

Unit Title		Estimated Time Frame
The Impact of Our Choices		38 days
Big Idea		
How does our past affect our present?		
Essential Question(s)	Literacy Practices	
<p>How are people, events, and/or ideas connected in a text?</p> <p>How can I develop real or imagined experiences or events to write a successful narrative?</p> <p>How have events and people from the past impacted my life?</p>	<ol style="list-style-type: none"> 1. Recognize that text is anything that communicates a message. 2. Employ, develop, and refine schema to understand and create text. 3. View literacy experiences as transactional, interdisciplinary and transformational. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. 5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks. 6. Collaborate with others to create new meaning. 7. Utilize digital resources to learn and share with others. 8. Engage in specialized, discipline specific literacy practices. 9. Apply high level cognitive processes to think deeply and critically about text. 10. Develop a literacy identity that promotes lifelong learning. 	
KAS Standards	Prerequisite Skills/Considerations	Samples of Learning Intention/Success Criteria
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes. b. <u>Decode multisyllabic words.</u> c. Read grade-appropriate irregularly spelled words. 	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> • short & long vowels, silent e • common vowel team spelling-sound correspondence • decode two syllable words with long vowels • common prefixes & derivational suffixes. <p>Considerations:</p> <ul style="list-style-type: none"> • multisyllabic words rather than just 2-syllable words, “Latin” suffixes. • <i>The Next Step Forward in Word Study and Phonics</i> (Richardson & Dufresne) 	<p>I am learning how word parts can help me decode and determine meaning.</p> <ul style="list-style-type: none"> • I can identify and decode words with prefixes ____. • I can explain the meaning of the word when prefixes ____ are added to words. • I can identify and decode words with the suffixes ____. • I can explain the meaning of the words when suffixes ____ are added to a word. • I can decode multisyllabic words by: <ul style="list-style-type: none"> ○ looking for parts of words that I know

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		<ul style="list-style-type: none"> ○ breaking the prefix and/or suffix off the word and looking at remaining parts <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RL.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● identify implicit and explicit information ● identify lesson learned and/or moral <p>Considerations:</p> <ul style="list-style-type: none"> ● Summary may be pre-written by teacher, may be written collaboratively by teacher and students, or collaboratively with other students. Experience with RL.3.3 will aid students in creating a summary; summarizing is one of the flexible strategies listed in RL.3.10. ● The new learning is that students must cite, not simply identify, relevant implicit and explicit information. 	<p>I am learning to cite information from a summary to understand a literary text.</p> <ul style="list-style-type: none"> ● I can identify relevant explicit and implicit information. ● I can cite relevant explicit information. ● I can cite relevant implicit information. <p>I am learning to determine the theme of a text to help me understand what the author is telling me as a reader.</p> <ul style="list-style-type: none"> ● I can define theme. ● I can determine the theme of a literary text. ● I can cite relevant explicit and implicit information to determine the theme.

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<p>RL.3.3 Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Describe characters, setting, and major events in a story Describe how characters respond to major events or a challenge <p>Considerations:</p> <p>*RL3.3 to be taught <u>BEFORE</u> RL3.2</p>	<p>I am learning how characters affect the plot.</p> <ul style="list-style-type: none"> I can define traits, motivations, and feelings. <p>I am learning to describe characters in a story.</p> <ul style="list-style-type: none"> I can identify characters' traits, motivations, and feelings. I can describe a character using their traits, motivations, feelings, and/or actions. I can define plot. I can identify the elements of the plot. I can describe the plot of a story. I can describe how the characters' actions and/or feelings affect the plot. I can describe how the characters' traits affect motivations. I can describe how the characters' motivations affect their actions. I can describe how a character changes over the course of a story. I can describe how characters, including their traits, motivations, actions and/or feelings, affect the plot of the story. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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<p>RL.3.9 Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● Define theme (Teach RL3.2) ● Define settings ● Define plots <p>Considerations: Define comparison and contrast using non-content ideas or concepts to build background.</p>	<p>I am learning to compare stories written by the same author about the same or similar characters.</p> <ul style="list-style-type: none"> ● I can compare the themes of stories written by the same author. ● I can compare the settings of stories written by the same author. ● I can compare the plots of stories written by the same author. <p>I am learning to contrast stories written by the same author about the same or similar characters.</p> <ul style="list-style-type: none"> ● I can contrast the themes of stories written by the same author. ● I can contrast the settings of stories written by the same author. ● I can contrast the plots of stories written by the same author.

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<p>RI.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● define implicit and explicit information ● distinguish between implicit information and explicit information ● identify implicit and explicit information from a summary ● using explicit and implicit information determine the central idea <p>Considerations:</p> <ul style="list-style-type: none"> ● Summary may be pre-written by teacher, may be written collaboratively by teacher and students, or collaboratively with other students. Experience with RI. 3.3 will aid students in creating a summary; summarizing is one of the flexible strategies listed in RI.3.10. ● The new learning is that students must cite, not simply identify, relevant implicit and explicit information. 	<p>I am learning to cite relevant implicit and explicit information from an informational text to determine the central idea.</p> <ul style="list-style-type: none"> ● I can identify implicit and explicit information from a summary. ● I can use explicit and implicit information to determine the central idea. ● I can cite information from the text. ● I can cite relevant implicit and explicit information to determine the central idea.
<p>RI.3.3 Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● Describe a connection in a text ● Describe the connection between individuals, events, ideas or concepts in a text ● Understand that transitions/linking words show connections (first, then, last, etc) ● Know text features and be able to identify historical, scientific and technical text ● Understand the purpose of historical, scientific and technical text <p>Considerations:</p> <ul style="list-style-type: none"> ● This standard is closely related to RI.3.5 (students can use time, sequences, and cause/effect to determine importance). ● This standard is also supported by RI.3.4 because describing relationships requires 	<p>I am learning how people are connected in a text.</p> <ul style="list-style-type: none"> ● I can determine the purpose/main focus for the text. ● I can identify the people in the text. ● I can identify the academic words and phrases that connect those people. ● I can describe the relationship between the people by using academic words and phrases. <p>I am learning how events are connected in a text.</p> <ul style="list-style-type: none"> ● I can describe the relationship between events in a text by: <ul style="list-style-type: none"> ○ identifying the important events in a text. ○ determining a “series of historical

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	<p>understanding and use of technical language and to L.3.4e including words and phrases “that signal spatial and temporal relationships.”</p> <ul style="list-style-type: none"> Look at multiple texts on the same topic to determine the different types of connections that can be made. 	<p>events.”</p> <ul style="list-style-type: none"> identifying the academic words and phrases that connect those events describing the relationship between a series of historical events in a text. <p>I am learning how ideas (concepts or steps) are connected in a text.</p> <ul style="list-style-type: none"> I can describe the relationship between ideas, (concepts or steps) in a text by: <ul style="list-style-type: none"> identifying the important ideas, concepts, or steps in a text. identifying the academic words and phrases that connect those ideas, concepts, or steps describing the relationship between ideas, concepts, or steps in a text. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RI.3.9 Explain the relationship between information from two or more texts on the same theme or topic.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Describe the relationship between information from two or more texts on the same theme or topic. <p>Considerations:</p> <ul style="list-style-type: none"> Students need to be able to identify important points and key details in a text to be able to explain the relationship between that important information in more than one text 	<p>I am learning to explain how information on the same topic is related.</p> <ul style="list-style-type: none"> I can identify important information from multiple texts on a similar topic. I can explain how the important information from multiple texts are related.

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<p>RL/RI.3.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> standard is largely the same, increase text level <p>Considerations: Students should have time to read both self-selected and teacher-selected texts independently.</p>	<p>I am learning to use strategies to read and understand texts.</p> <ul style="list-style-type: none"> I can monitor my reading to be sure that it makes sense and what I say matches what I see. I can take action when my reading doesn't make sense or match what I see: <ul style="list-style-type: none"> reread and think about what would make sense break the word and think about what would make sense skip the word and read on I can comprehend what I read using a variety of strategies: <ul style="list-style-type: none"> using prior knowledge questioning visualizing determining importance inferencing summarizing I can analyze while reading independently. I can control which strategies help me to comprehend and analyze when I am reading independently and proficiently. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>C.3.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences. NOTE: Students must have the opportunity throughout the year to</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Teach the idea of a strong beginning, middle and end of a story. How to add dialogue to a writing piece. Strengthen writing from peers and adults 	<p>I am learning to write a narrative piece.</p> <p>Composing & Drafting: With some help,</p> <ul style="list-style-type: none"> I can establish a situation/setting of my narrative.

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<p>The Impact of Our Choices</p> <p>utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <p>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>b. Establish a situation, and introduce a narrator and/or characters; organize an event sequence that reflects linear, non-linear and/or circular structure.</p> <p>c. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.</p> <p>d. Use temporal words and phrases to signal event order.</p> <p>e. Create a sense of closure that follows the narrated experiences or events.</p> <p>f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p> <p>Considerations:</p> <ul style="list-style-type: none"> ● Teach students to give <u>specific, useful, and respectful feedback</u> during peer conferencing. ● Use examples of <u>narrative mentor texts</u> to help model writing. ● Consider incorporating a theme/lesson learned into narrative. 	<p>38 days</p> <ul style="list-style-type: none"> ● I can introduce a narrator/and/or characters. ● I can organize an event sequence. ● I can use dialogue to show the response of characters to situations. ● I can use descriptions of character actions, thoughts, and feelings to show the response to situations. ● I can create closure to my narrative. <p>Editing and Revising: With some help, I can make my writing better by planning, revising, and editing.</p> <p>Publishing: With some help, I can compose a narrative piece with a clear beginning, middle, and closure.</p>
<p>Essential Vocabulary</p>	
<p>cite: to refer to something in a text</p> <p>compare/contrast- to identify and analyze what is similar (compare) and what is different (contrast)</p> <p>explicit evidence - fully and clearly expressed or demonstrated in the text</p> <p>historical text- informational text that is written about a person, place, event, or time period in history</p> <p>implicit evidence - not stated directly, but the reader understands it because of clues in the text</p> <p>inferences - make a guess by putting together what you know with what you read or see</p> <p>motivations- the reason behind a character's actions or behaviors</p> <p>plot - the sequence of events in a story, movie, or playtraits</p> <p>related- belonging to the same group or type; connected</p> <p>scientific text- texts that usually explain scientific ideas or concepts</p> <p>summarize- to capture the most important parts of the original text (paragraphs, story, drama) but express them in a shorter space and as much as possible in the reader's own words</p>	

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technical text- texts that usually explain procedures, such as how-to or recipes	
Supporting Standards	
<p>RF.3.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Fluently read grade-level prose and poetry orally on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning.</p> <p>RL.3.5 Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures.</p> <p>RI.3.5 Identify and describe informational text structures, including comparison, cause/effect and problem/ solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.</p> <p>RI.3.4 Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written Standard English. <p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Demonstrate understanding of words by relating them to their synonyms and antonyms. c. Distinguish shades of meaning among related words that describe degrees of certainty. 	
Summative Assessment	
Assessment developed by the school	
Anchor Text(s)	
Wonders	

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<p><i>Martina the Beautiful Cockroach</i> (Fiction-U3,W1) <i>Bats Did It First</i> (U3, W4)</p> <p>My World Interactive Chapter 3: Communities Build a Nation Literacy Skill: Sequence of Ideas</p> <ul style="list-style-type: none"> • Can also incorporate My World Chapter 2 for summarizing ideas • Can also incorporate My World Chapter 1 for identifying causes and effects of ideas <p>The Real Story of Stone Soup (Literature Anthology, p. 278)- <i>folktale, theme, describing characters, character perspective</i> Nail Soup (Reading Writing Workshop, p. 262) <i>folktale, describing characters</i> Anansi Learns a Lesson (Reading Writing Workshop, p. 102)- <i>folktale, theme, describing characters</i> King Midas and the Golden Touch (Literature Anthology, p. 462)- <i>play, myth, character's actions/traits affecting the plot</i> Arachne and Athena (Reading Writing Workshop, p. 406)- <i>play, myth, character's actions/traits affecting the plot</i></p> <p>Informational-</p> <p>Mary Anderson's Great Invention (Reading Writing Workshop, p. 70)- <i>Relationship between scientific ideas, academic words and phrases</i> Hot Air Balloons (Literature Anthology, p. 342)- <i>Relationship between scientific ideas, academic words and phrases</i> Here Comes Solar Power (Reading Writing Workshop, p. 390)- <i>Relationship between scientific ideas, academic words and phrases</i> It's All in the Wind (Literature Anthology, p. 456)- <i>Relationship between scientific ideas, academic words and phrases</i> Power for All (Literature Anthology, p. 460)- <i>Relationship between scientific ideas, academic words and phrases</i> Every Vote Counts (Reading Writing Workshop, p. 134)- <i>Relationship between individuals/steps in a procedure, academic words and phrases</i></p> <p>NewsELA (various articles and passages)</p> <p>Mentor Texts for Writing: <i>Granny and Bean</i> by Karen Hesse <i>The Secret Fawn</i> by Kallie George <i>Hiking Day</i> by Anne Rockwell <i>Kitchen Dance</i> by Maurie J. Manning <i>Roller Coaster</i> by Marla Frazee <i>Abuelita and I Make Flan</i> by Adriana Hernandez Bergstrom <i>When Lola Visits</i> by Michelle Sterling <i>Applesauce Day</i> by Lisa J. Amstutz <i>Joy Ride</i> by Sherri Duskey Rinker</p>	

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<i>Love Birds</i> by Jane Yolen	
Additional Resources	
Composition in the Classroom	
CommonLit	
Analyzing the Impact of Character Traits on Plot	
Inferring How and Why Characters Change	
Guiding Questions for Narrative Writing	
Lucy Calkins 3rd Grade Narrative Writing Checklist	
Pair with Social Studies	
3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people. (Taught throughout the year)	
3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people. (Taught throughout the year)	
3.I.CC.3 Identify strategies to address local, regional or global problems. (Taught throughout the year)	
3.I.CC.4 Use listening, consensus-building and voting procedures to determine the best strategies to take to address local, regional and global problems. (Taught throughout the year)	