

Harrison Township School District

“Where Bright Futures Begin”

Grade: 3
Course: English Language Arts
Theme: Freedom

Unit #: 6
Trimester: III
Week(s): 31 through 36

Essential Questions

- What does it mean to be free?
 - Why do we have symbols that represent freedom?
 - What does it mean to grant freedom?
 - Why is freedom of expression important?
 - Why are rules and laws important to freedom?
 - What is the best way to keep your freedom?



Enduring Understandings

- ✓ Symbols remind us of our history, unity and stand for freedom.
- ✓ Freedom can be granted to animals; means pursuing interest; can be granted through laws.
- ✓ Freedom of expression allows us to express ideas or feelings; can spread a message.
- ✓ Rules and laws keep order, keep us safe, and remind us to do the right thing.
- ✓ Keeping freedom means defending it; working together, and having necessary laws.



Reading Standards

Reading Standards for Literature:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 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.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Reading Standards for Informational Text:

- Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 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.
- 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).

Reading Standards – Foundational Skills:

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Identify and know the meaning of the most common prefixes and derivational suffixes.
 - Decode words with common Latin suffixes
- Read with sufficient accuracy and fluency to support comprehension.
 - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Writing Standards

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - Develop the topic with facts, definitions, and details.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3).
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use coordinating and subordinating conjunctions.
 - Produce simple, compound, and complex sentences.
- Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing.
 - Capitalize appropriate words in titles.
 - Use commas in addresses.
 - Use commas and quotations marks in dialogue.
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
 - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - Choose words and phrases for effect.*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - Use sentence-level context as a clue to the meaning of a word or phrase.
 - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, care/careless, comfortable/uncomfortable, heat/preheat).
 - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 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).

Speaking and Listening Standards

- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- 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.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations).