



Inspired by the Sea

"What inspires writers and how?"

"Why is main idea important?"

In this six-week unit of third grade, students read stories, poetry, and informational texts that are inspired by a love of or curiosity with the sea.

Reading Standards for Literature

Key Ideas and Details

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.3 Describe characters in a story (e.g., their traits, **motivations**, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

RL.3.5 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.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Reading Standards for Informational Text

Key Ideas and Details

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Craft and Structure

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Reading Standards: Foundational Skills**Phonics and Word Recognition**

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

Fluency

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards**Text Types and Purposes**

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with **facts**, definitions, and **details**.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

Production and Distribution of Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from **print** and digital sources; take brief notes on sources and sort evidence into provided categories.

Speaking and Listening Standards

Comprehension and Collaboration

SL.3.1 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.

- a. 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.
- b. Follow agreed-upon rules for discussions.
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

SL.3.4 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.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards

Conventions of Standard English

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, **adjectives**, and **adverbs** in general and their functions in particular sentences.
- b. Form and use regular and **irregular plural nouns**.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use **regular** and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- h. Use coordinating and subordinating conjunctions.
- i. Produce **simple**, **compound**, and complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses. (**EXAMPLE- Susie, please turn your paper in.**)
- c. Use commas and quotation marks in dialogue.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition and Use

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).

b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

L.3.6 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).