

# Harrison Township School District

## *“Where Bright Futures Begin”*

Grade: 3  
Course: English Language Arts  
Theme: People and Nature

Unit #: 3  
Trimester: II  
Week(s): 13 through 18

### **Essential Questions**

- How are people and nature connected?
  - How do people and nature interact?
  - How do people explain things in nature?
  - What can we learn about nature by investigating?
  - How can people help animals in danger?
  - What can we observe in different environments?



### **Enduring Understandings**

- ✓ People take care of things in nature; grow crops for food; admire wildlife.
- ✓ People use myths to explain nature; use totem poles to tell stories; hand down stories.
- ✓ Nature affects animal behavior; contains patterns.
- ✓ People feed animals; rescue animals; study animals; teach about conservation.
- ✓ Environments can sustain different kinds of life; need to be protected.



## **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.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- 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).

### **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.
- 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).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

### **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.
  - Read grade-appropriate irregularly spelled words.
- Read with sufficient accuracy and fluency to support comprehension.
  - Read on-level text with purpose and understanding.
  - 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 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 verbs.
  - Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.
  - 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.
  - Capitalize appropriate words in titles.
  - 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.
- Demonstrate understanding of word relationships and nuances in word meanings.
- 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.
- 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).