

Harrison Township School District

“Where Bright Futures Begin”

Grade: 3
Course: English Language Arts
Theme: Cultures

Unit #: 5
Trimester: III
Week(s): 25 through 30

Essential Questions

- What happens when two ways of life come together?
 - How does culture influence the clothes we wear?
 - How are cultures alike and different?
 - Why is it hard to adapt to a new culture?
 - How can different cultures contribute to the foods we eat?
 - How does city life compare to life in the country?



Enduring Understandings

- ✓ People wear special clothes for holidays; wear traditional clothing; react to clothing.
- ✓ Cultures have similarities and differences; usually value family; can be tied to countries.
- ✓ A new culture means a new home and neighborhood; a new language; new traditions.
- ✓ Food comes from different cultures; is shared; can be a mix from different cultures.
- ✓ City life is busy; cities have tall buildings; the country has farms.



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.
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high ends of the grades 2-3 text complexity band independently and proficiently.

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.
- Distinguish their own point of view from that of the author of a text.

Reading Standards – Foundational Skills:

- Know and apply grade-level phonics and word analysis skills in decoding words.
 - Decode words with common Latin suffixes
 - Decode multisyllable words.
- 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.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support that opinion.
- 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).

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - 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.
 - 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.
- Demonstrate understanding of word relationships and nuances in word meanings.
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- 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

- 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.
 - 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).
- 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.