

# Harrison Township School District

## *"Where Bright Futures Begin"*

Grade: 3  
Course: English Language Arts  
Theme: Smart Solutions

Unit #: 2  
Trimester: I  
Week(s): 7 through 12

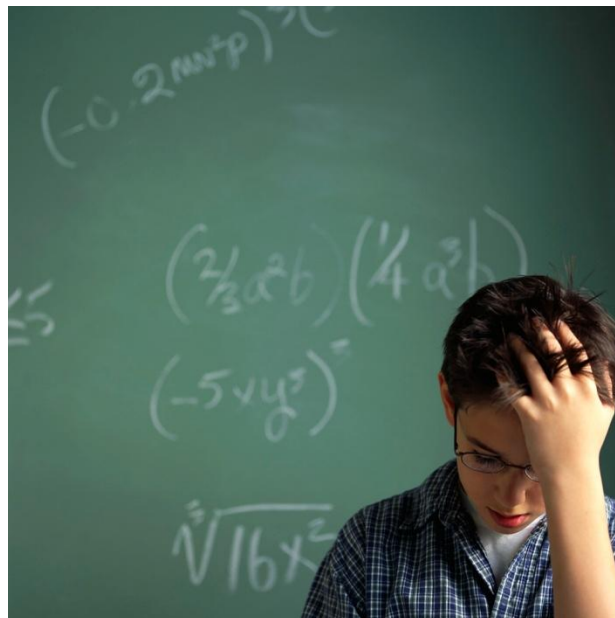
### Essential Questions

- What are smart ways that problems are solved?
  - How do structures of plants and animals help them solve problems?
  - How do you know if a solution is a good solution?
  - When is it time to find a solution?
  - What can we do to make sure solutions are fair?
  - How have plants and animals adapted to solve problems?



### Enduring Understandings

- ✓ Animals and plants adapt for protection, food and protect their young.
- ✓ Reaching a good solution involves cooperating and compromising.
- ✓ Solutions are for something unexpected, an obstacle, or a big problem.
- ✓ Fair solutions show respect for others, share equality, and are honest.
- ✓ Some animals develop protective traits, hibernate, and live in nests.



## **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.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 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.
  - Decode multisyllable 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.
  - 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.
  - Provide reasons that support that opinion.
  - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- 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.
- 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 regular and irregular plural nouns.
- Demonstrate command of the conventions of standard English Capitalization, punctuation, and spelling when writing.
  - Form and use possessives.
  - 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.\*
  - Recognize and observe differences between the conventions of spoken and written standard English.
- 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 a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- 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).
  - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- 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.