

## Unit Focus

In this unit, students explore the techniques that writers use to breathe life into realistic fiction. Students will focus on how authors and characters make readers think about problems and solve them. The work of inferring and interpretation will help writers develop internally developed characters who get in and out of trouble. A high volume of reading is the most important goal as they engage with characters to get to know them well and to understand how the characters they read about are the same and different from themselves and people they know.

**Reading Skills:** Visualizing, Inferring

## Stage 1: Desired Results - Key Understandings

| Standard(s)  | Transfer  |  |
|--|---|--|
| <p><b>Common Core</b><br/><i>English Language Arts: 3</i></p> <ul style="list-style-type: none"> <li>• Reading Literature               <ul style="list-style-type: none"> <li>○ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>(CCSS.ELA-LITERACY.RL.3.1)</i></li> <li>○ Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <i>(CCSS.ELA-LITERACY.RL.3.2)</i></li> <li>○ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <i>(CCSS.ELA-LITERACY.RL.3.3)</i></li> <li>○ Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <i>(CCSS.ELA-LITERACY.RL.3.4)</i></li> <li>○ Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. <i>(CCSS.ELA-LITERACY.RL.3.5)</i></li> <li>○ Distinguish their own point of view from that of the</li> </ul> </li> </ul> | <p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers ( Analyzing)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Alternate Perspectives)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing)</p> <p>T4 Generate and capture ideas to explore in writing.</p>  |  |
|  | Meaning   |  |
|  | Understanding(s)  | Essential Question(s)  |
|  | <p><i>Students will understand that...</i></p> <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U3 Critical readers reflect on and question the text, consider different perspectives to examine author's message.</p> <p>U4 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>U5 Theme: Readers learn about themselves and others through the examination of characters and problems.</p> | <p><i>Students will keep considering...</i></p> <p>Q1 What is this text really about? What's the real problem here?</p> <p>Q2 How does the character change throughout the story?</p> <p>Q3 Theme: How do the characters' conflict, actions, and motivations reveal meaning?</p> |

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| <p>narrator or those of the characters. (CCSS.ELA-LITERACY.RL.3.6)</p> <ul style="list-style-type: none"> <li>○ Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (CCSS.ELA-LITERACY.RL.3.7)</li> <li>● Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.3.3)             <ul style="list-style-type: none"> <li>○ Decode multisyllable words. (CCSS.ELA-LITERACY.RF.3.3.C)</li> <li>○ Read grade-appropriate irregularly spelled words. (CCSS.ELA-LITERACY.RF.3.3.D)</li> </ul> </li> <li>● Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA-LITERACY.RF.3.4)             <ul style="list-style-type: none"> <li>○ Read grade-level text with purpose and understanding. (CCSS.ELA-LITERACY.RF.3.4.A)</li> <li>○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELA-LITERACY.RF.3.4.C)</li> </ul> </li> <li>● Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (CCSS.ELA-LITERACY.SL.3.1)             <ul style="list-style-type: none"> <li>○ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS.ELA-LITERACY.SL.3.1.C)</li> <li>○ Explain their own ideas and understanding in light of the discussion. (CCSS.ELA-LITERACY.SL.3.1.D)</li> </ul> </li> <li>● Speaking &amp; Listening             <ul style="list-style-type: none"> <li>○ Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS.ELA-LITERACY.SL.3.2)</li> <li>○ Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (CCSS.ELA-LITERACY.SL.3.3)</li> <li>○ Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (CCSS.ELA-LITERACY.SL.3.4)</li> </ul> </li> </ul> | Acquisition of Knowledge and Skill   |  |
|--|--|--|
|  | Knowledge  | Skill(s)   |
|  | <p><i>Students will know...</i></p> <p>K1 The role of illustrations in a story and how they contribute to the mood of the setting or characters;</p> <p>K2 How to identify first person, second person, third person point of view</p> <p>K3 Words to describe mood</p> <p>K4 The difference between internal and external conflict</p> <p>K5 Different types of figurative language</p> <p>K6 Content Vocabulary: Empathy, transition, unassigned dialogue, sensory details, inference, Question Answer Relationship, character trait, narrative, text structure, summary, close reading, realistic fiction, historical fiction, theme, figurative language, simile, metaphor, idiom, sequel, series, negative character trait, positive character, homophones, homographs, multiple meanings, compound words, literal, figurative, consonant, vowels, open syllables, closed syllables, Abbreviations, plurals, irregular spelling</p> | <p><i>Students will be skilled at...</i></p> <p>S1 Previewing a book to determine if it is realistic fiction and explaining why;</p> <p>S2 Identifying important information related to the story elements (setting, characters, problem, events, solution) while reading;</p> <p>S3 Summarizing a text based on the important information for each story element;</p> <p>S4 Asking questions to clarify or enhance understanding about a character's actions and motives;</p> <p>S5 Making inferences to describe a character and explain why s/he changed in a story;</p> <p>S6 Preparing and citing evidence to support ideas;</p> <p>S7 Asking and seeking the answers to questions before, during and after reading;</p> <p>S8 Close reading to understand unassigned dialogue;</p> <p>S9 Using text structure and character traits to predict the outcome of a narrative;</p> <p>S10 Justifying predictions using evidence;</p> <p>S11 Bringing knowledge from personal experiences to the interpretation of characters and events;</p> <p>S12 Explaining how their perspective about characters change and why as events in a story unfold;</p> <p>S13 Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>S14 Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>S15 Identify real-life connections between words and their use (e.g., describe people who are</p> |

## Stage 1: Desired Results - Key Understandings

- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. *(CCSS.ELA-LITERACY.L.3.4)*
  - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). *(CCSS.ELA-LITERACY.L.3.4.C)*
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. *(CCSS.ELA-LITERACY.L.3.5)*
  - Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). *(CCSS.ELA-LITERACY.L.3.5.A)*
  - Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). *(CCSS.ELA-LITERACY.L.3.5.B)*
  - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). *(CCSS.ELA-LITERACY.L.3.5.C)*

### Student Growth and Development 21st Century Capacities Matrix

#### Critical Thinking

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *MM.1.2*

#### Global Thinking

- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. *MM.5.2*

- friendly or helpful).
- S16 Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- S17 Read grade-appropriate irregularly spelled words.
- S18 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- S19 Decode multisyllable words.