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 CluesWord Roots (ECC) | Adjectives and ArticlesSuffix -ly | Using the Verb *be* and Helping VerbsCategorize and Classify (\*review) | Irregular VerbsPrefixes 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 PatternFluency: Stress | Word Study: Spelling the /k/ and /kw/ SoundsFluency: Expression | Word Study: Vowel Sounds in *spoon* and *wood*Fluency: Rate | Word Study: Compound WordsFluency: 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.**
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| **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.
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| **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.
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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*****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)
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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 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.
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