Grade 3: Unit 6

Big Idea: To reach a goal takes hard work.

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|  | **Lesson 26**  How can you figure out the main idea in a text? | **Lesson 27**  How can an invention cause people’s lives to change? | **Lesson 28**  How do facts help shape our opinions of people? | **Lesson 29**  What causes someone to be called a hero? | | | **Lesson 30**  What helps you make decisions about a character? |
| **Main Selection & Genre** | *The Footrace Across America*  Informational Text | *The Power of Magnets*  Informational Text | *Becoming Anything He Wants to Be*  Informational Text | *A New Team of Heroes*  Play | | | *Saving Buster*  Fiction |
| **Reading Standards** | Informational 2, 3 and 8 | Informational 2, 3 and 8 | Informational 2, 3 and 8 | Literature 1, 3 and 5 | | | Literature 1, 3 and 5 |
| **Writing Standards** | *Expository Nonfiction (Being a Writer)*  Writing 2: Informational/Explanatory Writing  Writing 7: Research  Writing 8: Sources  Writing 10: Write for Extended Time | | | | | | |
| **Language Standards** | Writing Quotations (\*review)  Suffix -ion | Commas in Sentences  Homographs/Homophones | Commas in Sentences (\*review)  Word Roots | | Possessive Pronouns (\*review)  Prefixes un- and dis- | Correct Pronouns (\*review)  Compound Words | |
| **Foundational Standards** | Word Study: VCCV Syllabication  Fluency: Accuracy | Word Study: Words with Double Consonants  Fluency: Intonation | Word Study: *ough* and *augh*  Fluency: Phrasing | | Word Study: Word Endings with *er* or *le*  Fluency: Expression | Word Study: Words Beginning with *a* or *be*  Fluency: Rate | |
| **Speaking & Listening** | Speaking and Listening 3: Ask and Answer Questions about a Topic | | | | | | |
| **Science** | Great Discoveries: Magnetism and Electricity | | | | | | |
| **Health** | Tobacco, Alcohol & Other Drugs | | | | | | |

(\*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 29 and 30** | **Reading Informational Standards**  **Journeys Lesson 26, 27 and 28** |
| **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 in supporting my answer to questions and drawing conclusions.** | **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 and recount the key details of a text.** * **I can explain how key details support the main idea of a text.** |
| **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 explain 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.** | **Informational 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**   * **I can locate and use signal words to help me identify time, sequence and cause/effect relationships.** * **I can identify important events, ideas or steps in the order they happened, to help me navigate the text that I am reading.** * **I can use signal words to help me describe the relationship between ideas in the text I’m reading.** |
| **Literature 5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.**   * **I can identify and use the vocabulary terms that describe the parts of a text (chapter, scene, stanza, etc.).** * **I can describe how the parts of a text work together to create the big idea of a text.** | **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 and provide facts and opinions.** * **I can describe the connection between the reasons provided in each sentence and the main point of the paragraph.** |
| **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**  ***Expository Nonfiction***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 26-30** |
| Writing 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   * I can write an informational/explanatory text about a topic, which provides facts and ideas to support the topic. * I can create a piece that informs or explains a topic using an organizational structure that includes:   + an introduction of the topic I am writing about with related information grouped together.   + illustrations to support my topic and information as needed.   + development of my topic through supporting facts, definitions, and details.   + linking words to connect information clearly for my readers.   + a concluding statement or section to provide closure. | Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * I can use commas correctly when writing an address. (Lesson 27) |
| Writing 7: Conduct short research projects that build knowledge about a topic.   * I can conduct short research projects that build knowledge about a topic. |
| Writing 8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.   * I can recall information from my own experiences or gather information from print and digital sources. * I can take brief notes on sources and sort my evidence into categories provided for me. | 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 suffix -ion. (Lesson 26) * I can identify homophones and homographs and use context clues to help me determine their meaning in a sentence. (Lesson 27) * I can use a familiar word root to figure out the meaning of unfamiliar words. (Lesson 28) * I can use what I know about base words to help me determine the meaning of words with the prefixes un- and dis-. (Lesson 29) * I can use what I know about word parts to determine the meaning of compound words. (Lesson 30) |
| Writing 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   * I can write for extended time frames that include researching, reflecting, or revising a piece of my own writing. * I can write for short time frame (a single session or a day or two) to complete original writing for a variety of tasks, purposes, and audiences. |

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| **Foundational Standards - Phonics**  **Journeys Lessons 26-30** | **Foundational Standards - Fluency**  **Journeys Lessons 26-30** |
| Foundational 3:   * I can blend, read and spell words with the VCCCV pattern and appropriately stress the correct syllable. (Lesson 26) * I can blend, read and spell words with double consonants. (Lesson 27) * I can blend, read and spell words with ough and augh patterns. (Lesson 28) * I can blend, read and spell words with er or le. (Lesson 29) * I can blend, read and spell words beginning with a and be. (Lesson 30) | Foundational 4:   * I can read words correctly by using what I know about word parts to decode unfamiliar words. (Lesson 26) * I can use intonation in my voice when reading aloud to show the feeling in a story. (Lesson 27) * I can group words into phrases and pause naturally and briefly at the end of those phrases. (Lesson 28) * I can match the expression in my voice to the words that I’m reading aloud. (Lesson 29) * I can read at a “just right” pace depending on what I am reading. (Lesson 30) |

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| **Speaking & Listening Standards**  **Journeys Lessons 26-30** |
| Speaking and Listening 3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.   * I can ask and answer questions related to a specific topic. * I can stay on topic while presenting information. |