

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 1

3rd Grade

Unit of Study: Reading - How Characters Change; Writing - Memoir

Pacing: Instruction – 25 days/Reteaching 5 days

Overarching Common Core State Standards:

- **CC.3.R.L.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CC.3.R.L.3:** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- **C.3.R.L.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).
- **CC.3.R.L.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).
- **CC.3.R.L.10:** By the end of the year, read and comprehend literature including stories, dramas and poetry at the high end of the grades 2-3 text complexity band independently and proficiently.
- **CC.3.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- **CC.3.W.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Overarching CT Standards/Grade Level Expectations:

- **CT.3.R.1:** Phonics/Word Study—Use phonetic, structural, syntactical and contextual clues to read and understand words.
- **CT.3.R.11:** High-Frequency Words—Read at least 600 high-frequency words.
- **CT.3.R.13:** Fluency—Read aloud while comprehending unpracticed text with fluency at 110-120+ words correct per minute.
- **CT.3.R.16:** Vocabulary—Use prior knowledge, context, pictures, illustration and diagrams to predict clarify and/or expand word meaning, including multiple-meaning words.
- **CT.3.R.20:** Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustration, prior knowledge.
- **CT.3.R.21:** Before Reading—Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.
- **CT.3.R.23:** During Reading—Ask and answer questions.
- **CT.3.R.26:** During Reading—Explain first-, second- and third-person point of view.
- **CT.3.R.40:** After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.
- **CT.3.R.29:** After Reading—Describe characters’ physical and personality traits.
- **CT.3.R.31:** After Reading—Describe the conflict faced by a character in a story.
- **CT.3.R.35:** After Reading—Draw conclusions based on implicit or explicit evidence from text.
- **CT.3.R.42:** After Reading—Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.
- **CT.3.R.43:** Reading Reflection/Behaviors—Listen to, read and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition.

- CT.3.R.45: Reading Reflection/Behaviors—Cite favorite authors and books and support with reasons.

Priority Standards:

- CC.3.R.L.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.R.L.3: Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- CT.3.R.40: After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.
- CT.3.R.29: After Reading—Describe characters’ physical and personality traits.
- CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.
- CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Demonstrate understanding of text	Ask and answer questions, referring explicitly to text	Analyzing
Character traits, motivations and feelings; how actions contribute to story sequence of events	Describe and explain	Understanding
Extend or respond to text	Select, synthesize and use relevant information from a text.	Analyzing
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Effective technique, descriptive details and clear event sequences	Write narratives	Creating
Development and organization are appropriate to task and purpose	Produce writing	Creating

Essential Questions	Big Ideas
How do we know characters change based on what the author tells us? How does the author show or tell us that characters are changing?	We know characters change by looking at the evidence the author provides about the characters’ thoughts, feelings and actions.
How do you find evidence in a text?	We find evidence in a text by examining how an author describes or explains what happens.