

Third Grade Unit 5 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.

A Feast of words on a Planet Called Earth and Beyond

“What makes a word or phrase the “right” word or phrase?”
6 weeks

FEBRUARY 2014						
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	

MARCH 2014						
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					

APRIL 2014						
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 5](#)



Sample Activities and Assessments (pg. 252-254 Common Core Curriculum Maps)

The listed standards appear on the 3rd and/or 4th Quarter Scoring Guides

1. Language/Latin Suffixes

- RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - b. Decode words with common Latin suffixes.
- 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*).

2. Vocabulary/Thesaurus

- L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

3. Language/Poetry

- 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*).

4. Poetry/Comprehension

- (3rd Q) 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.

[“Eating While Reading”](#) by Gary Soto

Third Grade Unit 5 Planning Guide

5. Language/Writing

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

(3rd Q) RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

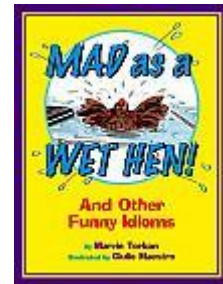
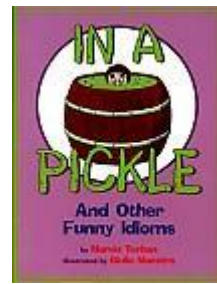
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

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

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*).

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



6. Fluency/Poetry

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

7. Class Discussion/Literature

(3rd Q) 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.



Third Grade Unit 5 Planning Guide

8. Class Discussion/Informational Text/Opinion Writing

(4th Q) 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).

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

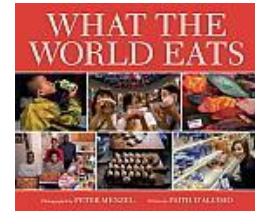
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

(4th Q) 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.

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

(4th Q) d. Form and use possessives.



9. Informative/Explanatory Writing (Informational Text)

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

(4th Q) g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

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

(4th Q) d. Form and use possessives.

L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

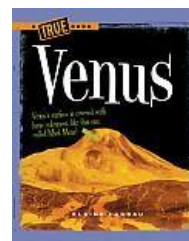
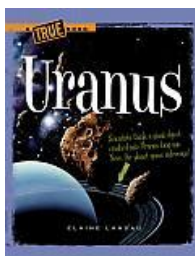
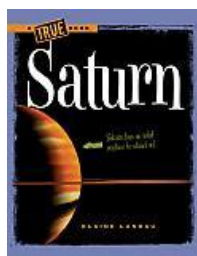
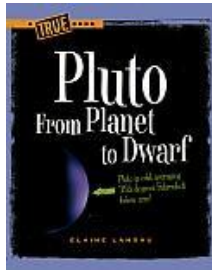
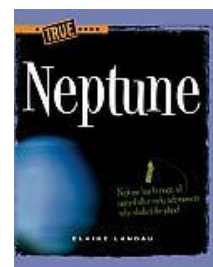
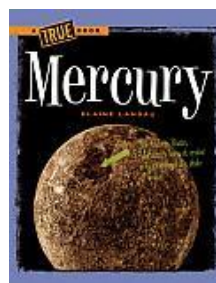
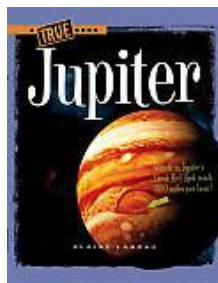
a. Choose words and phrases for effect.

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

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

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.



2 copies of each title

Third Grade Unit 5 Planning Guide

10. Art/Class Discussion

- L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose words for effect.
 - Recognize & observe differences between the conventions of spoken and written standard English.
- L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.
- SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Jackson Pollock
One: Number 31,
1950
(1950)



Helen Frankenthaler
Canyon
(1965)

11. Art/Opinion Writing

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


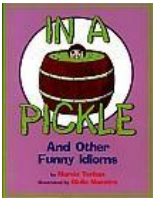
Sam Gilliam
Red Petals
(1967)




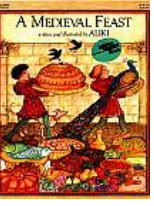
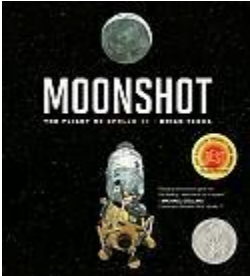
Morris Louis
Number 182
(1961)

Text Talk Texts

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

	<i>Frindle</i> (Andrew Clements) <i>A Medieval Feast</i> (Alici)	reputation	an opinion about someone's character, the way people think of you
		concentration	attention to a single object
		disruption	to throw into disorder
		preparations	the actions taken to get something ready
	<i>In a Pickle and Other Funny Idioms</i> (Marvin Terban and Giulio Maestro)	provisions	providing something that is needed or wanted
		admired	think of someone/something with approval or delight
		Choose any of the 30 idioms that are explained in this book.	The special meanings of each idiom are explained with text and illustrations.

Third Grade Unit 5 Planning Guide

	<i>Mad as a Wet Hen and Other Funny Idioms</i> (Marvin Terban and Giulio Maestro))	Choose any of the 136 idioms that are explained in this book.	The special meanings of each idiom are explained with text and illustrations.
	<i>The Grass</i> (Emily Dickinson)	brood	to worry about
		fetch	to go get and bring back, to go after
		sovereign	superior to all others
	<i>A Medieval Feast</i> (Aiki)	preparations	the actions taken to get something ready
		provisions	providing something that is needed or wanted
		admired	think of someone/something with approval or delight
Additional Texts			
			
The following standards are paced for this quarter but 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.			