Grade 3: Unit 3

Big Idea: Facing a challenge helps us grow.

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|  | **Lesson 11** How can you tell what an author thinks about a topic? | **Lesson 12**How do characters affect the plot of a story? | **Lesson 13**How might people change after facing a challenge? | **Lesson 14**Why do authors write different kinds of texts? | **Lesson 15**What clues in a story help you understand its characters? |
| **Main Selection & Genre** | *Jump!*Biography | *The Science Fair*Realistic Fiction | *Youder Mountain: A Cherokee Legend*Legend | *Aero and Officer Mike*Informational Text | *The Extra-good Sunday*Humorous Fiction |
| **Reading Standards** | Informational 1, 6 and 8 | Literature 2 and 3 | Literature 2 and 3 | Informational 1, 6 and 8 | Literature 2 and 3 |
| **Writing Standards** | *Personal Narrative (Being a Writer)*Writing 3: Narrative Writing |
| **Language Standards** | More Plural NounsSuffixes –y, -ful, -ous | More Proper Nouns (ECC)Idioms | Subject-Verb AgreementHomophones/Homographs | Pronouns and VerbsPrefixes in-, im- | Forming the Past TenseUsing a Thesaurus |
| **Foundational Standards** | Word Study: Vowel Sounds in *joy*Fluency: Phrasing | Word Study: Homophones and Words Ending in -er, -leFluency: Stress | Word Study: ContractionsFluency: Rate | Word Study: Vowel + r SoundsFluency: Accuracy | Word Study: Vowel + /r/ Sounds in *nurse*Fluency: Expression |
| **Speaking & Listening** | *See Overarching Standards for Speaking and Listening 1* |
| **Science** | Scientific Experimentation |
| **Health** | Nutrition, Personal & Consumer Health |

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| **Reading Literature Standards** **Journeys Lessons 12, 13, 15** | **Reading Informational Standards** **Journeys Lesson 11, 14 and Extending the CC – Unit 3 (ECC)** |
| Literature 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.* I can determine the central message, lesson or moral in a story, fable, folktale or myth.
* I can identify key details from the text to support the central message, lesson or moral.
* I can recount the story by explaining how the author uses key details to convey the central message, lesson or moral.
 | **Informational 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.*** **I can ask meaningful questions while I’m reading to help me monitor my understanding and learning around a topic.**
* **I can identify key details from the text to answer my questions.**
* **I can use information the author gives me explicitly to support my answer to questions.**
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| 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 character’s actions to infer their traits, motivations or feelings.
* I can identify the sequence of major events in a story.
* I can describe how the characters’ 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 5th GRADE LITERATURE 3)
 | **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 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (\*\* In Service of Informational 8 in 2nd and 4th grade: Students understand the logical connection between details an author uses to support their main purpose in a text.)* I can identify the specific point an author is making in a paragraph.
* I can identify the sentences that support the specific point for each paragraph.
* I can describe the connection between the reasons provided in each sentence and the main point of the paragraph.
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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*****Personal Narrative*****(Being a Writer)** | **Language Standards** **Journeys Lessons 11-15 and** **Extending the CC – Unit 3 (ECC)** |
| Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.* I can write an original narrative in which I develop a real or imagined experience or event.
* I can use effective technique, descriptive details and clear event sequences in my original narrative.
* I can create an original narrative that includes:
	+ an introduction of the narrator or characters.
	+ a sequence of events that unfolds naturally and makes sense to the reader.
	+ a combination of dialogue and descriptions to develop experiences and show a character’s response to situations.
	+ sequencing words & phrases to signal event order.
	+ a relevant conclusion to provide closure.
 | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* I can form the plural of nouns ending with a consonant & y. (Lesson 11)
* I can identify and use abstract nouns. (Lesson 12 and ECC)
* I can identify verb forms to go with different pronouns. (Lesson 14)
* I can correctly form and use verbs. (Lesson 13, 14, and 15)
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| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* I can identify and correctly use proper nouns. (Lesson 12)
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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 –y, -ful, and –ous. (Lesson 11)
* I can use context clues to help me determine the meaning of homophones and homographs. (Lesson 13)
* I can use what I know about base words to help me determine the meaning of words with the prefixes im- and in-. (Lesson 14)
* I can use a thesaurus to help me find the exact word I need to express my thoughts. (Lesson 15)
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| Language 5: Demonstrate understanding of word relationships and nuances in word meanings.* I can identify idioms and recognize that their meaning is different from the usual meaning of the individual words. (Lesson 12)
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| **Foundational Standards - Phonics****Journeys Lessons 11-15** | **Foundational Standards - Fluency****Journeys Lessons 11-15** |
| Foundational 3:* I can blend, read and spell words with the oi and oy vowel pattern. (Lesson 11)
* I can blend, read and spell homophones using what I know about spelling patterns that make the same sounds. (Lesson 12)
* I can blend, read and spell words with the word endings -er and -le. (Lesson 12)
* I can blend, read and spell words with the contractions n’t, ‘d, and ‘ve. (Lesson 13)
* I can blend, read and spell words with ar, or and ore. (Lesson 14)
* I can blend, read and spell words with er, ir, ur and or. (Lesson 15)
 | Foundational 4:* I can use commas, periods, exclamation points and questions marks to help me know when and how long to pause while reading aloud. (Lesson 11)
* I can stress the right words when reading aloud to express feeling and meaning. I can also use punctuation and italics to help me know which words to stress. (Lesson 12)
* I can read at a “just right” pace depending on what I am reading. (Lesson 13)
* I can read words that belong together smoothly and without any unnecessary breaks. (Lesson 14)
* I can read with expression to make my voice show what a character might say, think and do. (Lesson 15)
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| **Speaking & Listening Standards****Journeys Lessons 11-15** |
| *See Overarching Standards for Speaking and Listening 1* |