Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 1
3rd Grade

Unit of Study: Reading - How Characters Change; Writing - Memoir
Pacing: Instruction – 25 days/Reteaching 5 days

Overarching Common Core State Standards:

- **CC.3.R.L.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**
- **CC.3.R.L.3: Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.**
- C.3.R.L.7: 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).
- CC.3.R.L.9: Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- CC.3.R.L.10: By the end of the year, read and comprehend literature including stories, dramas and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.
- **CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.**
- **CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**

Overarching CT Standards/Grade Level Expectations:

- CT.3.R.1: Phonics/Word Study—Use phonetic, structural, syntactical and contextual clues to read and understand words.
- CT.3.R.11: High-Frequency Words—Read at least 600 high-frequency words.
- CT.3.R.13: Fluency—Read aloud while comprehending unpracticed text with fluency at 110-120+ words correct per minute.
- CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustration and diagrams to predict clarify and/or expand word meaning, including multiple-meaning words.
- CT.3.R.20: Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustration, prior knowledge.
- CT.3.R.21: Before Reading—Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.
- CT.3.R.23: During Reading—Ask and answer questions.
- CT.3.R.26: During Reading—Explain first-, second- and third-person point of view.
- **CT.3.R.40: After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.**
- **CT.3.R.29: After Reading—Describe characters' physical and personality traits.**
- CT 3.R.31: After Reading—Describe the conflict faced by a character in a story.
- **CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.**
- CT.3.R.42: After Reading—Discuss the culture and/or traditions described in a piece of literature and explain how the are similar or different from those of the reader.
- CT.3.R.43: Reading Reflection/Behaviors—Listen to, read and discuss a variety of literature representing different perspective of family, friendship, culture and tradition.

- CT.3.R.45: Reading Reflection/Behaviors—Cite favorite authors and books and support with reasons.

Priority Standards:
- **CC.3.R.L.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**
- **CC.3.R.L.3: Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.**
- **CT.3.R.40: After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.**
- **CT.3.R.29: After Reading—Describe characters' physical and personality traits.**
- **CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.**
- **CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.**
- **CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Demonstrate understanding of text	Ask and answer questions, referring explicitly to text	Analyzing
Character traits, motivations and feelings; how actions contribute to story sequence of events	Describe and explain	Understanding
Extend or respond to text	Select, synthesize and use relevant information from a text.	Analyzing
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Effective technique, descriptive details and clear event sequences	Write narratives	Creating
Development and organization are appropriate to task and purpose	Produce writing	Creating

Essential Questions	Big Ideas
How do we know characters change based on what the author tells us? How does the author show or tell us that characters are changing?	We know characters change by looking at the evidence the author provides about the characters' thoughts, feelings and actions.
How do you find evidence in a text?	We find evidence in a text by examining how an author describes or explains what happens.

Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 2
3rd Grade

Unit of Study: Reading - Linking Ideas with Information in Nonfiction; Writing – "How to" and Informational Text
Pacing: Instruction – 30 days; Reteaching – 4 days

Overarching Common Core State Standards:
- **CC.3.R.I.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**
- **CC.3.R.I.2: Determine the main idea of a text, recount the key details and explain how they support the main idea.**
- CC.3.R.I.3: 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.
- CC.3.R.I.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- CC.3.R.I.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- CC.3.R.I.7: 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).
- **CC.3.R.I.9: Compare and contrast the most important points and key details presented in two texts on the same topic.**
- **CC.3.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**
- **CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.**

Overarching CT Standards/Grade Level Expectations:
- CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
- CT.3.R.18: Vocabulary—Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.
- CT.3.R.17: Vocabulary—Use new vocabulary from information/expository text and literary/narrative text, include text from a variety of cultures and communities, in own oral and written communication.
- CT.3.R.15: Vocabulary—Use glossary, dictionary and thesaurus to find and confirm word meanings.
- CT.3.R.20: Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge.
- CT.3.R.21: Before Reading—Make predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.
- CT.2.R.23: Before Reading—Preview parts of books, e.g., table of contents and glossary, to gain understanding.
- CT.3.R.27: During Reading—Interpret graphical information, e.g., charts, tables, diagrams.
- **CT.2.R.40: After Reading—Compare information across nonfiction selections.**
- CT.3.R.32: After Reading—State the main idea with supporting details in informational text.
- **CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.**
- **CT.3.R.37: After Reading—Interpret meanings based on charts, graphs, maps, illustrations, photos in text.**
- **CT.3.R.38: After Reading—Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.**
- CT.3.W.41: Writing Genres, Traits and Crafts: Describe procedures sequentially, e.g., steps in a scientific experiment, mathematical problem, recipe.

Priority Standards:
- **CC.3.R.I.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**
- **CC.3.R.I.2: Determine the main idea of a text, recount the key details and explain how they support the main idea.**
- **CC.3.R.I.9: Compare and contrast the most important points and key details presented in two texts on the same topic.**
- **CT.2.R.40: After Reading—Compare information across nonfiction selections.**
- **CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.**
- **CT.3.R.37: After Reading—Interpret meanings based on charts, graphs, maps, illustrations, photos in text.**
- **CT.3.R.38: After Reading—Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.**
- **CC.3.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
- **CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**
- **CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Main idea and key details; explain how details support main idea	Determine	Understanding
Most important points and key details presented in texts on the same topic	Compare and contrast	Analyzing
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Meanings based on charts, graphs, maps, illustrations, photos	Interpret	Analyzing
Text structures (e.g., sequence, main idea/details, compare/contrast, cause and effect)	Identify and explain text structures	Understanding
Examine a topic and convey ideas and information clearly	Writing informative/explanatory texts	Creating
Development and organization are appropriate to task and purpose	Produce writing	Creating
Planning, revising and editing	Develop and strengthen writing	Creating

Essential Questions	Big Ideas
How can we gather information to support ideas shared by the author?	We can use multiple text features in order to gather information to support ideas (graphs, pictures, etc.).
How do authors express their ideas on a topic?	Authors organize information using main ideas and supporting details to express their ideas and share information.

Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 3
3rd Grade

Unit of Study: Reading - Messages and Meaning in Narrative Text; Writing – Narrative Texts: Folktales, Fables and Myths
Pacing: Instruction – 30 days; Reteaching – 4 days

Overarching Common Core State Standards:

- **CC.3.R.L.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**
- **CC.3.R.L.2: 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.**
- C.3.R.L.7: 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).
- CC.3.R.L.5: 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.
- CC.3.R.L.10: By the end of the year, read and comprehend literature including stories, dramas and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.
- **CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.**
- **CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**
- **CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.**

Overarching CT Standards/Grade Level Expectations:

- CT.3.R.1: Phonics/Word Study—Use phonetic, structural, syntactical and contextual clues to read and understand words.
- CT.3.R.11: High-Frequency Words—Read at least 600 high-frequency words.
- CT.3.R.13: Fluency—Read aloud while comprehending unpracticed text with fluency at 110-120+ words correct per minute.
- CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustration and diagrams to predict clarify and/or expand word meaning, including multiple-meaning words.
- CT.3.R.20: Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustration, prior knowledge.
- CT.3.R.21: Before Reading—Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.
- CT.3.R.23: During Reading—Ask and answer questions.
- CT.3.R.26: During Reading—Explain first-, second- and third-person point of view.
- CT.3.R.33: After Reading—State the theme in literary test.
- **CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.**
- CT.e.R.36: After Reading—Decide an aythor's purpose for including particular information in text.
- **CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.**
- **CT.3.R.40: After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.**
- CT.3.R.42: After Reading—Discuss the culture and/or traditions described in a piece of literature and explain how the are similar or different from those of the reader.
- CT.3.R.43: Reading Reflection/Behaviors—Listen to, read and discuss a variety of literature representing different perspective of family, friendship, culture and tradition.

- CT.3.OL.6: Speaking—Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.

Priority Standards:
- **CC.3.R.L.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**
- **CC.3.R.L.2: 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.**
- **CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.**
- **CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.**
- **CT.3.R.40: After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.**
- **CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.**
- **CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**
- **CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Demonstrate understanding of a text	Ask and answer questions, referring explicitly to text	Analyzing
Determine central message, lesson or moral and explain how it is conveyed through details.	Recount stories	Understanding/analyzing
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Values, ethics and beliefs	Recognize	Understanding
Extend or respond to a text	Select, synthesize and use relevant information from a text	Analyzing
Effective technique, descriptive details and clear event sequences	Write narratives	Creating
Development and organization are appropriate to task and purpose	Produce writing	Creating
Planning, revising and editing	Develop and strengthen writing	Creating

Essential Questions	Big Ideas
How do authors develop stories focusing on particular lessons and morals?	Authors' experiences and beliefs about a topic can influence their messages and beliefs in their texts.
When the author doesn't tell you something, what can you do as a reader to figure it out?	When the author doesn't come right out and tell you something, you need to use the context clues and your background knowledge to understand what the author means.

Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 4
3rd Grade

Unit of Study: Reading - Author's Message in Nonfiction Text; Writing – Persuading Readers in Writing
Pacing: Instruction – 30 days; Reteaching – 4 days

Overarching Common Core State Standards:
- **CC.3.R.I.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**
- **CC.3.R.I.2: Determine the main idea of a text, recount the key details and explain how they support the main idea.**
- CC.3.R.I.3: 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.
- CC.3.R.I.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **CC.3.R.I.6: Distinguish their own point of view from that of the author of a text.**
- CC.3.R.I.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- CC.3.R.I.9: Compare and contrast the most important points and key details presented in two texts on the same topic.
- **CC.3.W.1: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.**
- **CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**
- **CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.**

Overarching CT Standards/Grade Level Expectations:
- CT.2.R.23: Before Reading—Preview parts of books, e.g., table of contents and glossary, to gain understanding.
- **CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.**
- **CT.2.R.40: After Reading—Compare information across nonfiction selections.**
- **CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.**
- CT.3.R.38: After Reading—Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.

Priority Standards:
- **CC.3.R.I.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**
- **CC.3.R.I.2: Determine the main idea of a text, recount the key details and explain how they support the main idea.**
- **CC.3.R.I.6: Distinguish their own point of view from that of the author of a text.**
- **CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.**
- **CT.2.R.40: After Reading—Compare information across nonfiction selections.**
- **CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.**
- **CC.3.W.1: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.**
- **CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**
- **CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Demonstrate understanding of a text	Ask and answer questions, referring explicitly to text	Analyzing
Main idea and key details; explain how details support main idea	Determine	Understanding
Point of view (own vs. author's)	Distinguish	Analyzing
Values, ethics and beliefs	Recognize	Understanding
Information (nonfiction)	Compare	Analyzing
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Support a point of view with reasons	Write opinion pieces	Creating
Development and organization are appropriate to task and purpose	Produce writing	Creating
Planning, revising and editing	Develop and strengthen writing	Creating

Essential Questions	Big Ideas
How can we determine the author's message?	The message that an author is sending can be determined by understanding the author's point of view, values and beliefs.
How can we use the information given in a text to form an opinion?	By comparing our experiences and point of view, we can develop our own thoughts on a topic.

Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 5
3rd Grade

Unit of Study: Reading - Author's Craft: Examining Language in Fiction; Writing – Poetry and Powerful Language
Pacing: Instruction – 20 days; Reteaching – 3 days

Overarching Common Core State Standards:
- **CC.3.R.L.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.**
- **CC.3.R.L.5: 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.**
- **CC.3.R.I.6: Distinguish their own point of view from that of the author of a text.**
- CC.R.L.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create modd emphasize aspects of a character or setting).
- CC.3.R.L.9: Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- CC.3.R.L.10: By the end of the year, read and comprehend literature including stories, dramas and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.
- **CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**
- **CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.**

Overarching CT Standards/Grade Level Expectations:
- CT.3.R.1: Phonics/Word Study—Use phonetic, structural, syntactical and contextual clues to read and understand words.
- CT.3.R.11: High-Frequency Words—Read at least 600 high-frequency words.
- CT.3.R.13: Fluency—Read aloud while comprehending unpracticed text with fluency at 110-120+ words correct per minute.
- CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustration and diagrams to predict clarify and/or expand word meaning, including multiple-meaning words.
- CT.3.R.20: Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustration, prior knowledge.
- CT.3.R.21: Before Reading—Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.
- CT.3.R.26: During Reading—Explain first-, second- and third-person point of view.
- **CT.3.R.41: After Reading—Identify the author's use of literary devices, e.g., simile, personification.**
- **CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.**
- **CT.e.R.36: After Reading—Decide an author's purpose for including particular information in text.**
- CT.3.R.45: Reading Reflection/Behaviors—Cite favorite authors and books and support with reasons.
- CT.3.OL.6: Speaking—Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.

Priority Standards:

- **CC.3.R.L.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.**
- **CC.3.R.L.5: 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.**
- **CT.3.R.L.6: Vocabulary—Use prior knowledge, context, pictures, illustration and diagrams to predict clarify and/or expand word meaning, including multiple-meaning words.**
- **CT.3.R.41: After Reading—Identify the author's use of literary devices, e.g., simile, personification.**
- **CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.**
- **CT.e.R.36: After Reading—Decide an author's purpose for including particular information in text.**
- **CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**
- **CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Use terms such as chapter, scene or stanza; describe how each successive part builds on earlier sections.	Refer to text	Remembering
Word meanings	Predict, clarify and/or expand word meanings	Analyzing
Literary devices (e.g., simile, personification)	Identify	Understanding
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Author's purpose for including particular information	Decide	Evaluating
Development and organization are appropriate to task and purpose	Produce writing	Creating
Planning, revising and editing	Develop and strengthen writing	Creating

Essential Questions	Big Ideas
How does the language used by the author help us to better understand the story?	The language used by an author leads the reader to deeper understanding of the story and its structure as well as the author's style.

Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 6
3rd Grade

Unit of Study: Reading - Author's Craft: Examining Language in Nonfiction; Writing – Researching and Presenting Ideas
Pacing: Instruction – 20 days; Reteaching – 5 days

Overarching Common Core State Standards:
- **CC.3.R.I.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**
- CC.3.R.I.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- CC.3.R.I.6: Distinguish their own point of view from that of the author of a text.
- CC.3.R.I.7: 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).
- **CC.3.R.I.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**
- **CC.3.W.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.**
- **CC.3.W.7: Conduct short research projects that build knowledge about a topic.**
- **CC.3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**

Overarching CT Standards/Grade Level Expectations:
- **CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.**
- **CT.3.R.18: Vocabulary—Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.**
- CT.3.R.20: Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge.
- CT.3.R.21: Before Reading—Make predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.
- CT.3.R.27: During Reading—Interpret graphical information, e.g., charts, tables, diagrams.
- CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.
- CT.3.R.37: After Reading—Interpret meanings based on charts, graphs, maps, illustrations, photos in text.
- **CT.3.R.38: After Reading—Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.**

Priority Standards:
- **CC.3.R.I.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**
- **CC.3.R.I.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**

- **CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.**
- **CT.3.R.18: Vocabulary—Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.**
- **CT.3.R.38: After Reading—Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.**
- **CC.3.W.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.**
- **CC.3.W.7: Conduct short research projects that build knowledge about a topic.**
- **CC.3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
Word and phrase meanings (general academic and domain-specific)	Determine	Understanding
Connection between sentences and paragraphs in a text.	Describe	Analyzing
Word meaning	Predict, clarify and/or expand	Analyzing
Words and concepts	Define	Understanding
Text structures	Identify and explain	Analyzing
Use technology; interact and collaborate with others	Produce and publish writing	Creating
Build knowledge on a topic	Conduct research	Creating
Related experiences; print or digital sources	Recall/gather information	Creating

Essential Questions	Big Ideas
Why do authors of non-fiction texts choose specific words over other words that may have similar meanings?	In non-fiction texts, the vocabulary used is related to the topic, and so the reader better understands the topic by understanding the vocabulary.

Summative Unit Assessments – 3rd Grade

Reading Unit	Writing Unit	Assessment Format	Assessment Description	Check if Pre/Post Design	Check if Rubric Required
1 – How Characters Change	1 - Memoir	Performance/Written response	--Students explain how character changes from beginning to end of text using compare/contrast. Use graphic organizer and then written paragraph with evidence from the story to show change. --Students complete diary entries from the character's perspective to show change (before, during and after major event).		√
2 – Linking Ideas with Information in Nonfiction	2 – "How To" and Informational Text	Selected Response/Extended Written Response	--Students answer open-ended questions using information to support ideas. --Students complete a section of a "how to" piece of writing by identifying and supplying missing information.	√ - measure growth	√
3 – Messages and Meaning in Narrative Text	3 – Narrative Texts: Folktales, Fables and Myths	Extended written response	Students choose from selected messages or themes and use a graphic organizer to outline the main events, characters, setting, etc. that would take place to meet the theme chosen. Students then create a short summary or comic/story board to augment their story.	√ - measure growth	√
4 – Author's Message in Nonfiction Text	4 – Persuading Readers in Writing	Extended Written Response	Given a topic related to text, students write a persuasive paragraph based on relevant and supportive facts/arguments. Information used by students supports their critical stance.		√
5 – Author's Craft: Examining Language in Fiction	5 – Poetry and Powerful Language	Performance	Students select a particular line, paragraph or short passage and use author's language and descriptions to create a visual image. Students then use their image to describe how the author's words helped them to make the image.		√

6 – Author's Craft: Examining Language in Nonfiction	6 – Researching and Presenting Ideas	Performance	Students research a topic by summarizing information presented by multiple authors. Students compare/contrast information as presented by different authors with their own interpretation of the information. Students present their research using visual supports and appropriate software.		√ - separate rubrics for content and presentation