

Unit Title		Estimated Time Frame
Connections and Perspectives		31 days
Big Idea		
Understanding texts causes us to make connections and see perspectives.		
Essential Question(s)		Literacy Practices
<p>How do characters affect the plot of the story?</p> <p>How are people, events, and/or ideas connected in a text?</p> <p>How do different perspectives shape a text and my understanding?</p> <p>How can summarizing my experiences show perspective?</p> <p>How can context clues help to comprehend what is read?</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	Prerequisites/Considerations	Samples of Learning Intention/Success Criteria

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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: *RL3.3 to be taught BEFORE 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. 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>

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.”

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.

**Success Criteria for additional parts of standards will need to be developed in PLCs.*

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<p>RL.3.6 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>Prerequisite Skills:</p> <ul style="list-style-type: none"> with prompting & support, acknowledge differences in the perspectives of characters and how perspectives shape the text <p>Considerations:</p> <ul style="list-style-type: none"> RL.3.6 integrates well after RL3.3 and can be taught using the same text 	<p>I am learning how perspectives shape text.</p> <ul style="list-style-type: none"> I can describe the perspective of the narrator (or another character). I can describe my perspective. I can distinguish between my perspective and that of the narrator or character(s). I can describe how different perspectives shape the text by affecting: <ul style="list-style-type: none"> feelings dialogue actions <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>RI.3.6 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>Prerequisite Skills:</p> <ul style="list-style-type: none"> Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <p>Considerations:</p> <ul style="list-style-type: none"> The learning from RI.3.3 in Unit 1 can support the new learning of RI.3.6 in this unit. 	<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"> I can identify the topic/subject of a text. I can identify the author's attitude toward the subject. I can determine my own attitude toward the subject. <p>I am learning how perspectives shape a text.</p> <ul style="list-style-type: none"> I can explain how the author's perspective is different from my perspective about the subject. I can describe how the author shapes the

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		text based on their opinion.
<p>C.3.2 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> <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. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>c. Develop the topic with facts, definitions and details.</p> <p>d. Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p>e. Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p>f. Provide a concluding section.</p> <p>g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● introduce the topic ● develop topic ● conjunctions, transitions, ● concluding section ● strengthen writing with support from peers and adults <p>Considerations: Teach students to give specific, useful, and respectful feedback 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>Composing & Drafting:</p> <ul style="list-style-type: none"> ● I can identify the purpose and audience for the piece. ● I can create a plan to logically group ideas that support my purpose. ● I can add to my plan by collecting facts, definitions, and details. ● I can introduce my topic clearly by: <ul style="list-style-type: none"> ○ providing a general focus ○ providing the audience with a connection (relevance and/or background information) ● I can develop the topic with logically ordered sections that: <ul style="list-style-type: none"> ● group related information ● are elaborated with facts, definitions, details ● use illustrations when useful to aiding comprehension ● use conjunctions to connect facts and details to the focus ● use transitions and text features to develop structure and link ideas to the focus ● I can provide a concluding section. <ul style="list-style-type: none"> ○ restate the focus (purpose) ○ restate the relevance to the audience (connections, call to action, clencher)

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		<p>Editing and Revising:</p> <ul style="list-style-type: none"> ● I can work with peers to revise my writing to make sure the purpose is clear. (introduction, overall text formatting & idea grouping, transition statements). ● I can use sentence starters to provide feedback to my peers. ● I can listen to peers and ask questions to understand how I can improve my writing. ● I can work with peers to revise my writing to: <ul style="list-style-type: none"> ○ add more support (details, facts) ○ add strong topic sentences ○ hook the reader ● I can work with peers to edit my writing for...(connect to L.4.1 and L.4.2) <p>**consider using a checklist to share editing/revising Success Criteria</p> <p>**consider using a rubric to show Success Criteria for writing pieces (See samples linked in additional resources)</p> <p>** portions of a rubric may be used to corresponds with instruction</p> <p>*Success Criteria for additional parts of standards will need to be developed in PLCs.</p>
C.3.6 Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources,	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> ● collect information from experiences ● use provided sources to answer or generate questions 	<p>I am learning to summarize from my experiences.</p> <ul style="list-style-type: none"> ● I can list information from my experiences.

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and analyze by sorting into appropriate categories.	<p>Considerations:</p> <p>-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</p> <p>-teach note taking strategies</p> <p>-Teach with C.3.2</p>	<ul style="list-style-type: none"> I can sort the information into categories to analyze. I can summarize each category of information (teacher created rubric for summary) <p>I am learning to gather information from sources.</p> <ul style="list-style-type: none"> I can identify a topic and select print and digital sources I can define categories of my topic. I can use my categories while I take brief notes from sources. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>
<p>L.3.4 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> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <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</p>	<p>Prerequisite Skills:</p> <ul style="list-style-type: none"> Use sentence level context clues Understand the meaning of root word and prefix Determine the meaning of a new word when prefix is added to known compound words <p>Considerations:</p> <p>-new learning includes “affix”</p>	<p>I am learning how to determine the meaning of words and phrases.</p> <ul style="list-style-type: none"> (a) I can use clues from the sentence to determine the meaning of a word or phrase. (b) I can identify the root word and affix of a known word. I can define the meaning of a root word and affix of a known word. I can determine the meaning of a new word with an affix added. <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></p>

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signal spatial and temporal relationships.		
<p>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify, decode and know the meaning of words with the most common prefixes and derivational suffixes, including Latin suffixes.</p> <p>b. Decode multisyllabic words.</p> <p>c. Read grade-appropriate irregularly spelled words.</p>	<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 vowel ● common prefixes & derivational suffixes <p>Considerations: multisyllabic words rather than just 2-syllable words, "Latin" suffixes Supports L.3.4, RL/RI.3.10</p>	<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 the 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 word when suffixes ____ are added to words. ● I can decode multisyllabic words by: <ul style="list-style-type: none"> ○ looking for parts of words that I know ○ 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>

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<p>RL.3.10 & 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 and informational 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: Guided Reading Video Clips & Resources NSF in Guided Reading Comprehension Strategies</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 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>	

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Essential Vocabulary	
<p>affix- extra element attached to the beginning, middle, or end of a word or its root that changes the word's meaning. including prefixes and suffixes</p> <p>analyze- to look closely at something for the key parts and how they work together</p> <p>categories- a basic division or grouping of things</p> <p>context clues- a skill readers use to figure out the meaning of unknown words from looking at the words around it, the way it is used (to determine its part of speech), how it is used in this context, and its place in the sentence or paragraph</p> <p>describe- to tell what someone or something is like, often using details from the text</p> <p>digital sources - any document created or reformatted to be read, viewed, or experienced on a computer, tablet, smartphone, or other digital technology that is interactive, multiple-media, Web-enabled, or otherwise incorporates digital technology.</p> <p>distinguish- point out the differences</p> <p>evidence- detail that supports a reason or a point; used to show your ideas</p> <p>explicit - clearly stated</p> <p>feelings- emotions (happy, sad, excited, anxious, scared, pensive) that describe a character; feelings are usually temporary and directly connect to a sequence of events; feelings reveal a character's emotional state or reaction to an event</p> <p>glossary- a list that gives definitions of the hard or unusual words found in a book</p> <p>historical text- informational text that is written about a person, place, event, or time period in history</p> <p>informative- to give information or explanation about the natural world and other topics. They are defined by their objective to inform and explain about a topic using facts and an objective tone</p> <p>implicit- suggested or hinted at, but not stated directly</p> <p>inference - a conclusion that readers draw based on the evidence, facts, or details in a text and on information from experience in life</p> <p>motivations- the inside feelings and traits, or the outside events and situations, that cause a character to think or do something</p> <p>multisyllabic word- a word of many syllables</p> <p>narrator- the voice telling a story or true account</p> <ul style="list-style-type: none"> ● first-person narrator: a voice telling the story from within it, using the pronoun I ● second-person narrator: a voice telling the story and addressing the reader as you ● third-person narrator: a voice telling the story from outside the story, using pronouns, such as he, she, and they <p>perspective- viewpoint, how someone feels about the subject; the role or position of an observer, character, or narrator in relation to events; affects his or her descriptions</p> <p>phonics- matching the sounds of spoken English with individual letters or groups of letters</p> <p>plot - the sequence of events in a story, movie, or drama; including the order in which they occur and how they relate to each other</p> <p>root word- a base word that does not contain a prefix at the beginning or a suffix at the end</p> <p>relationship- connections between individuals, events, ideas, or concepts; for example, individuals might fit in the same category; one event might happen before another event; ideas or concepts might fit in the same category, or one idea might explain another</p> <p>scientific text- texts that usually explain scientific ideas or concepts</p>	

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<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> <p>traits- a quality; how the character acts, what the character is motivated by, or what a character thinks about, says, or feels; not easily changed; tend to be permanent while feelings (emotions) are temporary; physical traits (tall, short); personality traits (honest, selfish); can reveal what a character values or cares about</p> <p>transition words/phrases- words used to describe relationships/ interactions among events, ideas, or information</p>	
Supporting Standards (connected essentials)	
<p>RL.3.7 Explain how the specific aspects of a text’s illustrations contribute to an effect, including but not limited to creating mood, character and setting. (supports RL3.3, RL3.10)</p> <p>RF.3.4 Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. (supports RL & RI.3.10)</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Fluently read grade-level prose and poetry orally on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RL.3.1 Ask and answer questions, and make and support logical inferences to construct meaning from the text. (supports RL.3.3, RL.3.10)</p> <p>RI.3.1 Ask and answer questions, and make and support logical inferences in order to construct meaning from the text. (supports RI.3.3, RI.3.10)</p> <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. (supports RI.3.3, RI.3.10, L.3.4)</p> <p>RI.3.4 Determine the meaning of general academic words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning. (supports RI.3.3, RI.3.10, L.3.4)</p> <p>RI.3.7 Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text. (supports RI.3.3, RI.3.10)</p> <p>C.3.5 Conduct short research projects that build knowledge about a topic. (supports C.3.2)</p> <p>C.3.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. (supports RL & RI.3.10, C.3.6, C.3.2)</p> <p>L.3.1 When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. (supports C.3.6, C.3.2)</p>	

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<p>a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns.</p> <p>e. Use verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>i. Produce simple, compound and complex sentences.</p> <p>L.3.2 When writing: (supports C.3.6, C.3.2)</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>e. Use conventional spelling for high-frequency words where suffixes are added to base words.</p> <p>f. Use spelling patterns and generalizations in writing words.</p>	
Summative Assessment	
Unit 1 Assessment determined by school	
Anchor Text(s)	
<p>Yoon and the Jade Bracelet (Fiction- Wonders U1W2)</p> <p>A Mountain of History (Nonfiction- Wonders U1W5)</p> <p>My World Interactive Chapter 1: <i>Celebrating Kentucky</i> (KY 28-33)</p>	
Additional Resources	
<p>Composition in the Classroom</p> <p>CommonLit</p> <p>Lucy Calkins- Sample Writing Rubrics, Checklists and Student Exemplars</p> <p>Standards: A Glossary of Terms for Teachers</p> <p>Collaboration & Discussion Routines</p> <p>Analyzing the Impact of Character Traits on Plot</p> <p>Inferring How and Why Characters Change</p> <p>The Next Step Forward in Guided Reading Teacher resource book by Jan Richardson</p>	

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<p data-bbox="75 261 1703 326">The Common Core Companion: The Standards Decoded, Grades 3-5: What They Say, What They Mean, How to Teach Them Picture Books for Teaching Writing</p> <p data-bbox="75 363 212 391">Wonders:</p> <p data-bbox="75 396 1892 461"><i>Bruno's New Home</i> (Wonders U1W1); <i>Wolf</i> (Wonders U1W1); <i>Dream Catcher</i> (Wonders U1W2); <i>Mary Anderson's Great Invention</i> (Wonders U1W3), <i>All Aboard! Elijah McCoy's Steam Engine</i> (Wonders U1W3), <i>A Natural Beauty</i> (Wonders U1W5)</p> <p data-bbox="75 498 247 526">Other Texts:</p> <p data-bbox="75 531 1245 558">RL3.3: Character Change: <i>A Bad Case of Stripes</i>, <i>Lucy's Purple Plastic Purse</i>, <i>Clementine</i></p> <p data-bbox="75 563 772 591">RL3.6: Perspective: <i>Voices in the Park</i>, <i>Two Bad Ants</i></p> <p data-bbox="75 596 659 623"><i>The One and Only Ivan</i>, Katherine Applegate</p> <p data-bbox="75 628 491 656"><i>We're All Wonders</i>, R.J. Palacio</p> <p data-bbox="75 660 1087 688">Young activist makes strong speech to U.N. about climate change (News ELA)</p> <p data-bbox="75 693 1058 721">The anti-Greta: YouTuber campaigns against "climate alarmism"(News ELA)</p> <p data-bbox="75 764 590 792">Amplify Science Cross Connections:</p> <p data-bbox="75 797 527 824">Balancing forces - Amplify readers:</p> <ul data-bbox="121 829 705 997" style="list-style-type: none"> • Explaining a Bridge • Forces All Around • Handbook of Forces • Hoverboard • What my sister taught me about magnets <p data-bbox="75 1034 516 1062">My World Interactive Chapter 1:</p> <p data-bbox="75 1066 590 1094"><i>Let's Protect the Planet</i> (leveled reader)</p> <p data-bbox="75 1131 415 1159">Pair with Social Studies:</p> <p data-bbox="75 1164 1157 1192">3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</p> <p data-bbox="75 1196 1713 1224">3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.</p> <p data-bbox="75 1229 1010 1256">3.I.CC.3 Identify strategies to address local, regional or global problems.</p> <p data-bbox="75 1261 1913 1326">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.</p> <p data-bbox="75 1331 1881 1396">3.I.UE.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.</p> <p data-bbox="75 1401 1461 1429">3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem</p>	

