

Unit Title		Estimated Time Frame
Comparing Ideas		38 days
Big Idea		
Comparing and Contrasting Perspectives		
Essential Question(s)	Literacy Practices	
<p>How does reading texts by the same author, with similar characters, help me build knowledge or compare an author's approach?</p> <p>How does comparing and contrasting details from multiple informational texts, on the same topic, help me gain knowledge?</p> <p>How does my perspective and the perspective of a narrator or a character shape a text?</p>	<ol style="list-style-type: none"> <li>1. Recognize that text is anything that communicates a message.</li> <li>2. Employ, develop, and refine schema to understand and create text.</li> <li>3. View literacy experiences as transactional, interdisciplinary and transformational.</li> <li>4. Utilize receptive and expressive language arts to better understand self, others, and the world.</li> <li>5. Apply strategic practices, with scaffolding and then independently, to approach new literacy tasks.</li> <li>6. Collaborate with others to create new meaning.</li> <li>7. Utilize digital resources to learn and share with others.</li> <li>8. Engage in specialized, discipline specific literacy practices.</li> <li>9. Apply high level cognitive processes to think deeply and critically about text.</li> <li>10. Develop a literacy identity that promotes lifelong learning.</li> </ol>	
KAS Standards	Prerequisite Skills/Considerations	Sample of Learning Intention/Success Criteria
<p><b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.</li> <li>b. Decode multisyllabic words.</li> <li>c. Read grade-appropriate irregularly spelled words.</li> </ol>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>• short &amp; long vowels, silent e</li> <li>• common vowel team spelling-sound correspondence</li> <li>• decode two syllable words with long vowels</li> <li>• common prefixes &amp; derivational suffixes.</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• multisyllabic words rather than just 2-syllable words, "Latin" suffixes.</li> </ul>	<p>I am learning how word parts can help me decode and determine meaning.</p> <ul style="list-style-type: none"> <li>• I can identify and decode words with prefixes ___.</li> <li>• I can explain the meaning of the word when prefixes ___ are added to words.</li> <li>• I can identify and decode words with the suffixes ___.</li> <li>• I can explain the meaning of the words when suffixes ___ are added to a word.</li> <li>• I can decode multisyllabic words by:</li> </ul>

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	<ul style="list-style-type: none"> <li>• <i>The Next Step Forward in Word Study and Phonics</i> (Richardson &amp; Dufresne)</li> </ul>	<ul style="list-style-type: none"> <li>○ looking for parts of words that I know</li> <li>○ breaking the prefix and/or suffix off the word and looking at remaining parts</li> </ul> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p><b>RL.3.4</b> 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><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>• determine meaning of words in text</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• new learning includes, but is not limited to, metaphors and similes</li> </ul>	<p>I am learning to determine the meaning of words and phrases as they are used in text.</p> <ul style="list-style-type: none"> <li>• I can define literal and nonliteral language.</li> <li>• I can identify figurative language (e.g. idioms, hyperboles) used in a text.</li> <li>• I can explain the meaning of figurative language (e.g. idioms, hyperboles) used in text.</li> <li>• I can explain how words and phrases shape the meaning of the text.</li> </ul> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p><b>RL.3.6</b> Distinguish their own perspective from that of the narrator or those of the characters, and describe how various perspectives shape the content of the text.</p>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>• with prompting &amp; support, acknowledge differences in the perspectives of characters and how perspectives shape the text</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• RL.3.6 integrates well after RL3.3 and can be taught using the same text</li> </ul>	<p>I am learning how perspectives shape text.</p> <ul style="list-style-type: none"> <li>• I can describe the perspective of the narrator (or another character).</li> <li>• I can describe my perspective. I can distinguish between my perspective and that of the narrator or character(s).</li> <li>• I can describe how different perspectives shape the text by affecting: <ul style="list-style-type: none"> <li>○ feelings</li> <li>○ dialogue</li> <li>○ actions</li> </ul> </li> </ul>

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<p><b>RL.3.9</b> Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.</p>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>● Define theme (Teach RL3.2)</li> <li>● Define settings</li> <li>● Define plots</li> </ul> <p><b>Considerations:</b> 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"> <li>● I can compare the themes of stories written by the same author.</li> <li>● I can compare the settings of stories written by the same author.</li> <li>● I can compare the plots of stories written by the same author.</li> </ul> <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"> <li>● I can contrast the themes of stories written by the same author.</li> <li>● I can contrast the settings of stories written by the same author.</li> <li>● I can contrast the plots of stories written by the same author.</li> </ul>
<p><b>RI.3.4</b> 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><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>● determine meaning of words in text</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>● Students will consider <ul style="list-style-type: none"> <li>○ What is the topic of this text? How does knowing the main topic help me figure out the meaning of this sentence or section?</li> </ul> </li> </ul>	<p>I am learning how words and phrases shape the meaning of text.</p> <ul style="list-style-type: none"> <li>● I can define <i>domain-specific</i>.</li> <li>● I can identify domain-specific words and phrases in a text.</li> <li>● I can determine the meaning of academic and domain specific words and phrases in the text.</li> <li>● I can describe and explain how academic and domain-specific words and phrases</li> </ul>

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	<ul style="list-style-type: none"> <li>○ How can I use the text and surrounding photos and caption to figure out what this word or phrase means?</li> <li>○ Is there a glossary or other feature to help me figure out the meaning of the word?</li> <li>○ Are there words the author uses repeatedly or did the author use a synonym to define the domain-specific word?</li> </ul>	<p>shape meaning.</p> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p><b>RI.3.6</b> Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text.</p> <p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>● Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>●</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>● The learning from RI.3.3 in Unit 1 can support the new learning of RI.3.6 in this unit.</li> </ul>		<p>I am learning to explain how my perspective is similar to or different from the author's perspective.</p> <ul style="list-style-type: none"> <li>● I can identify the topic/subject of a text.</li> <li>● I can identify the author's attitude toward the subject.</li> <li>● I can determine my own attitude toward the subject.</li> <li>● I can explain how the author's perspective is different from my perspective about the subject.</li> </ul> <p>I am learning how perspectives shape a text.</p> <ul style="list-style-type: none"> <li>● I can describe how the author shapes the text based on their opinion.</li> </ul>
<p><b>RI.3.9</b> Explain the relationship between information from two or more texts on the same theme or topic.</p>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>● Describe the relationship between information from two or more texts on the same theme or topic.</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>● Students need to be able to identify important points and key details in a text</li> </ul>	<p>I am learning to explain how information on the same topic is related.</p> <ul style="list-style-type: none"> <li>● I can identify important information from multiple texts on a similar topic.</li> <li>● I can explain how the important information from multiple texts are related.</li> </ul>

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	to be able to explain the relationship between that important information in more than one text.	
<p><b>RL/RI.3.10</b> 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><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>standard is largely the same, increase text level</li> </ul> <p><b>Considerations:</b> 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"> <li>I can monitor my reading to be sure that it makes sense and what I say matches what I see.</li> <li>I can take action when my reading doesn't make sense or match what I see: <ul style="list-style-type: none"> <li>reread and think about what would make sense</li> <li>break the word and think about what would make sense</li> </ul> </li> <li>I can comprehend what I read using a variety of strategies: <ul style="list-style-type: none"> <li>using prior knowledge</li> <li>questioning</li> <li>visualizing</li> <li>determining importance</li> <li>inferencing</li> <li>summarizing</li> </ul> </li> <li>I can analyze while reading independently.</li> <li>I can control which strategies help me to comprehend and analyze when I am reading independently and proficiently.</li> </ul> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

**C.3.1** Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- Introduce the topic, followed by an opinion statement, and create an organizational structure.
- Provide reasons with elaborate details to support the opinion.
- Use grade-appropriate transitions.
- Provide a concluding section.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

**Prerequisite Skills:**

- demonstrate understanding of what it means to have an opinion, along with reasons why (I like \_\_\_\_ **because** \_\_\_\_ **and** \_\_\_\_)
- verbally state opinion on a personal topic and back up opinion with sound reasons
- peer collaboration

**Considerations:**

- “With some help” encompasses teacher/adult help and peer collaboration.
- Collect examples of opinion pieces and persuasive letters written by students from prior years so that students can see exemplars written by students their age.
- Consider integrating C.3.1 with RI.3.8 to support the reading-writing connection (opinions, claims, reasons, evidence).
- Consider integrating C.3.1 with L.3.1 and L.3.2 (conventions of Standard English).

I am learning to write an opinion piece.

**Composing & Drafting:**

With some help,

- I can introduce my topic or text.
- I can provide an opinion statement.
- I can provide reasons with elaborate details to support my opinion using transition words.
- I can group related ideas and reasons to support my purpose.

**Editing and Revising:**

With some help, I can make my writing better by planning, revising, and editing.

**Publishing:**

With some help, I can compose an opinion piece with an introduction, reasons, and a concluding section.

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<p><b>C.3.6</b> Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.</p>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>● collect information from experiences</li> <li>● use provided sources to answer or generate questions</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>● informational summary: a brief recounting of the main ideas and most important details of an informational texts; uses an organized manner, such as by answering who, what, when, where, why, and how</li> <li>● <a href="#">teach note taking strategies</a></li> <li>● Teach with C.3.6</li> </ul>	<p>I am learning to summarize from my experiences.</p> <ul style="list-style-type: none"> <li>● I can list information from my experiences.</li> <li>● I can sort the information into categories to analyze.</li> </ul> <p>I am learning to gather information from sources.</p> <ul style="list-style-type: none"> <li>● I can summarize each category of information (<i>teacher-created rubric for summary</i>).</li> <li>● I can identify a topic and select print and digital sources.</li> <li>● I can define categories of my topic.</li> <li>● I can use my categories while I take brief notes from sources.</li> </ul> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<b>Essential Vocabulary</b>		
<p><b>compare-</b> identify the similarities and differences between two people, places, things, or ideas  <b>contrast-</b> identify the differences between two people, places, things, or ideas  <b>domain-specific-</b>content specific words that don't show up in our everyday conversations and reading (specific to a topic of study)  <b>distinguish-</b>to tell apart by seeing differences  <b>hyperboles-</b>obvious exaggerations or overstatements  <b>idioms-</b>a phrase that cannot be understood simply by understanding the meaning of the words; a figure of speech  <b>literal language-</b>when the meaning of the words is exactly what is written  <b>non-literal language-</b>figurative language, or language that goes beyond the meaning of the words or phrases  <b>perspective-</b> how one sees, feels, and thinks about what is happening  <b>plot-</b>main sequence of events of a story  <b>relationship-</b> the way in which two or more concepts, objects, or people are connected  <b>setting-</b>where a story or event takes place  <b>theme-</b>underlying message or the big idea of a story</p>		

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<b>Supporting Standards</b>	
<p><b>RF.3.4</b> Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read grade-level text with purpose and understanding.</li> <li>b. Fluently read grade-level prose and poetry orally on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><b>RL.3.5</b> 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><b>RL.3.3</b> Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.</p> <p><b>RI.3.2</b> Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.</p> <p><b>RI.3.3</b> 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><b>RI.3.5</b> 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><b>L.3.3</b> Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases for effect.</li> <li>b. Recognize and observe differences between the conventions of spoken and written Standard English.</li> </ul> <p><b>L.3.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</li> <li>b. Demonstrate understanding of words by relating them to their synonyms and antonyms.</li> <li>c. Distinguish shades of meaning among related words that describe degrees of certainty.</li> </ul>	
<b>Summative Assessment</b>	
TBA	
<b>Anchor Text(s)</b>	

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<p><b>My World Interactive Chapter 4: Government, Landmarks, Symbols</b>            Literacy Skill: Compare and Contrast</p> <p><b>Wonders</b>            Literature-            The Talented Clementine (Literature Anthology, p. 300)- <i>text by same author/with similar characters</i>            Clementine and the Family Meeting (Literature Anthology, p. 320)- <i>text by same author/with similar characters</i></p> <p>Informational-            A Natural Beauty (Reading/Writing Workshop, p. 86)- <i>information about national landmarks</i>            A Mountain of History (Literature Anthology, p. 94)- <i>information about national landmarks</i>            A Landmark Street (Literature Anthology, p. 98)- <i>information about national landmarks</i></p> <p><b>NewsELA</b></p>	
<b>Additional Resources</b>	
<p><b>Additional Literature texts for RL3.9</b>            Books by Janell Cannon: Pinduli, Stellaluna, Verdi, Crickwing (compare and contrast similar characters by the same author)</p> <p>Kids to the Rescue (Wonders Reading/Writing Workshop, p. 150)- <i>information about animals at risk</i>            Whooping Cranes in Danger (Wonders Literature Anthology, p. 172) - <i>information about animals at risk</i></p> <p>Earth (Wonders Literature Anthology, p. 240)- <i>differences between earth and other planets/moon</i>            Earth and Its Neighbors (214)- <i>learning about space/earth/planets</i></p> <p>Amazing Wildlife of the Mojave (Wonders Literature Anthology, p. 326)- <i>adaptations of different animals in desert environment</i>            Gray Wolf! Red Fox! (Wonders Reading/Writing Workshop, p. 290)- <i>adaptations of different animals in different habitats</i></p> <p>Alligators and Crocodiles (Wonders Literature Anthology, p. 520)- <i>differences between animals of same species</i>            Butterflies Big and Small (Wonders Reading/Writing Workshop)- <i>differences between animals of same species</i></p> <p><b>Amplify Science: Inheritance and Traits</b>            Text: Blue Whales and Buttercups (relationship between information about the same topic/species of animals)</p> <p><a href="#">Composition in the Classroom</a></p>	

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<p data-bbox="79 261 233 293"><a href="#">CommonLit</a></p> <p data-bbox="79 329 701 362"><a href="#">Analyzing the Impact of Character Traits on Plot</a></p> <p data-bbox="79 397 640 430"><a href="#">Inferring How and Why Characters Change</a></p> <p data-bbox="79 466 411 498"><b>Pair with Social Studies</b></p> <p data-bbox="79 498 1535 531"><b>3.1.Q.1</b> Ask compelling questions about the interactions of diverse groups of people. (Taught throughout the year)</p> <p data-bbox="79 531 1976 596"><b>3.1.Q.2</b> Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people. (Taught throughout the year)</p> <p data-bbox="79 596 1388 628"><b>3.1.CC.3</b> Identify strategies to address local, regional or global problems. (Taught throughout the year)</p> <p data-bbox="79 628 1913 693"><b>3.1.CC.4</b> 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)</p> <p data-bbox="79 693 1877 725"><b>3.1.CC.2</b> Construct an argument with reasons and supporting evidence to address a local, regional, or global problem. (Introduced in Unit 2)</p> <p data-bbox="79 725 1761 758"><b>3.1.UE.1</b> Describe how multiple perspectives shape the content and style of a primary and secondary source. (Introduced in Unit 2)</p>	