

The People, The Preamble, and the Presidents

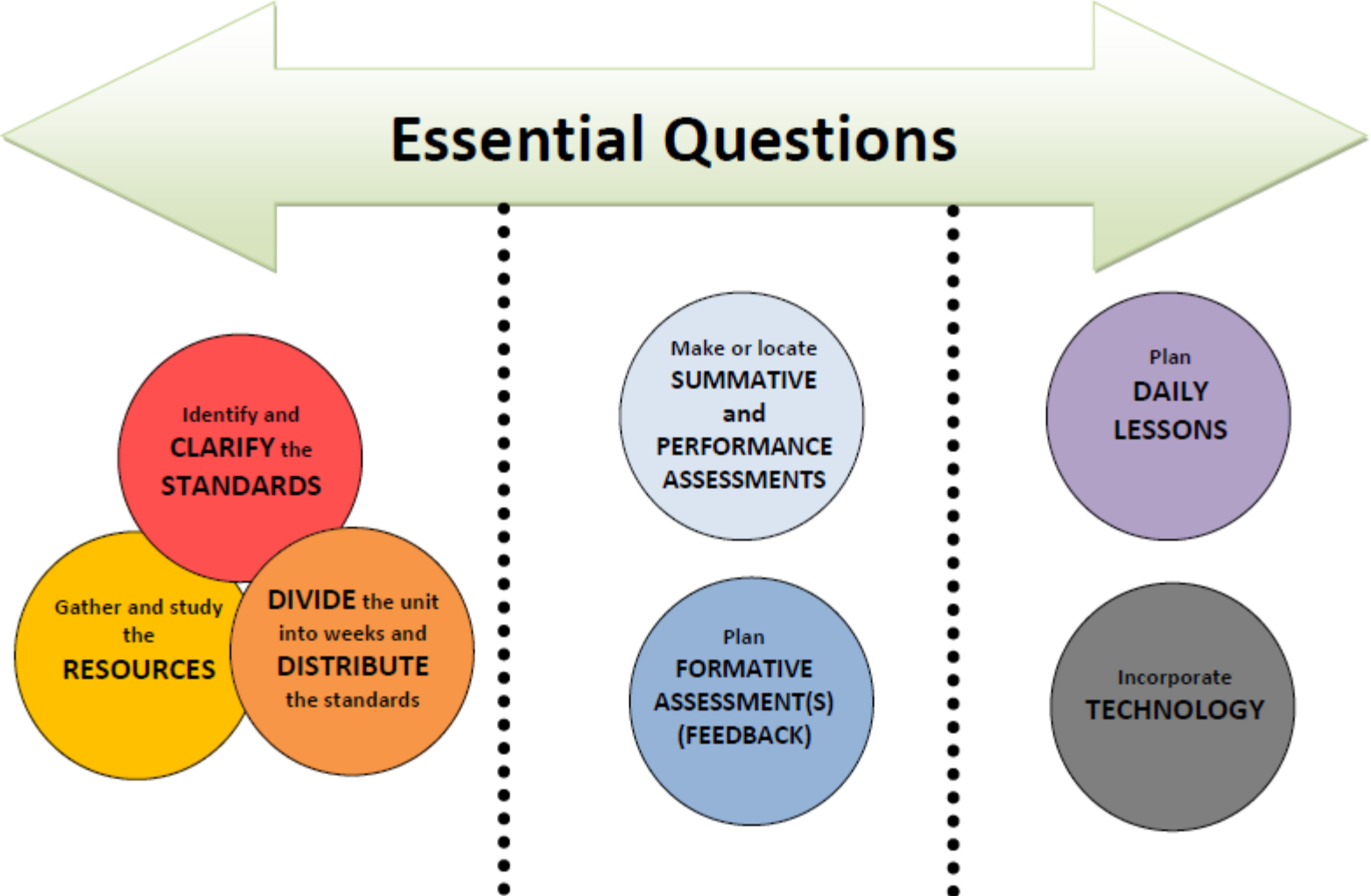
3rd Grade Unit 4



Planning Team

Susan Bush, David Vanston, Kristy Brown
Sarah Henry, Audrey King, Susan Huntington

Essential Questions



Identify and
CLARIFY the
STANDARDS

Gather and study
the
RESOURCES

DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Make or locate
SUMMATIVE
and
PERFORMANCE
ASSESSMENTS

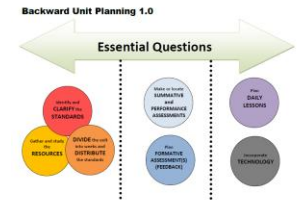
Plan
FORMATIVE
ASSESSMENT(S)
(FEEDBACK)

Plan
DAILY
LESSONS

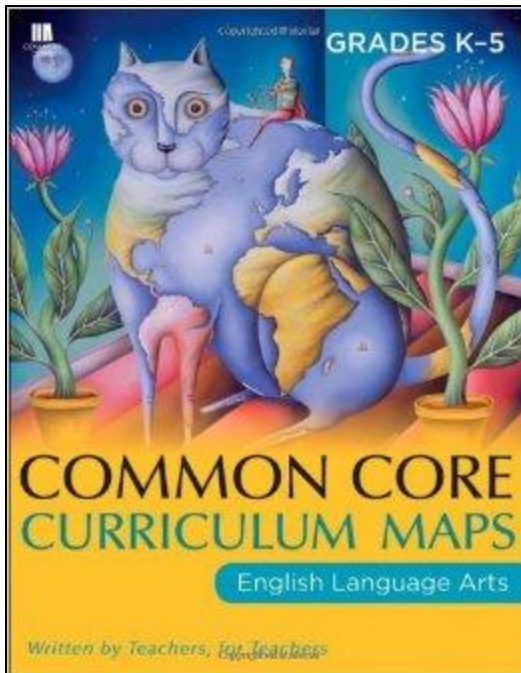
Incorporate
TECHNOLOGY



The People, The Preamble, and the Presidents



Essential Question



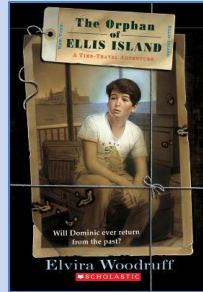
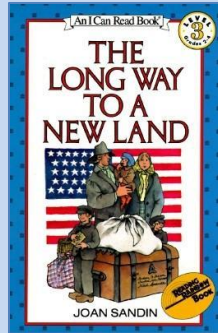
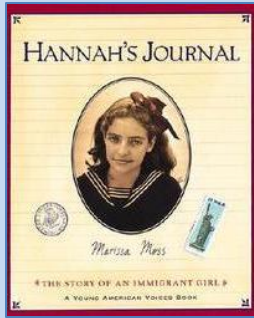
How do my own experiences influence my point of view of a story?

How are pictures worth a thousand words?

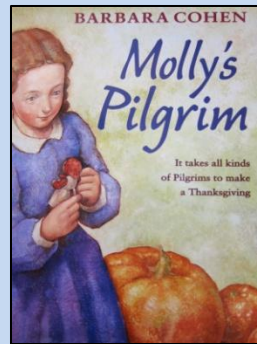
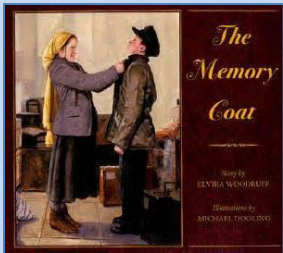
What makes a good leader?

Literature

Stories



7 copies



25 Copies

Poems

(READ ALOUD)

["The Star-Spangled Banner"](#)

["The Flag Goes By"](#)

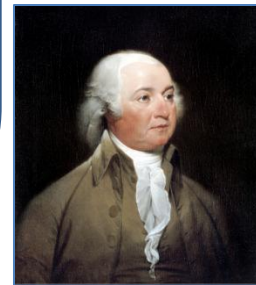
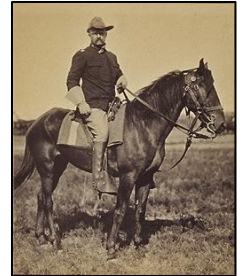
["George Washington"](#)

["Washington Monument by Night"](#)

["A Nation's Strength"](#)

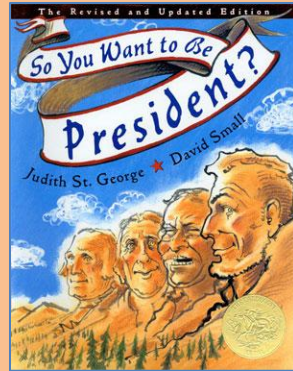
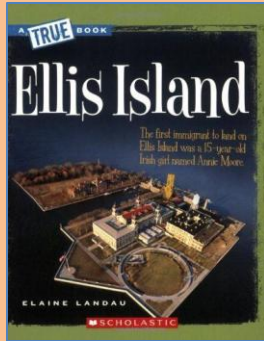


3rd Grade Print Resources Unit 4

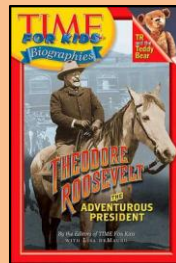
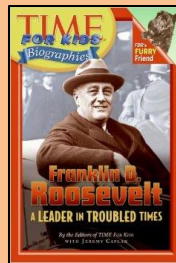
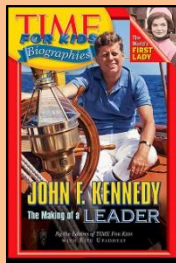
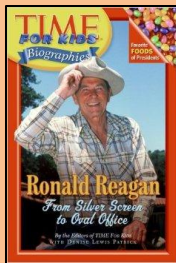
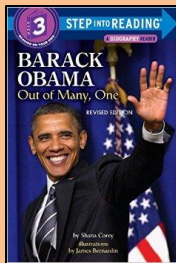
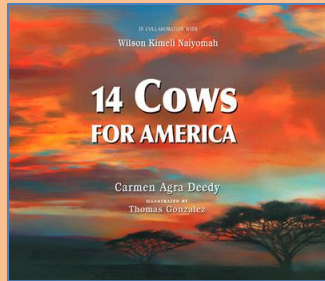


Informational Text

non-narrative



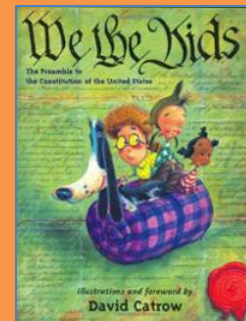
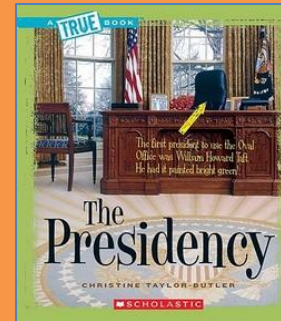
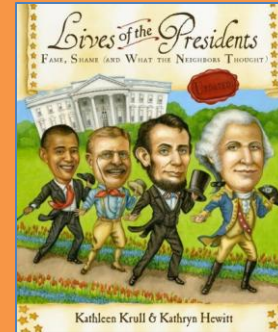
narrative



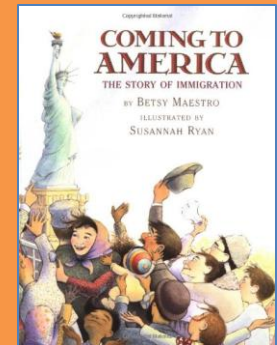
5 Copies

Read Aloud

non-narrative

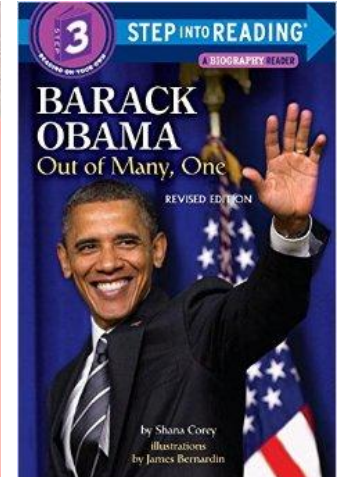
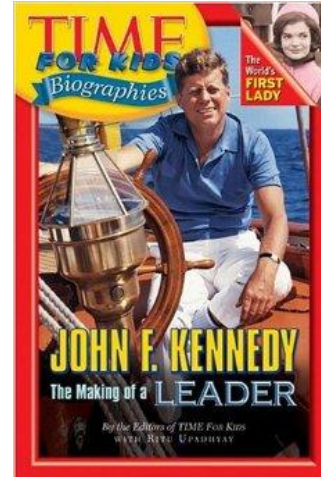
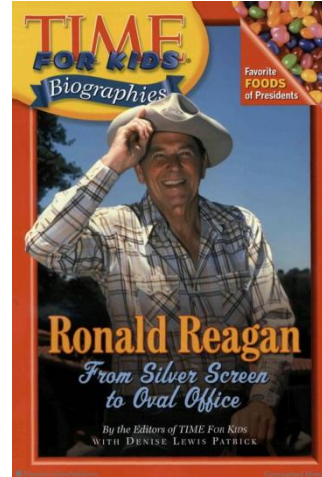
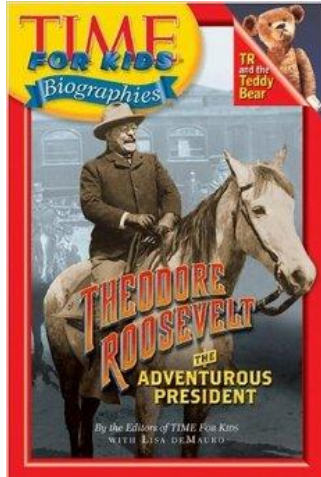
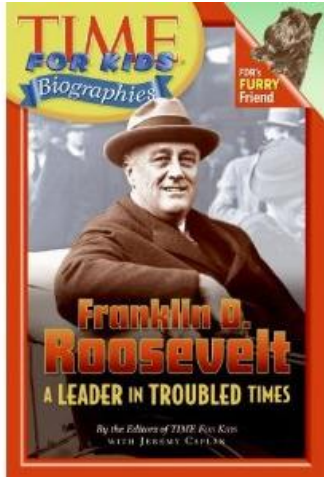


narrative



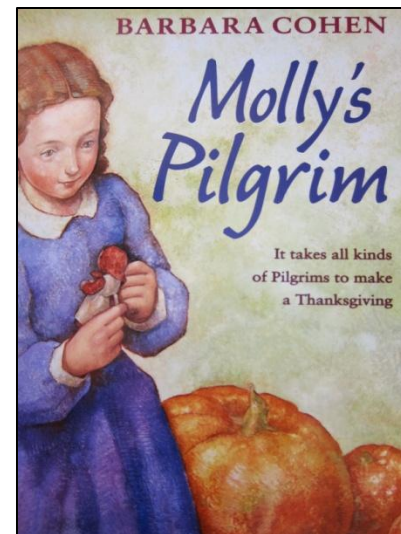
New Texts

5 copies each



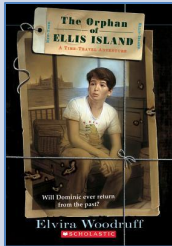
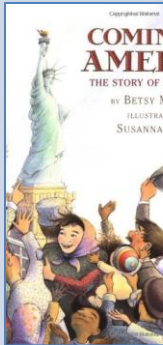
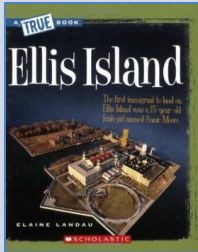
Additional Texts

18 additional copies

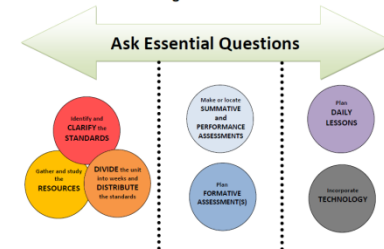


Additional Art/Photographs (for weeks 5 and 6)

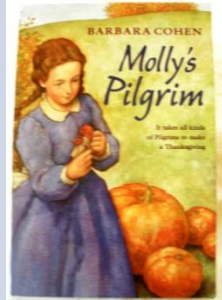
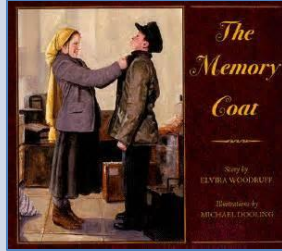


Week	Standards	Texts
1	<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language</p> <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)</p> <p>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</p>	  

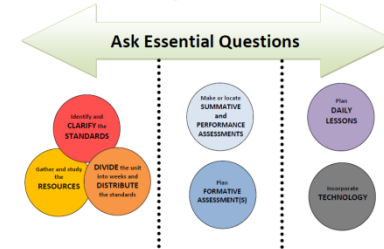
Backward Unit Planning 1.0



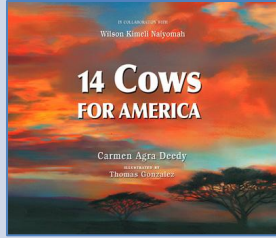
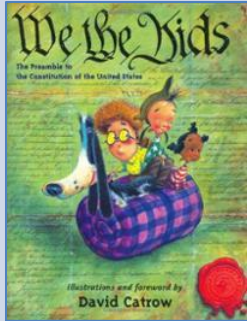
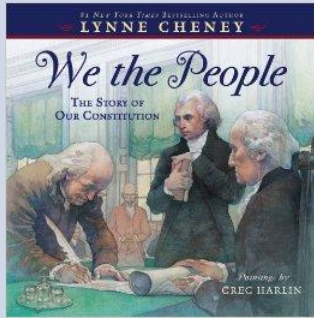
DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Week	Standards	Texts
2	<p>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</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters</p> <p>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)</p>	 

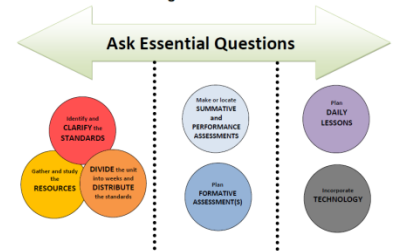
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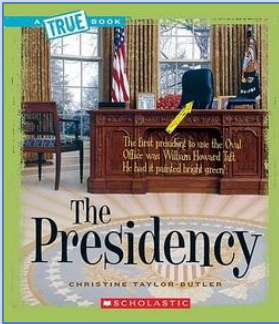
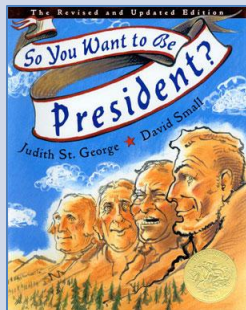
DIVIDE the unit
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Week	Standards	Texts
3	<p>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>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.</p> <p>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).</p> <p>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).</p>	  

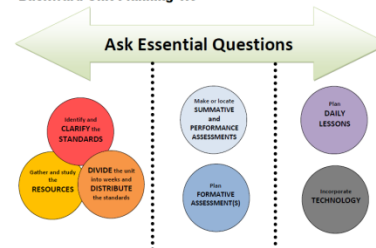
Backward Unit Planning 1.0



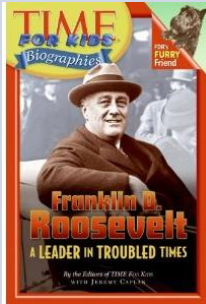
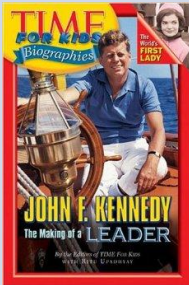
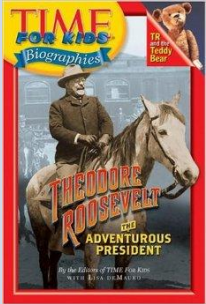
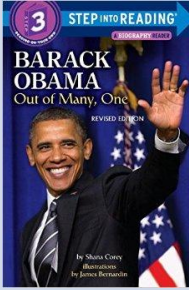
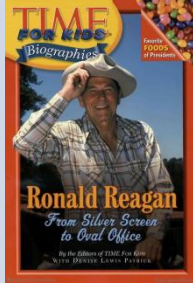
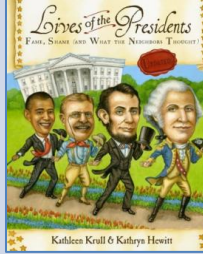
DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Week	Standards	Texts
4	<p>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.</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>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).</p>	 

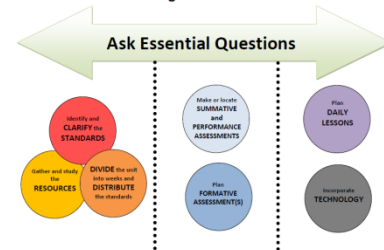
Backward Unit Planning 1.0






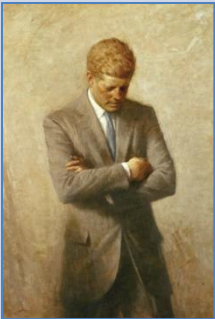



DIVIDE the unit
into weeks and
DISTRIBUTE
the standards

Weeks	Standards	Texts
5 and 6	<p>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).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>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</p>	     

Backward Unit Planning 1.0



DIVIDE the unit
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Weeks	Standards	ART
5 and 6	<p>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).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>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</p>	      

Week	Standards	Essential Questions
1		
2		
3		
4		<i>How do my own experiences influence my point of view of a story?</i>
5		
6		<i>How are pictures worth a thousand words?</i> <i>What makes a good leader?</i>