Grade 3: Unit 5

Big Idea: There are many reasons to take a journey.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Lesson 21**  What might the problem be in a story about ants? | **Lesson 22**  How are different animals’ lives alike and different? | **Lesson 23**  What happens if you tell story events out of order? | **Lesson 24**  Why might a writer tell a story about a faraway place? | **Lesson 25**  How are headings, maps, and diagrams helpful to readers? |
| **Main Selection & Genre** | *Two Bad Ants*  Fantasy | *The Journey: Stories of Migration*  Informational Text | *The Journey of Oliver K. Woodman*  Fantasy | *Dog-of-the-Sea-Waves*  Realistic Fiction | *Mountains: Surviving on Mt. Everest*  Informational Text |
| **Reading Standards** | Literature 1, 2 and 3 | Informational 5, 7 and 9  *\*Day 4 Traditional Tales: Literature 2* | Literature 1, 2 and 3 | Literature 1, 2 and 3 | Informational 5, 7 and 9 |
| **Writing Standards** | *Functional Writing (Being a Writer)*  Writing 2: Informational/Explanatory Writing | | | | |
| **Language Standards** | Possessive Nouns and Possessive Pronouns  Base Words and Prefix non- | Using Proper Nouns  Prefixes in-, im- | Abbreviations (\*review)  Suffixes –er, -est | What is an adverb? (ECC)  Figurative Language (\*ECC only) | What is a Preposition?  Analogies |
| **Foundational Standards** | Word Study: Words with  -ed and -ing  Fluency: Intonation | Word Study: Changing *y* to *i,* Spelling Changes -s, -es, -ed and -ing and Less Common Plurals  Fluency: Phrasing | Word Study: Suffixes -ful,  -ly, and -er  Fluency: Rate | Word Study: The Prefixes re- and un-  Fluency: Accuracy | Word Study: Suffixes -less and -ness  Fluency: Expression |
| **Speaking & Listening** | Speaking and Listening 5: Create an Audio Recording of a Poem or Story | | | | |
| **Social**  **Studies** | Going Places | | | | |
| **Health** | Family Health & Sexuality | | | | |

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

|  |  |
| --- | --- |
| **Reading Literature Standards**  **Journeys Lessons 21, 22 *(\*\*Day 4 – Connect to Traditional Tales)*, 23, 24 and Extending the CC – Unit 5 (ECC)** | **Reading Informational Standards**  **Journeys Lesson 22 and 25** |
| 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 to support my answer to questions. | **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.** |
| **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 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.** |
| 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 identify the sequence of major events in a story. * I can describe how the character’s actions caused the major events in a story. | **Informational 9: Compare and contrast the most important points and key details presented in two texts on the same topic.**   * **I can identify key details from a text on a given topic.** * **I can read two texts on this topic and identify key details.** * **I can compare and contrast the key details between the two texts.** |
| **Focusing our Instruction** | |
|  |  |

**\*\* 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.

|  |  |
| --- | --- |
| **Writing Standards**  ***Functional Writing***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 21-25 and**  **Extending the CC – Unit 5 (ECC)** |
| Writing 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   * I can write an informational/explanatory text about how to do something which includes specific steps and procedures. * I can create a piece that informs or explains how to do something using an organization structure that includes:   + a clearly stated topic.   + illustrations to support my topic, if appropriate.   + an explicit sequence my reader is able to follow. | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * I know the purpose of nouns, pronouns, verbs, adjectives, and adverbs in sentences and can use all to create complete sentences when I write. (Lessons 21, 22, 24, 25) * I can use comparative adjectives and adverbs correctly when editing and writing. (Lesson 24 and ECC) |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * I can form singular and plural possessive nouns. (Lesson 21) * I can identify and correctly use proper nouns. (Lesson 22) |
| 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 prefix non-. (Lesson 21) * I can use what I know about base words to help me determine the meaning of words with the prefixes im- and in-. (Lesson 22) * I can use what I know about base words to help me determine the meaning of words with the suffixes -er and -est. (Lesson 23) |
| Language 5: Demonstrate understanding of word relationships and nuances in word meanings.   * I can identify figurative language and understand that it may be trying to express an idea different from the meaning of each word. (ECC) * I can complete and understand analogies. (Lesson 25) |

|  |  |
| --- | --- |
| **Foundational Standards - Phonics**  **Journeys Lessons 21-25** | **Foundational Standards - Fluency**  **Journeys Lessons 21-25** |
| Foundational 3:   * I can blend, read and spell words with the –ed and –ing endings. (Lesson 21) * I can blend, read and spell words in which the final y changes to an i. (Lesson 22) * I can blend, read and spell words with the -s, -es, -ed and -ing endings and less common plurals that end in -ves. (Lesson 22) * I can blend, read and spell words with the suffixes -ful, -y, * -ous, -ly and -er. (Lesson 23) * I can blend, read and spell words with the prefixes un-, pre-, re- and bi-. (Lesson 24) * I can blend, read and spell words with the suffixes -less, -ness and -able. (Lesson 25) | Foundational 4:   * I can use intonation in my voice when reading aloud to show the feeling in a story. (Lesson 21) * I can group words into phrases and pause at the end of those phrases. I can use punctuation clues to help me know when and how long to pause. (Lesson 22) * I can read at a “just right” pace depending on what I am reading. (Lesson 23) * I can use context clues to help me figure out unknown words when I read aloud. (Lesson 24) * I can read with expression to make my voice show what a character might say, think and do. (Lesson 25) |

|  |
| --- |
| **Speaking & Listening Standards**  **Journeys Lessons 21-25 and Extending the CC - Unit 5 (ECC)** |
| Speaking and Listening 5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.   * I can create an audio recording of a poem I have written. (ECC) * I can speak fluently while reading this poem. (ECC) |