

Unit Title		Estimated Time Frame
How the Past Affects the Future		30 days
Big Idea		
Understanding how characters and events affect each other.		
Essential Question(s)	Literacy Practices	
<p>How do characters affect the plot of a story?</p> <p>How are people, events, and/or ideas connected in a text?</p> <p>How can texts provide clues to unknown words and/or phrases?</p> <p>How do reasons and evidence support the author's claim?</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	Samples of Learning Intentions/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. <u>Decode multisyllabic words.</u></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.3.3</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>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>• Describe characters, setting, and major events in a story</li> <li>• Describe how characters respond to major events or a challenge</li> </ul> <p><b>Considerations:</b> *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"> <li>• I can define traits, motivations, and feelings.</li> <li>• I can identify characters' traits, motivations, and feelings.</li> <li>• I can describe a character using their traits, motivations, feelings, and/or actions.</li> <li>• I can define <i>plot</i>.</li> <li>• I can identify the elements of the plot.</li> <li>• I can describe the plot of a story.</li> <li>• I can describe how the characters' actions and/or feelings affect the plot.</li> <li>• I can describe how the characters' traits affect motivations.</li> <li>• I can describe how the characters' motivations affect their actions.</li> <li>• I can describe how a character changes over the course of a story.</li> <li>• I can describe how characters, including their traits, motivations, actions and/or feelings, affect the plot of the story.</li> </ul> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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<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> new learning includes, but is not limited to, metaphors and similes.</p>	<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>

**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.

**Prerequisite Skills:**

- 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

**Considerations:**

- 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 understanding and use of technical language and to L.3.4e including words and phrases “that signal spatial and temporal relationships.”
- The idea here is that some steps or stages are more crucial in any series of steps or stages than others; one must be able to discern this so they can understand why they are so important and how they affect other people or events.
- **Look at multiple texts on the same topic to determine the different types of connections that can be made.**

I am learning how people are connected in a text.

- 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.

I am learning how events are connected in a text.

- I can describe the relationship between events in a text by:
  - identifying the important events in a text.
  - determining a “series of historical events.”
  - identifying the academic words and phrases that connect those events
  - describing the relationship between a series of historical events in a text.

I am learning how ideas (concepts or steps) are connected in a text.

- I can describe the relationship between ideas, (concepts or steps) in a text by:
  - 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.

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<p><b>RI.3.8</b> Describe how reasons and evidence support specific claims the author makes in a text.</p>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>Build an understanding of how to <u>describe</u></li> <li>describe how reasons support author's claim</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>This standard integrates well with C.3.1, opinion/argument writing.</li> </ul>	<p>I am learning to describe how reasons and evidence support specific claims.</p> <ul style="list-style-type: none"> <li>I can determine the author's claim in a text.</li> <li>I can identify reasons or evidence that support a specific claim.</li> <li>I can describe how reasons and evidence support specific claims.</li> </ul>
<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> <li>skip the word and read on</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> </ul>

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		<ul style="list-style-type: none"> <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>
<p><b>C.3.2</b> Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information. (NOTE: Students must have the opportunity throughout the year to utilize digital resources, but not every writing experience must utilize those digital resources.)</p> <ol style="list-style-type: none"> <li>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions and details.</li> <li>Use grade-appropriate conjunctions to develop text structure within sentences.</li> <li>Use grade-appropriate transitions to develop text structure across paragraphs.</li> <li>Provide a concluding section.</li> <li>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</li> </ol>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>introduce the topic</li> <li>develop topic</li> <li>conjunctions, transitions,</li> <li>concluding section</li> <li>strengthen writing with support from peers and adults</li> </ul> <p><b>Considerations:</b> Teach students to give <a href="#">specific, useful, and respectful feedback</a> during peer conferencing.</p> <p>Provide sentence stems to teach students productive conversation during peer conferencing.</p>	<p>I am learning to compose informative (and/or explanatory) text to examine a topic and provide information.</p> <p><b>Composing &amp; Drafting:</b></p> <ul style="list-style-type: none"> <li>I can identify the purpose and audience for the piece.</li> <li>I can create a plan to logically group ideas that support my purpose.</li> <li>I can add to my plan by collecting facts, definitions, and details.</li> <li>I can introduce my topic clearly by: <ul style="list-style-type: none"> <li>providing a general focus</li> <li>providing the audience with a connection (relevance and/or background information)</li> </ul> </li> <li>I can develop the topic with logically ordered sections that: <ul style="list-style-type: none"> <li>group related information</li> <li>are elaborated with facts, definitions, details</li> <li>use illustrations when useful to aiding comprehension</li> <li>use conjunctions to connect facts and details to the focus</li> <li>use transitions and text features to develop structure and link ideas to the focus</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>● I can provide a concluding section. <ul style="list-style-type: none"> <li>○ restate the focus (purpose)</li> <li>○ restate the relevance to the audience (connections, call to action, clencher)</li> </ul> </li> </ul> <p><b>Editing and Revising:</b></p> <ul style="list-style-type: none"> <li>● I can work with peers to revise my writing to make sure the purpose is clear. (introduction, overall text formatting &amp; idea grouping, transition statements).</li> <li>● I can use sentence starters to provide feedback to my peers.</li> <li>● I can listen to peers and ask questions to understand how I can improve my writing.</li> <li>● I can work with peers to revise my writing to: <ul style="list-style-type: none"> <li>○ add more support (details, facts)</li> <li>○ add strong topic sentences</li> <li>○ hook the reader</li> <li>○ ...etc.</li> </ul> </li> <li>● I can work with peers to edit my writing for...(connect to L.4.1 and L.4.2)</li> </ul> <p><i>**Consider using a <a href="#">rubric</a> to show Success Criteria for writing pieces (See samples linked in additional resources)</i></p> <p><i>** portions of a rubric may be used to corresponds with instruction</i></p> <p><i>**consider using a <a href="#">checklist</a> to share editing/revising Success Criteria</i></p> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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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> 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 <a href="#">Teach note taking strategies</a></p>	<p>I am learning to gather information from sources.</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 summarize from my experiences.</p> <ul style="list-style-type: none"> <li>● I can summarize each category of information (teacher-created rubric for summary).</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>*Success Criteria for additional parts of standards will need to be developed in PLCs.</p>
Essential Vocabulary		
<p><b>actions</b> - things a character does for a certain reason  <b>characters</b> - the animals or people in a story  <b>claim(s)</b> - what the author wants the reader to accept as true  <b>describe</b> - to tell or write about  <b>evidence</b> - information that gives proof or a reason to believe. It is the reader's job to determine if the evidence is related to the claim, and if it provides adequate support for the claim.  <b>hyperbole</b> - an exaggeration or overstatement, not meant to be taken literally. For example, "He had a million excuses."  <b>idiom</b> - a phrase that cannot be understood by only understanding the meanings of the words. For example, "It was raining cats and dogs" means that it was raining heavily.  <b>individual</b> - a person in a text  <b>feelings</b> - the character's emotions (happiness, sadness, anger, loneliness) at a certain time; they may change throughout the story  <b>informational/explanatory texts</b> - a text that provides information on a topic  <b>literal language</b> - words that mean exactly what they say. For example, "The sky is blue with a few clouds," means exactly what it says.</p>		



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<p><b>non-literal language</b> - words that mean something other than what is written. For example, “The sky was filled with dancing stars,” means that the sky is so full of twinkling stars, they appear to be moving.</p> <p><b>plot</b> - the sequence of events in a story, movie, or playtraits</p> <p><b>motivations</b> - a character’s reasons for doing something</p> <p><b>reasons/supporting facts</b> - facts that help explain why an opinion is valid</p> <p><b>series of historical events</b> - in order, a group of important events that happened in the past</p> <p><b>technical procedures</b> - a series of actions related to a particular subject, art, or craft, or its techniques</p> <p><b>traits</b> - words that describe a character’s personality, or quality that make them who they are</p>	
Supporting Standards	
<p><b>RF.3.4</b> Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Fluently read grade-level prose and poetry orally on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol> <p><b>HW.3.1</b> Legibly form cursive letters, words, and sentences with accepted norms.</p> <p><b>C.3.4</b> With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.</p> <p><b>C.3.5</b> Conduct short research projects that build knowledge about a topic.</p> <p><b>L.3.1</b> When writing or speaking, demonstrate command of the conventions of standard English grammar and usage.</p> <ol style="list-style-type: none"> <li>Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</li> <li>Form and use regular and irregular plural nouns.</li> <li>Use abstract nouns.</li> <li>Form and use regular and irregular verbs.</li> <li>Use verb tenses.</li> <li>Ensure subject-verb and pronoun-antecedent agreement.</li> <li>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>Use coordinating and subordinating conjunctions.</li> <li>Produce simple, compound and complex sentences.</li> </ol> <p><b>L.3.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ol>	

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<p>b. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>d. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p> <p>e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	
<b>Summative Assessment</b>	
School Unit Assessment– Essential and Supporting Standards	
<b>Anchor Text(s)</b>	
<p><b>Wonders</b>  <i>Out of This World: The Ellen Ochoa Story</i> (informational, Unit 6, Week 3)  <i>Nora’s Ark</i> (fiction, Unit 6, Week 2)</p> <p><b>My World Interactive:</b> Chapter 3</p>	
<b>Additional Resources</b>	
<p><b>Mentor Texts for Informational/Explanatory Writing</b>  <i>From Seed to Plant</i> by Gail Gibbons  <i>Bats: Creatures of the Night</i> by Joyce Milton  <i>Art Around the World</i> by Heather Leonard  <i>Crittercam</i> by Andrew Einspruch  <i>Boy, Were We Wrong About Dinosaurs!</i> by Kathleen V. Kudlinski</p> <p><a href="#">Composition in the Classroom</a></p> <p><a href="#">CommonLit</a></p> <p><a href="#">Analyzing the Impact of Character Traits on Plot</a></p> <p><a href="#">Inferring How and Why Characters Change</a></p> <p><a href="#">Lucy Calkins Information Writing Checklist</a></p>	

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<p><b>Next Step Forward in Guided Reading Comprehension Modules:</b></p> <ul style="list-style-type: none"> <li>7. Strategies to Explain New Words (p. 264)</li> <li>9. Red Questions (p. 266)</li> <li>13. Track a Character’s Feelings (p. 270)</li> <li>14. Evidence of Character Traits (p. 271)</li> <li>15. Who-What-Why (p. 272)</li> <li>16. Action-Motivation Chart (p. 273)</li> <li>17. Sociogram (p. 272)</li> <li>18. Compare and Contrast With Yellow Questions (p. 275)</li> <li>19. Cause-Effect Questions (p. 276)</li> <li>20. Inferences from Dialogue (p. 277)</li> <li>21. Inferences from Actions (p. 278)</li> <li>22. Inferences from a Character’s Inner Thoughts (p. 279)</li> <li>26. Thesis-Proof (p. 283)</li> </ul> <p><b>Pair with Social Studies</b></p> <ul style="list-style-type: none"> <li><b>3.I.Q.1</b> Ask compelling questions about the interactions of diverse groups of people. (Taught throughout the year)</li> <li><b>3.I.Q.2</b> Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people. (Taught throughout the year)</li> <li><b>3.I.CC.3</b> Identify strategies to address local, regional or global problems. (Taught throughout the year)</li> <li><b>3.I.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)</li> <li><b>3.I.UE.3</b> Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.</li> <li><b>3.I.CC.1</b> Construct an explanation, using relevant information, to address a local, regional or global problem</li> </ul>	