

Harrison Township School District

"Where Bright Futures Begin"

Grade: 3
Course: English Language Arts
Theme: One Of A Kind

Unit #: 4
Trimester: II
Week(s): 19 through 24

Essential Questions

- What does it mean to be unique?
 - How do talents make someone unique?
 - What makes nature's record holders unique?
 - Why is it valuable to have unique interests?
 - What unique traits does it take to be the first to do something?
 - What behaviors are unique to different animals?



Enduring Understandings

- ✓ People have many different kinds of talents; practice to develop their talents; should be allowed to develop their talents.
- ✓ Nature has unusual experiences; extreme weather; extreme events.
- ✓ Interests are valuable; lead to learning and research; lead to a job; preserve information.
- ✓ Being first takes bravery, imagination, willingness to work hard, and determination.
- ✓ Some animals have lures on their heads; blend in with their surroundings; change colors.



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.

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 text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.
- 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 multisyllable words.
 - Read grade-appropriate irregularly spelled 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.

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.
- 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 temporal words and phrases to signal event order.
- 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).

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 regular and irregular plural nouns.
 - Ensure subject-verb and pronoun-antecedent agreement.*
 - 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.
- 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.
 - 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

- 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.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - 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.