Grade 3: Unit 5

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

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|  | **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 PronounsBase Words and Prefix non- | Using Proper NounsPrefixes 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 -ingFluency: Intonation | Word Study: Changing *y* to *i,* Spelling Changes -s, -es, -ed and -ing and Less Common PluralsFluency: Phrasing | Word Study: Suffixes -ful, -ly, and -erFluency: Rate | Word Study: The Prefixes re- and un-Fluency: Accuracy | Word Study: Suffixes -less and -nessFluency: 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.)

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| **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.**
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| **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.**
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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 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.**
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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*****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)
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| 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)
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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 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)
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| 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)
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| **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)
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| **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)
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