.
 |
| **Focusing our Instruction** |
|  |  |

**\*\* Standards listed in bold indicate mastery and the final time this standard will be included in a unit study.**
\*\* Underlined words indicate academic vocabulary for instruction.

|  |  |
| --- | --- |
| **Writing Standards*****Developing the Writing Community and*** ***The Writing Process*****(Being a Writer)** | **Language Standards** **Journeys Lessons 1-5 and****Extending the CC – Unit 1 (ECC)** |
| Writing 5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. * I can strengthen my own writing by planning, revising, and editing with guidance and support from other students and my teacher.
 | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* I can identify and produce complete sentences with a subject and a predicate. (Lesson 1 & ECC)
* I can use coordinating conjunctions when I write compound sentences. (Lesson 1 & ECC)
* I can identify and produce the different kinds of sentences. (Lesson 2)
* I can identify what’s missing in a sentence fragment or run-on and fix it. (Lesson 3)
* I can identify and correctly capitalize common and proper nouns. (Lesson 4)
* I can identify and correctly form regular plural nouns. (Lesson 5)
 |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* I can use quotation marks in my writing to show that someone is speaking. (Lesson 3)
* I can identify and use commas in a sentence correctly. (Lesson 5)
 |
| Language 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.* I can use context, or the words around a word, to determine the meaning of a multiple-meaning word. (Lesson 1)
* I can use what I know about word parts to determine the meaning of compound words. (Lesson 2)
* I can use what I know about base words to help me determine the meaning of words with the –s, -es, -ed and –ing ending. (Lesson 4)
* I can use what I know about base words to help me determine the meaning of words with the prefix mis-. (Lesson 5)
 |
| Language 5: Demonstrate understanding of word relationships and nuances in word meanings.* I can identify and produce antonyms. (Lesson 3)
 |

|  |  |
| --- | --- |
| **Foundational Standards - Phonics****Journeys Lessons 1-5** | **Foundational Standards - Fluency****Journeys Lessons 1-5** |
| Foundational 3:* I can blend, read and spell words with short and long vowel sounds. (Lessons 1 & 2)
* I can blend, read and spell words with the VCCV pattern. (Lesson 1)
* I can blend, read and spell words with the vowel pairs ai, ay, ee and ea. (Lesson 3)
* I can blend, read and spell words with the long o spelled oa and ow. (Lesson 4)
* I can blend, read and spell words with the long i spelled i, ie and igh. (Lesson 5)
 | Foundational 4:* I can read words correctly by using what I know about word parts to decode unfamiliar words. (Lesson 1)
* I can group words into phrases and pause at the end of those phrases. I can also use commas and end punctuation clues to know when and how long to pause. (Lesson 2)
* I can think about the meanings of words and what makes sense as I read aloud. (Lesson 3)
* I can change my voice while reading aloud, to match the character’s emotions. (Lesson 4)
* I can make my voice rise and fall at the right places so that my reading sounds like natural speech. (Lesson 5)
 |

|  |
| --- |
| **Speaking & Listening Standards****Journeys Lessons 1-5 and Extending the CC – Unit 1 (ECC)** |
| Speaking and Listening 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 recount an experience I have had using details. (ECC)
* I can speak clearly and at an understandable pace when sharing an experience I have had.
 |