Grade 3: Unit 1

Big Idea: People make a community strong.

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|  | **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 Sentences  Compound Words | Sentence Fragments and Run-ons  Quotation Marks  Antonyms | Common and Proper Nouns  Base Words and Endings  -s, -es, -ed, -ing | Plural Nouns with –s and –es  Commas  Prefix mis- |
| **Foundational Standards** | Word Study: Short Vowels  Fluency: Accuracy | Word Study: V-C-e Spellings  Fluency: Phrasing | Word Study: Long a and Long e Spellings  Fluency: Accuracy | Word Study: Long o Spellings  Fluency: Expression | Word Study: Spelling Long i  Fluency: Intonation |
| **Speaking & Listening** | Speaking and Listening 4: Recount an Experience | | | | |
| **Social**  **Studies** | Cultures in Our Community | | | | |
| **Health**  **Content** |  | | | | |

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| **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** | |
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**\*\* 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.

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| **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) |

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| **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) |

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| **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. |