

3rd Grade Unit 1 Planning Guide

The following texts have been provided by the district for use with the activities in the [Common Core Curriculum Map](#) units. Art, music and media can be found within the [Teacher-Created Resources](#) link on the district curriculum webpage.

Stories Worth Telling Again and Again

“Why do we hand stories down to the next generation?”

6 weeks

| AUGUST | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

| SEPTEMBER | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

[Link to Pacing Guide](#)
[Unit 1](#)

Sample Activities and Assessments (pg. 212-214 [Common Core Curriculum Maps](#))

The listed standards appear on the 1st Quarter Scoring Guide

1. Class Discussion/Literature-

*See Sample Lesson Plan pages 216-217 of CCCM

- R.L.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.
- RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- SL.3.1.b. 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).
- 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.



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2. Narrative Writing

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*

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

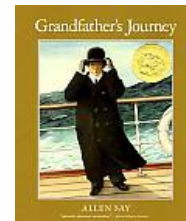
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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

- b. *form and use regular and irregular plural nouns*

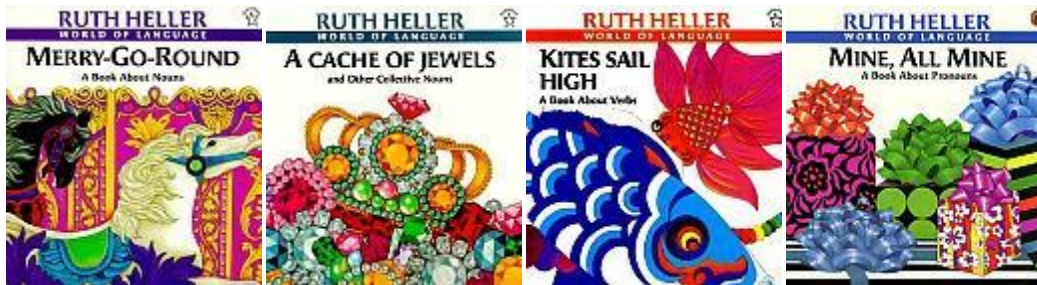
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. *Capitalize appropriate words in titles.*



3. Class Discussion/Language

L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

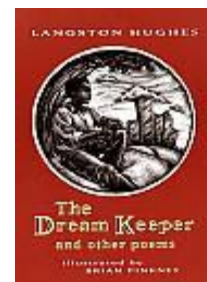


4. Poetry Performance

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

- b. *Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings*

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



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5. Literary Response

R.L.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.

RL.3.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

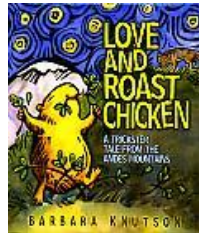


6. Literary Response

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.

R.L.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.

RL.3.7. 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).



Iktomi & Coyote <http://web.utk.edu/~gwhitney/tales/inktomi/Main1.htm>

Iktomi & the Ducks <http://www.scienceviews.com/indian/iktomi1.html>

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7. Shared Research

- 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.
- 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.
- SL.3.1.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.3.4. 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.

Iktomi & Coyote <http://web.utk.edu/~gwhitney/tales/inktomi/Main1.htm>

Iktomi & the Ducks <http://www.scienceviews.com/indian/iktomi1.html>

(See *Teacher-Created Resources* for more tales)

8. Art/Class Discussion

- 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.
- 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.



Jan van Eyck
Portrait of Giovanni
Arnolfini and his Wife
(1434)



Pablo Picasso
Guernica (1937)



Jacopo Pontormo
Descent from the Cross
(1528)



Trajan's Column
Rome, Italy (113 CE)

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9. Art/Class Discussion

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.

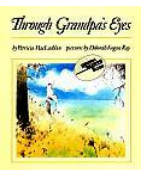

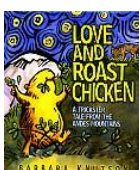
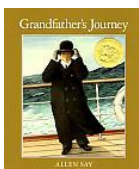

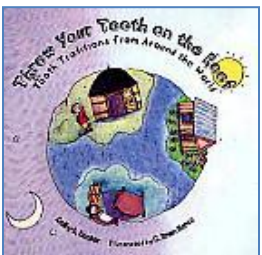
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

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Portrait of Giovanni
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| Text Talk Texts | | | |
|---|--|------------|---|
|  | <i>Through Grandpa's Eyes</i> (Patricia MacLachlan and Deborah Kogan Ray) | gleam | a bright light |
| | | meadow | a pasture, land with grass and a few trees |
| | | sternly | very serious, unsmiling |
|  | <i>Knots on a Counting Rope</i> (Billy Martin Jr. and John Archambault) | frail | physically weak |
| | | ceremony | a formal event with rituals (customs and traditions) |
| | | surround | to circle around, to wrap around |
|  | <i>Love and Roast Chicken: A Trickster Tale from the Andes Mountains</i> (Barbara Knutson) | crouched | to bend at the knees and get low |
| | | scurried | to move quickly |
| | | propped | to support, to hold up |
|  | <i>Grandfather's Journey</i> (Allen Say) | astonished | feeling of surprise |
| | | bewildered | to be confused by something complicated |
| | | horizon | place in one's view where the Earth's surface forms a line with the sky |
|  | <i>Tops and Bottoms</i> (Janet Stevens) | scowled | an angry frown |
| | | risky | dangerous |
| | | | |
| | <i>Poem: Your World</i> (Georgia Douglas Johnson) | desire | a wish, a want |
| | | abide | to stay in, live in |
| | | immensity | A state of being immense |
| Additional Unit Texts | | | |
|  | | | |

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The following standards are paced for this quarter but are not included in unit activities:

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).

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.

(Year-long)

Conventions of Standard English

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

- a. Capitalize appropriate words in title (**1st Q**)
- b. Use commas in addresses. (**2nd Q**)
- c. Use commas and quotation marks in dialogue. (**3rd Q**)
- d. Form & use possessives. (**4th Q**)
- 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 & 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, b, c, d)

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. (a, b, c, d)