Grade 3: Unit 2

Big Idea: We communicate in many ways.

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|  | **Lesson 6** What clues in a story help you figure out the sequence of events? | **Lesson 7**How do pictures help to tell a story? | **Lesson 8**How can readers figure out the message of a story? | **Lesson 9**How can a new invention cause people’s lives to change? | **Lesson 10**Why are details important in a biography? |
| **Main Selection & Genre** | *Max’s Words*Humorous Fiction | *What Do Illustrator’s Do?*Informational Text | *The Harvest Birds*Folktale | *Kamishibai Man*Realistic Fiction | *Young Thomas Edison*Biography |
| **Reading Standards** | Literature 1 and 6 | Informational 2, 5, 6 and 7 | Literature 1 and 6 | Literature 1 and 6 | Informational 2, 5, 6 and 7 |
| **Writing Standards** | *Letter Writing Supplement (Being a Writer)*Writing 4: Task and Purpose |
| **Language Standards** | What is a Verb?Suffixes –er, -or | Verb TensesSynonyms | Commas in a Series (Review)Conjunctions (\*ECC only)Compound Sentences (\*ECC only)Multiple Meaning Words | Simple Subjects and Simple PredicatesDictionary/Glossary Entry | PronounsCategorize and Classify (\*review) |
| **Foundational Standards** | Word Study: Short and Long VowelsFluency: Rate | Word Study: Three-Letter ClustersFluency: Expression  | Word Study: Unexpected Consonant SpellingsFluency: Stress | Word Study: Vowel Sounds in *town*Fluency: Intonation | Word Study: Vowel Sounds in *talk*Fluency: Accuracy |
| **Speaking & Listening** | Speaking and Listening 2: Determine the Main Idea in Diverse Media |
| **Science** | Structures of Life |
| **Health** | Physical Activity, Injury Prevention, Anatomy |

(\*Skills identified as review are not articulated in the grade level language standards. These skills should be instructed based on student need.)

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| **Reading Literature Standards** **Journeys Lessons 6, 8, 9** | **Reading Informational Standards** **Journeys Lesson 7, 10 and Extending the CC – Unit 2 (ECC)** |
| Literature 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.* I can ask meaningful questions while I’m reading to help me monitor my understanding.
* I can identify key details from the text to answer questions.
* I can use information the author gives me explicitly in supporting my answer to questions and drawing conclusions.
 | Informational 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.* I can determine the main idea or topic of a text.
* I can identify key ideas by combining details about the same idea.
* I can explain how key details support the main idea of a text.
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| Informational 5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.* I can identify the use of text features and search tools in nonfiction text.
* I can use text features and search tools to efficiently locate information that is important to the topic.
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| **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.**
 | Informational 6: Distinguish their own point of view from that of the author of a text.* I can identify the author’s point of view, using facts and opinions from the text.
* I can determine my own point of view using events or ideas from the text combined with my own thinking or experiences.
* I can find similarities and differences between my own point of view and that of the author.
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| Informational 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).* I can identify the different types of illustrations used in nonfiction text.
* I can use the illustrations to gain information.
* I can combine the information from illustrations and the words in text to understand the important information.
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| **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*****Letter Writing Supplement*****(Being a Writer)** | **Language Standards** **Journeys Lessons 6-10 and** **Extending the CC – Unit 2 (ECC)** |
| Writing 4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. * I can develop and organize my writing to fit the task and purpose for which I’m writing.
 | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* I can use coordinating conjunctions when I write compound sentences. (ECC)
* I can produce complex sentences. (ECC)
* I can identify and correctly use verbs. (Lesson 6 and 7)
* I can identify and produce complete sentences with a subject and predicate. (Lesson 9)
* I can identify and correctly use subject pronouns in my writing. (Lesson 10)
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| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* I can use commas in a series correctly. (REVIEW OF 1st GRADE LANGUAGE 2) (Lesson 8)
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| 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 what I know about base words to help me determine the meaning of words with the suffixes -er and -or. (Lesson 6)
* I can use context clues to help me determine the meaning of multiple-meaning words. (Lesson 8)
* I can use a dictionary and glossary to help me determine the meaning of words. (Lesson 9)
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| Language 5: Demonstrate understanding of word relationships and nuances in word meanings.* I can identify and produce synonyms. (Lesson 7)
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| **Foundational Standards - Phonics****Journeys Lessons 6-10** | **Foundational Standards - Fluency****Journeys Lessons 6-10** |
| Foundational 3:* I can blend, read and spell words with the VCV pattern. (Lesson 6)
* I can blend, read and spell words with the three-letter clusters scr-, spr-, str- and thr-. (Lesson 7)
* I can blend, read and spell words with the silent letters kn and wr. (Lesson 8)
* I can blend, read and spell words with the vowel diphthongs ow and ou. (Lesson 9)
* I can blend, read and spell words with the spelling patterns au, aw, al and o. (Lesson 10)
 | Foundational 4:* I can read aloud at a “just right” pace depending of what I am reading. (Lesson 6)
* I can match the expression in my voice to what the text is saying. (Lesson 7)
* I can stress the right words and syllables when reading aloud to express feeling and meaning. (Lesson 8)
* I can make my voice rise and fall or change in tone to match the text that I’m reading. (Lesson 9)
* I can think about whether the words I’m reading aloud make sense. If it doesn’t sound right, I can look back to see if I made a mistake and then fix it. (Lesson 10)
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| **Speaking & Listening Standards****Journeys Lessons 6-10 and Extending the CC – Unit 2 (ECC)** |
| Speaking and Listening 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.* I can determine the main idea of an oral or visual presentation. (ECC)
* I can support the main idea with details I gained from the information presented. (ECC)
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