Grade 3: Unit 4

Big Idea: Our world is an amazing place.

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|  | **Lesson 16**  Why do some authors write funny stories? | **Lesson 17**  How can you figure out ideas the author doesn’t state directly? | **Lesson 18**  How can pictures and labels give you more information? | **Lesson 19**  How can one event lead to a series of adventures? | **Lesson 20**  Where are main ideas often found in nonfiction text? |
| **Main Selection & Genre** | *A Mr. Rubbish Mood*  Humorous Fiction | *The Albertosaurus Mystery: Philip Currie’s Hunt in the Badlands*  Informational Text | *A Tree is Growing*  Informational Text | *Dogzilla*  Animal Fantasy | *Life on the Ice*  Informational Text |
| **Reading Standards** | Literature 3, 7 and 9 | Informational 1, 2 and 5 | Informational 1, 2 and 5 | Literature 3, 7 and 9 | Informational 1, 2 and 5 |
| **Writing Standards** | *Opinion Writing Supplement (Being a Writer)*  Writing 1: Opinion Writing | | | | |
| **Language Standards** | What is an Adjective?  Context Clues  Word Roots (ECC) | Adjectives and Articles  Suffix -ly | Using the Verb *be* and Helping Verbs  Categorize and Classify (\*review) | Irregular Verbs  Prefixes pre-, re-, bi- | Contractions (\*review)  Dictionary/Glossary |
| **Foundational Standards** | Word Study: Vowel + /r/ Sounds in *air* and *fear*  Fluency: Intonation | Word Study: Words with /j/ and /s/ and VCCCV Pattern  Fluency: Stress | Word Study: Spelling the /k/ and /kw/ Sounds  Fluency: Expression | Word Study: Vowel Sounds in *spoon* and *wood*  Fluency: Rate | Word Study: Compound Words  Fluency: Phrasing |
| **Speaking & Listening** | Speaking and Listening 6: Speak in Complete Sentences | | | | |
| **Social Studies** | Working in Our Community | | | | |
| **Health** | Community & Environmental Health | | | | |

(\*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 16, 19 and  Extending the CC – Unit 4 (ECC)** | **Reading Informational Standards**  **Journeys Lesson 17, 18, 20 and  Extending the CC – *Unit 3\*\** (ECC)** |
| 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 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.** |
| **Literature 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).**   * **I can explain how the illustrations in a story support the message that is conveyed by the words.** | 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. |
| **Literature 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).**   * **I can identify the theme, setting and plot of two stories written by the same author about the same or similar characters.** * **I can identify similarities and differences between the theme, setting and plot of these two stories.** | 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. |
| **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**  ***Opinion Writing Supplement***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 16-20 and**  **Extending the CC – Unit 4 (ECC)** |
| Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons.   * I can select a topic and determine my point of view. * I can create opinion pieces using an organizational structure that includes:   + an introduction including my topic and point view.   + reasons that support my opinion.   + linking words and phrases to connect my opinions and reasons.   + a concluding statement or section to provide closure. | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * I can identify and correctly use adjectives in my writing. (Lessons 16 and 17) * I can identify and correctly use be and other helping verbs. (Lesson 18) * I can correctly use the past forms of the irregular verbs come, do, go, run and see. (Lesson 19) |
| 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 a familiar word root to figure out the meaning of unfamiliar words. (Lesson 16 and ECC) * I can use context clues to help me determine the meaning of words I don’t know. (Lesson 16) * I can use what I know about base words to help me determine the meaning of words with the suffix -ly. (Lesson 17) * I can use what I know about base words to help me determine the meaning of words with the prefixes pre-, re-, and bi-. (Lesson 19) * I can use a dictionary or glossary to help me figure out the meaning of unknown words. (Lesson 20) |

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| **Foundational Standards - Phonics**  **Journeys Lessons 16-20** | **Foundational Standards - Fluency**  **Journeys Lessons 16-20** |
| Foundational 3:   * I can blend, read and spell words with air, ear, and are. (Lesson 16) * I can blend, read and spell words with the /j/ and /s/ sounds. (Lesson 17) * I can blend and read words with the VCCCV pattern and appropriately stress the correct syllable. (Lesson 17) * I can blend, read and spell words with the /k/ and /kw/ sounds. (Lesson 18) * I can blend, read and spell words with the vowel sounds /ŏŏ/ and /ōō/. (Lesson 19) * I can blend, read and spell compound words. (Lesson 20) | Foundational 4:   * I can make my voice rise and fall like natural speech when I read aloud. (Lesson 16) * I can stress, or say more strongly, any word I want to emphasize while I’m reading aloud. (Lesson 17) * I can match the expression in my voice to the words that I’m reading aloud. (Lesson 18) * I can read at a “just right” pace depending on what I am reading. (Lesson 19) * I can group words into phrases and pause naturally and briefly at the end of those phrases. (Lesson 20) |

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| **Speaking & Listening Standards**  **Journeys Lessons 16-20** |
| Speaking and Listening 6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   * I can present my ideas and opinions in an easy to understand way. * I can speak in complete sentences when it is required by the task or situation. |