Preston English/Language Arts Curriculum
Unit Planning Organizer – Unit 6
3rd Grade

Unit of Study: Reading - Author's Craft: Examining Language in Nonfiction; Writing – Researching and Presenting Ideas
Pacing: Instruction – 20 days; Reteaching – 5 days

Overarching Common Core State Standards:

- **CC.3.R.I.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.**
- CC.3.R.I.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- CC.3.R.I.6: Distinguish their own point of view from that of the author of a text.
- CC.3.R.I.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).
- **CC.3.R.I.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**
- **CC.3.W.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.**
- **CC.3.W.7: Conduct short research projects that build knowledge about a topic.**
- **CC.3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**

Overarching CT Standards/Grade Level Expectations:

- **CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.**
- **CT.3.R.18: Vocabulary—Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.**
- CT.3.R.20: Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge.
- CT.3.R.21: Before Reading—Make 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.27: During Reading—Interpret graphical information, e.g., charts, tables, diagrams.
- CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.
- CT.3.R.37: After Reading—Interpret meanings based on charts, graphs, maps, illustrations, photos in text.
- **CT.3.R.38: After Reading—Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.**

Priority Standards:

- **CC.3.R.I.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.**
- **CC.3.R.I.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**

- **CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.**
- **CT.3.R.18: Vocabulary—Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.**
- **CT.3.R.38: After Reading—Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.**
- **CC.3.W.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.**
- **CC.3.W.7: Conduct short research projects that build knowledge about a topic.**
- **CC.3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**

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
Word and phrase meanings (general academic and domain-specific)	Determine	Understanding
Connection between sentences and paragraphs in a text.	Describe	Analyzing
Word meaning	Predict, clarify and/or expand	Analyzing
Words and concepts	Define	Understanding
Text structures	Identify and explain	Analyzing
Use technology; interact and collaborate with others	Produce and publish writing	Creating
Build knowledge on a topic	Conduct research	Creating
Related experiences; print or digital sources	Recall/gather information	Creating

Essential Questions	Big Ideas
Why do authors of non-fiction texts choose specific words over other words that may have similar meanings?	In non-fiction texts, the vocabulary used is related to the topic, and so the reader better understands the topic by understanding the vocabulary.