

Unit 3 Because of Winn Dixie

Grade 3 ELA

Unit Length and Description:

49 instructional days

Students read literary and informational texts to understand the value of companionship, the joy of finding friends in unexpected places, and the significance of building a community of different perspectives. Students express their understanding by explaining how characters change throughout *Because of Winn-Dixie* based on the relationships formed during the book. Students also engage in independent reading of texts based on similar themes to further develop their understanding.

ELA Standards:

Reading Literature:

- RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through the key details in the text.
- RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5:** 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.
- RL.3.6:** Distinguish the student's point of view from that of the narrator or those of the characters.
- RL.3.9:** 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).

Reading Informational Text:

- RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3:** 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.
- RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.

- RI.3.7:** 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).
- RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.

Reading Foundational Skills

- RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and suffixes and derivational suffixes.
 - Decode words with common Latin suffixes.
 - Decode multisyllable words.
 - Read grade-appropriate irregularly spelled words.

Writing Standards

- W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening:

- SL.3.1:** 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.
- SL.3.2:** 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.
- SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- SL.3.4:** 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.
- SL.3.6:** Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.

Language Standards:

- L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.3.5** Demonstrate understanding of word relationships and nuances in word meanings.

These standards are embedded in every unit:

RL. /RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.10 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.

RI.3.10 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.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL.3.1 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.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.6 With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.3.4 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.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Enduring Understandings:

- Friendship can be found in unexpected places.
- Readers think about the struggles characters go through, the lessons characters learn, and think about how this may change the way they themselves act.

Essential Questions:

- What is the central message or theme that the author wants us to learn by reading this novel?
- How can I look closely at a character to help me think about what kind of person they are?