

Third Grade Unit 3 Planning Guide

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

Creative, Inventive and Notable People

“How are the words *creative* and *inventive* similar?
How are they different?”

6 weeks

NOVEMBER 2013						
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

DECEMBER 2013						
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				

Link to Pacing Guide
[Unit 3](#)

Sample Activities and Assessments (pg. 232-234 Common Core Curriculum Maps)

The listed standards appear on the 2nd Quarter Scoring Guide

1. Class Discussion

- L.3.4.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*).
- L.3.4.c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- L.3.5.b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- L.3.5.c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

2. Class Discussion/Literary

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



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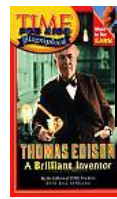
3. Informational Reading/Note Taking

- 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.3.3. 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.
- RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 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.



4. Research and Informative/Explanatory Writing

- 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.
- 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.
- W.3.2. 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.
 - Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - Provide a concluding statement or section.
- 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.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Form and use regular and irregular verbs.



9 copies of
each title

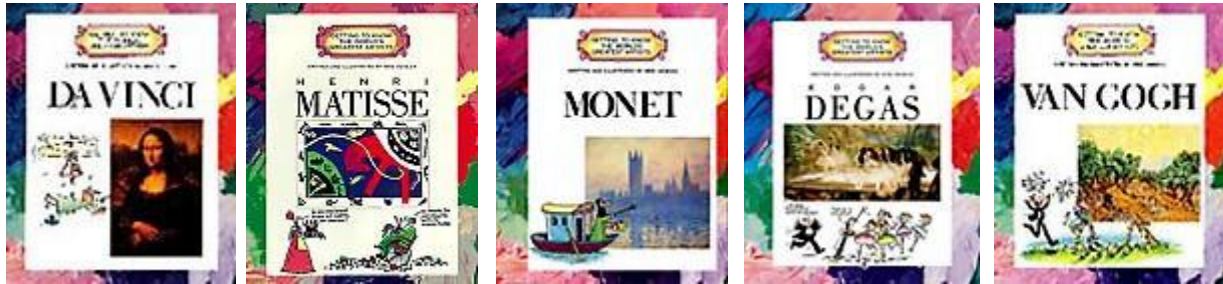
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5. Research/Informational Text/Oral Presentation

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.3.4. 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.



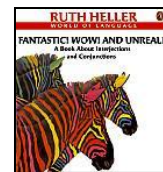
5 copies of each title

6. Language Activity/Graphic Organizer

L.3.1.h. Use coordinating and subordinating conjunctions.

L.3.1.i. Produce simple, compound, and complex sentences.

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.



7. Fluency/Poetry Activity

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.

RF.3.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

8. Reflective/Opinion Writing

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

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.

b. Follow agreed-upon rules for discussions.

c. Ask questions to check understanding of information presented, stay on topic to explore ideas under discussion.

d. Explain their own ideas and understanding in light of the discussion.



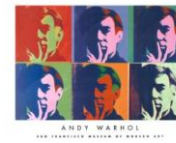
Pablo Picasso
Portrait of Gertrude Stein
(1906)



Vincent van Gogh
Self- Portrait
(1887-1888)



Alice Neel
Faith Ringgold
(1977)



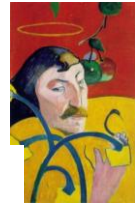
Andy Warhol
Self- Portrait
(1967)

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10. Art/Descriptive Writing

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

L.3.6. Acquire & 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.)



Paul Gauguin
Self- Portrait
(1889)

Standards scored, but no activity provided.

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

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

b. use of capital letters



RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. (Could use these texts)



L.3.1. c. Use abstract words (e.g., childhood)

L.3.2. e. Use concrete words (e.g., for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, happiness))

f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

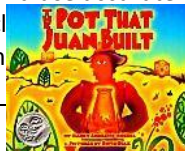
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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)

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)

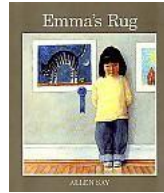
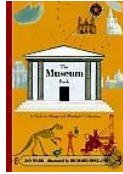
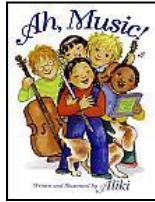


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Text Talk Texts <u>Text Talk Tier II words and kid friendly definitions</u> are available on the district curriculum webpage for these titles.			
	<i>Amelia and Eleanor Go For a Ride</i> (Pam Muñoz Ryan and Brian Selznick)	"bound to happen"	sure to happen, certain
		independence	free from control, taking care of oneself
		practical	useful, not acting foolish
	<i>The Sign Painter</i> (Allen Say)	stammered	to speak with pauses between words, to repeat words
		vacant	empty
		beckoned	to call over silently or with a gesture
	<i>When Marian Sang</i> (Pam Muñoz Ryan and Brian Selznick)	humiliations	situations that hurt your pride or dignity
		endured	to last, survive
		dignity	worthy of honor
	<i>The Pot That Juan Built</i> (Jnancy Andrews-Goebel and David Diaz)	prosperous	successful in business
		inspiration	something that makes a person work hard or be creative
		solitude	being on your own
	<i>Ella Fitzgerald: The Tale of a Virtual Virtuoso</i> (Andrea Davis Pinkney and Brian Pinkney)	determination	strong will, to want to achieve something
		measly	very little, of poor quality
		finicky	very difficult to please

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Additional Resources



Myth- The Story of Atlantis

<http://www.mythweb.com/encyc/entries/atlantis.html>

Song- Wine Dark Sea

<http://www.storynory.com/2012/04/15/song-wine-dark-sea/>