

Unit Title		Estimated Time Frame
Different Cultures and Different Views		36 days
Big Idea		
Texts can teach us lessons about other cultures and about ourselves		
Essential Question(s)	Literacy Practices	
<p>How can citing information in a summary help me demonstrate understanding of a literary text?</p> <p>How can citing information in a summary help me demonstrate understanding of an informational text?</p> <p>How do different perspectives shape a text and my understanding?</p> <p>How can reasons and evidence support an author's claims?</p> <p>How can organizing my writing help me convey my opinion on a given topic?</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 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> short &amp; long vowels, silent e common vowel team spelling-sound correspondence decode two syllable words with long vowels common prefixes &amp; derivational suffixes.</p> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>• multisyllabic words rather than just 2-syllable words, "Latin" suffixes.</li> <li>• <i>The Next Step Forward in Word Study and Phonics</i> (Richardson &amp; Dufresne)</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> </ul>

Unit Title		Estimated Time Frame
Different Cultures and Different Views		36 days
		<ul style="list-style-type: none"> <li>● I can decode multisyllabic words by:               <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> </li> </ul> <p>*Success Criteria for additional parts of standards will need to be developed in PLCs.</p>
<p><b>RL.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the theme</b>, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures.</p>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>● identify implicit and explicit information</li> <li>● identify lesson learned and/or moral</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● The new learning is that students must <b>cite</b>, not simply identify, relevant implicit and explicit information.</li> </ul>	<p>I am learning to cite information from a summary to understand a literary text.</p> <ul style="list-style-type: none"> <li>● I can identify relevant explicit and implicit information.</li> <li>● I can cite relevant explicit information.</li> <li>● I can cite relevant implicit information.</li> </ul> <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"> <li>● I can define theme.</li> <li>● I can determine the theme of a literary text.</li> <li>● I can cite relevant explicit and implicit information to determine the theme.</li> </ul>
<p><b>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.</b></p>	<p><b>Prerequisite Skills:</b></p> <p><b>RL.2.4 Describe how words and phrases, including but not limited to regular beats, alliteration, rhymes and/or repeated lines, supply rhythm and shape meaning in a story, poem or song.</b></p> <p><b>Considerations:</b></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 identify figurative language (e.g.simile and/or metaphor) used in a text.</li> <li>● I can identify literal language.</li> <li>● I can define <i>idiom</i>.</li> </ul>

Unit Title	Estimated Time Frame	
<b>Different Cultures and Different Views</b>	<b>36 days</b>	
	<ul style="list-style-type: none"> <li>Choose texts rich with figurative language and discuss the language as you read aloud to the class.</li> <li>Teach explicitly the different types of figurative language and why they are used in text.</li> </ul>	<ul style="list-style-type: none"> <li>I can define <i>hyperbole</i>.</li> <li>I can identify idioms in text.</li> <li>I can identify hyperboles in text.</li> <li></li> </ul> <p>I can explain how words and phrases shape the meaning of the text.</p> <p><i>*Success Criteria for additional parts of standards will need to be developed in PLCs.</i></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>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>define implicit and explicit information</li> <li>distinguish between implicit information and explicit information</li> <li>identify implicit and explicit information from a summary</li> <li>using explicit and implicit information determine the central idea</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>The new learning is that students must <b>cite</b>, not simply identify, relevant implicit and explicit information.</li> </ul>	<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"> <li>I can identify implicit and explicit information from a summary.</li> <li>I can use explicit and implicit information to determine the central idea.</li> <li>I can cite information from the text.</li> <li>I can cite relevant implicit and explicit information to determine the central idea.</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>Prerequisite Skills:</p> <ul style="list-style-type: none"> <li>Determine the meaning of academic words and phrases in a 2nd grade text.</li> </ul> <p>Considerations: New learning from 2nd grade is now students must describe how words and phrases shape meaning.</p>	<p>I am learning how words and phrases shape the meaning of text.</p> <ul style="list-style-type: none"> <li>I can define domain-specific.</li> <li>I can identify domain-specific words and phrases in a text.</li> </ul>

Unit Title		Estimated Time Frame
<b>Different Cultures and Different Views</b>		<b>36 days</b>
		<ul style="list-style-type: none"> <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 shape meaning.</li> </ul> <p>*Success Criteria for additional parts of standards will need to be developed in PLCs.</p>
<b>RI.3.8</b> Describe how reasons and evidence support specific claims the author makes in a text.	<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>
<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><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> </ul> </li> </ul>

Unit Title		Estimated Time Frame
<b>Different Cultures and Different Views</b>		<b>36 days</b>
		<ul style="list-style-type: none"> <li>○ questioning</li> <li>○ visualizing</li> <li>○ determining importance</li> <li>○ inferencing</li> <li>○ summarizing</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>
<p><b>C.3.1</b> 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.)</p> <ol style="list-style-type: none"> <li>a. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</li> <li>b. Introduce the topic, followed by an opinion statement, and create an organizational structure.</li> <li>c. Provide reasons with elaborate details to support the opinion.</li> <li>d. Use grade-appropriate transitions.</li> <li>e. Provide a concluding section.</li> <li>f. 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>● demonstrate understanding of what it means to have an opinion, along with reasons why (I like ____ <b>because</b>__ <b>and</b>____)</li> <li>● verbally state opinion on a personal topic and back up opinion with sound reasons</li> <li>● peer collaboration</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>● “With some help” encompasses teacher/adult help and peer collaboration</li> <li>● 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.</li> <li>● Consider integrating C.3.1 with RI.3.8 to support the reading-writing connection (opinions, claims, reasons, evidence)</li> <li>● Consider integrating C.3.1 with L.3.1 and L.3.2 (conventions of Standard English)</li> </ul>	<p>I am learning to write an opinion piece.</p> <p><b>Composing &amp; Drafting:</b> With some help,</p> <ul style="list-style-type: none"> <li>● I can introduce my topic or text.</li> <li>● I can provide an opinion statement.</li> <li>● I can provide reasons with elaborate details to support my opinion using transition words.</li> <li>● I can group related ideas and reasons to support my purpose.</li> </ul> <p><b>Editing and Revising:</b> With some help, I can make my writing better by planning, revising, and editing.</p> <p><b>Publishing:</b> With some help, I can compose an opinion piece with an introduction, reasons, and a concluding section.</p>

Unit Title	Estimated Time Frame	
<b>Different Cultures and Different Views</b>	<b>36 days</b>	
<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> <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 signal spatial and temporal relationships.</p>	<p><b>Prerequisite Skills:</b></p> <ul style="list-style-type: none"> <li>● Use sentence level context clues</li> <li>● Understand the meaning of root word and prefix</li> <li>● Determine the meaning of a new word when prefix is added to a known compound words</li> </ul> <p><b>Considerations:</b></p> <ul style="list-style-type: none"> <li>● New learning includes “affix”</li> <li>● RF.3.3 also addresses affixes and understanding meaning</li> </ul>	<p>I am learning how to determine the meaning of words and phrases.</p> <ul style="list-style-type: none"> <li>● I can use clues from the sentence to determine the meaning of a word or phrase.</li> <li>● I can identify the root word and affix of a known word.</li> <li>● I can define the meaning of a root word and affix of a known word.</li> <li>● I can determine the meaning of a new word with an affix added.</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>cite:</b> to refer to something in a text</p> <p><b>claim:</b> what the author wants a reader to accept as true. The author must, therefore, provide the reader with evidence so they can decide whether the claim is valid, logical, and verifiable.</p> <p><b>evidence</b>-details the writer provides to support a claim (facts, quotations, examples, photographs, expert opinions)</p> <p><b>inferences</b> - make a guess by putting together what you know with what you read or see</p> <p><b>explicit information</b> - information that is fully and clearly expressed or demonstrated</p> <p><b>implicit information</b> - information that is not directly stated by the author; readers must look for clues within the text, along with what they already know, to use implicit information within the text</p> <p><b>related</b> - how two ideas are connected to one another</p> <p><b>plot</b> - the sequence of events in a story, movie, or playtraits</p> <p><b>motivations</b> - what drives a character to think, feel, speak, or act a certain way</p>		

Unit Title	Estimated Time Frame
<b>Different Cultures and Different Views</b>	<b>36 days</b>
<b>Supporting Standards</b>	
<p><b>RF.3.4</b> Read fluently (accuracy, speed and prosody) on grade-level to support comprehension. <b>(Supports RL &amp; RI.3.10)</b></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.3.1</b> Ask and answer questions, and make and support logical inferences to construct meaning from the text. <b>(Supports RL &amp; RI.3.10)</b></p> <p><b>RI.3.1</b> Ask and answer questions, and make and support logical inferences in order to construct meaning from the text. <b>(Supports RL &amp; RI.3.10)</b></p> <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. <b>(Supports C.3.1)</b></p> <p><b>L.3.1</b> When writing or speaking, demonstrate command of the conventions of standard English grammar and usage. <b>(Supports C.3.1)</b></p> <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives and adverbs in a grade-level text.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns.</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Use verb tenses.</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound and complex sentences.</li> </ul> <p><b>L.3.2</b> When writing: <b>(Supports C.3.1)</b></p> <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Use possessives.</li> <li>e. Use conventional spelling for high-frequency words where suffixes are added to base words.</li> <li>f. Use spelling patterns and generalizations in writing words.</li> <li>g. Consult reference materials as needed to check and correct spellings.</li> </ul>	
<b>Summative Assessment</b>	

Unit Title	Estimated Time Frame
Different Cultures and Different Views	36 days
TBA	
Anchor Text(s)	
<p><b>Wonders</b>  Roadrunner’s Dance (Fiction) -- Unit 2, Week 1  Big Ideas from Nature (Nonfiction) --Unit 3, Week 4</p> <p><b>Amplify Science: Inheritance and Traits</b>  Lesson 1.2: Blue Whales and Buttercups</p> <ul style="list-style-type: none"> <li><b>NOTE: Science and Social Studies texts used in the ELA Unit Frameworks should only be introduced after they have been introduced in the content area, and should be taught with a focus on reading standards rather than science/social studies content. Reading these texts during the ELA block does not replace reading or instruction during the science/social studies block(s). Reading texts multiple times builds fluency and comprehension and will support both literacy and content knowledge development.</b></li> </ul>	
Additional Resources	
<p><b>My World Interactive: Chapter 2</b></p> <p><b>Wonders:</b>  Gary the Dreamer (Narrative Nonfiction) U1,W3</p> <p><b>Mentor Texts for Writing</b>  <i>Stella Writes an Opinion</i> by Janiel Wagstaff  <i>A Fine, Fine School</i> by Sharon Creech</p> <p><b>NewsELA</b></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>	



Unit Title	Estimated Time Frame
<b>Different Cultures and Different Views</b>	<b>36 days</b>
<p><a href="#">Inferring How and Why Characters Change</a></p> <p><a href="#">Lucy Calkins Writing Checklist</a></p> <p><a href="#">Guided Reading Video Clips &amp; Resources</a></p> <p><a href="#">NSF in Guided Reading Comprehension Strategies</a></p> <p><b>Pair with Social Studies</b></p> <p><b>3.I.U.E.2</b> Explain the relationship between two or more sources on the same theme or topic. (Introduced in Unit 2)</p> <p><b>3.I.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><b>3.I.U.E.1</b> Describe how multiple perspectives shape the content and style of a primary and secondary source. (Introduced in Unit 2)</p> <p><b>3.I.Q.1</b> Ask compelling questions about the interactions of diverse groups of people. (Taught throughout the year)</p> <p><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)</p> <p><b>3.I.CC.3</b> Identify strategies to address local, regional or global problems. (Taught throughout the year)</p> <p><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)</p>	