

Harrison Township School District

“Where Bright Futures Begin”

Grade: 3
Course: English Language Arts
Theme: Living and Learning

Unit #: 1
Trimester: I
Week(s): 1 through 6

Essential Questions

- Which skills help us make our way in the world?
 - What can we learn by trying new things?
 - What can we learn by trading with one another?
 - How can we achieve goals?
 - How can we get what we want and need?
 - What do we need to know about saving and spending?



Enduring Understandings

- ✓ New experiences bring enjoyment, show new ways to have fun, and uncover new scientific truths.
- ✓ Trade helps both people and is based on an item's value.
- ✓ People achieve goals by working together, staying prepared, and having enough funds.
- ✓ We grow or buy food, food can be shipped, and budgets guide spending.
- ✓ We save from our income, can earn and save money, and spend on things we need.



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.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 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.
- 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.
- 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.
 - 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 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.
- Conduct short research projects that build knowledge about a topic.

Language Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - 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.
- 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).
 - 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.
 - 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.