

# Grade 3- Unit 5 Reading- Biography: What Makes a Person Important?

## Unit Focus

Students will explore and evaluate biographies to determine the importance of an individual to his or her community, to the world and to our own lives today. Realizing the difference between famous and important people through inquiry and discussion about how and why people we read about impact our own lives will lead students to engagement in the genre. Students will create an understanding of major time periods throughout history as they research and learn about problem solving in technology, communication, transportation, science and social justice. Students will work to gather evidence and research from many sources that represent a variety of viewpoints as they suspend judgment until they have analyzed and evaluated multiple perspectives and positions to arrive at a conclusion.

**Reading Skills:** Synthesizing, Interpreting

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Common Core</b> <i>English Language Arts: 3</i></p> <ul style="list-style-type: none"> <li>• Reading: Informational Text               <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.RI.3.1)</i></li> <li>○ Determine the main idea of a text; recount the key details and explain how they support the main idea. <i>(CCSS.ELA-LITERACY.RI.3.2)</i></li> <li>○ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. <i>(CCSS.ELA-LITERACY.RI.3.3)</i></li> <li>○ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. <i>(CCSS.ELA-LITERACY.RI.3.4)</i></li> <li>○ Use text features and search tools (e.g., key</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. (Analyzing, Problem Identification)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions. (Analyzing, Problem Identification)</p> <p>T4 Generate and pursue questions for inquiry and research based on reading and research of many sources. (Problem Identification)</p>	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<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 use text structures and features to understand, question, and interpret text.</p> <p>U3 Critical readers reflect on and question the text, consider different perspectives to examine author's message.</p> <p>U4 Theme: Readers think about the impact a person of importance has had on our lives today.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How do important people contribute to problem solving?</p> <p>Q2 How do readers think about the impact a person of importance has had on our lives today?</p> <p>Q3 What is the author trying to make me think? Do others agree? Do I?</p> <p>Q4 Theme: What makes a person important?</p>

## Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS.ELA-LITERACY.RI.3.5)</p> <ul style="list-style-type: none"> <li>○ Distinguish their own point of view from that of the author of a text. (CCSS.ELA-LITERACY.RI.3.6)</li> <li>○ Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS.ELA-LITERACY.RI.3.7)</li> <li>○ Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS.ELA-LITERACY.RI.3.8)</li> <li>○ Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS.ELA-LITERACY.RI.3.9)</li> <li>○ By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2– 3 text complexity band independently and proficiently. (CCSS.ELA-LITERACY.RI.3.10)</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>○ Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS.ELA-LITERACY.RF.3.3.A)</li> <li>○ Decode words with common Latin suffixes. (CCSS.ELA-LITERACY.RF.3.3.B)</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>○ Come to discussions prepared, having read or studied required material; explicitly draw on</li> </ul> </li> </ul>	<p><i>Students will know...</i></p> <p>K1 Writers of biography have an opinion and perspective on the person they are writing about, biographies include an author's collection of information about a person's life</p> <p>K2 Nonfiction writing includes a version of the facts.</p> <p>K3 Writers write biographies about both important and famous people.</p> <p>K4 Content Vocabulary: Biography, Narrative, Expository, racism, equality, prejudice, hardship, perseverance. Role model, civil rights, social justice, transportation, communication, technology, inventor, statesman, suffrage, courage, synthesize, compare and contrast, provoke, impact, caucus, rebut, prejudice, segregation, replace, bold word, best sense, exact, best describes, main idea/central idea, most likely purpose, most likely reason, best supports, dialogue, prefix, suffix, affix, irregular spelling</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Self-selecting topics that are important to them.</p> <p>S2 Note taking</p> <p>S3 Questioning based on text features and content</p> <p>S4 Using nonfiction text features and structures</p> <p>S5 Using before, during and after reading strategies to engage with text.</p> <p>S6 Comparing and contrasting information from multiple sources</p> <p>S7 Collaborating with peers to prove their thinking with evidence.</p> <p>S8 Providing written responses that justify their position.</p> <p>S9 Determining the main ideas and supporting details of read texts.</p> <p>S10 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>S11 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>S12 Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>S13 Decode words with common Latin suffixes.</p> <p>S14 Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>

## Stage 1: Desired Results - Key Understandings

- that preparation and other information known about the topic to explore ideas under discussion. *(CCSS.ELA-LITERACY.SL.3.1.A)*
  - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). *(CCSS.ELA-LITERACY.SL.3.1.B)*
  - 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)*
  - Explain their own ideas and understanding in light of the discussion. *(CCSS.ELA-LITERACY.SL.3.1.D)*
- Speaking & Listening
  - 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)*
  - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. *(CCSS.ELA-LITERACY.SL.3.3)*
  - 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)*
  - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. *(CCSS.ELA-LITERACY.SL.3.6)*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.3.2)*
  - Use conventional spelling for high-frequency and other studied words and for adding

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- suffixes to base words (e.g., sitting, smiled, cries, happiness). *(CCSS.ELA-LITERACY.L.3.2.E)*
  - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. *(CCSS.ELA-LITERACY.L.3.2.F)*
- 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)*
  - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). *(CCSS.ELA-LITERACY.L.3.4.B)*

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

*Critical Thinking*

- Problem Identification: Students will be able to clarify the problem and pose significant questions for investigation. *MM.1.1*
- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *MM.1.2*