

Third Grade Unit 4 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.

The People, The Preamble, and the Presidents

“Why is it important to choose words carefully?”

6 weeks

| JANUARY 2014 | | | | | | |
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| FEBRUARY 2014 | | | | | | |
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Link to Pacing Guide
[Unit 4](#)



Sample Activities and Assessments (pg. 241-245 Common Core Curriculum Maps)

The listed standards appear on the 3rd Quarter Scoring Guide

1. Class Discussion/Language

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

2. Language/Vocabulary

- 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.
 - 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*).
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- 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.

3. Dramatic Reading/Fluency

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

Preamble Reader's Theater- Unit 4 [Teacher Created Resources](#)

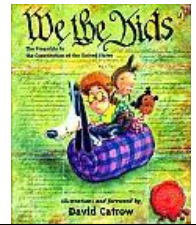
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4. Language Activity/Acrostic Poem

- 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*.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 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.
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

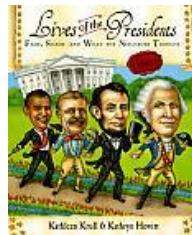
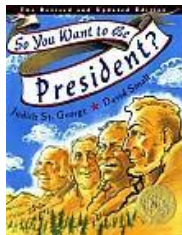
5. Class Discussion/Literature

- RI.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). (focus 1Q)



6. Class/Discussion/Informational Text

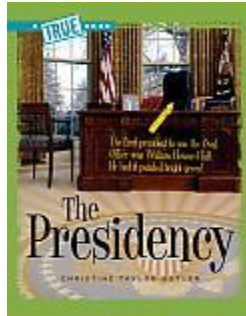
- RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.6. Distinguish their own point of view from that of the author of a text.



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7. Research and Informative/Explanatory Writing

- W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 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.
- L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- e. *Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.*
 - f. *Ensure subject-verb and pronoun-antecedent agreement.*
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- b. *Use commas and quotation marks in dialogue.*
- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. *Choose words and phrases for effect.*
 - b. *Recognize and observe differences between the conventions of spoken and written standard English.*



8. Art/Class 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.



Emanuel Leutze
Washington Crossing
the Delaware
(1851)



Artist Unknown
Reagan Inaugural
Parade
(1981)



Gilbert Stuart
George Washington
(1796)



Aaron Shikler
Oil Portrait of
John F. Kennedy
(1970)

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9. Art/Class Discussion: Students compare portraits of presidents, noting modern depictions are different from previous presidential portraits.

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

Chuck Close
Portrait of
Bill Clinton
(2005)



Robert Rauschenberg
Retroactive 1
(1964)

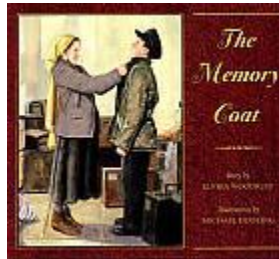
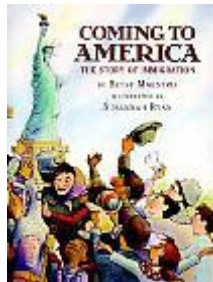
10. Class Discussion/Literature

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

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

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

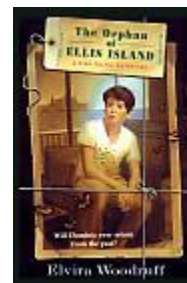


11. Class Discussion/Literature

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.3.5. 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.

7 copies of each title



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

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.

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

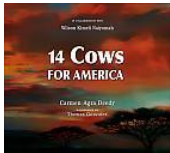
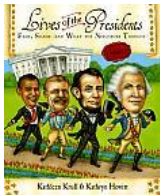

c. Use commas and quotation marks in dialogue. (3rd Q)

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)

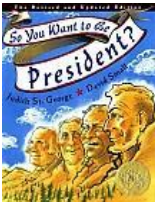
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Text Talk Texts

[Text Talk Tier II words and kid friendly definitions](#) are available on the district curriculum webpage for these titles.

| | | | |
|---|--|------------|---|
|  | <i>14 Cows for America</i> (Carmen Agra Deedy) | remote | a place that is located away from the populated areas; distant |
| | | nomadic | describes a person or people who are part of a tribe or group that moves from place to place without a permanent home |
| | | diplomatic | A person who doesn't take sides in a fight but who instead helps others to resolve their differences |
|  | <i>Lives of the Presidents</i> (Kathleen Krull & Kathryn Hewitt) *Franklin D. Roosevelt pages 55-57 | era | a period of time in history, it often begins or ends with an important event |
| | | dynamic | full of energy |
| | | ogled | to look or stare at |
|  | <i>We the Kids: The Preamble to the Constitution of the United States</i> (David Catrow) | united | joined or made to act like a whole |
| | | establish | to bring into being, to put in place |
| | | insure | to make certain |

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|---|--|------------|--|
| | <i>The Star-Spangled Banner</i> (Francis Scott Key) | hailed | to welcome or greet |
| | | motto | a short saying used as a reminder of a belief or rules of behavior |
| | | havoc | ruin or devastation |
|  | <i>So You Want to Be President?</i> (Judith St. George) | slogan | a short phrase used to state a principle, political message, advertisement |
| | | opponents | one who fights, plays, or tstands against another |
| | | spectators | person that watches an event |
| | <i>Poem: "The Flag Goes By" by H.H. Bennett</i> | foreign | in or from a country that is not one's own |
| | | crimson | deep red |
| | | reverent | showing or feeling respect |
| Additional Texts | | | |
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