



# Investigating a Planet Called Earth and Beyond

## "How do I prove what I know?"

In this fifth six-week unit of third grade, students read stories, poems, and informational text and refer back to the text to prove what they know.

### 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.3.2** 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.

**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 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.

### 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.

**RI.3.3** 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**.

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

**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 or 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.

**W.3.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

#### 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.*

**SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### 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.3.6** 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.

*g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.*

*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.

*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.*

*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 nonliteral meanings of words and phrases in context (e.g., take steps).*

**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).