

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 4

### 3<sup>rd</sup> Grade

**Unit of Study:** Reading - Author's Message in Nonfiction Text; Writing – Persuading Readers in Writing

**Pacing:** Instruction – 30 days; Reteaching – 4 days

#### Overarching Common Core State Standards:

- **CC.3.R.I.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.I.2:** Determine the main idea of a text, recount the key details and explain how they support the main idea.
- **CC.3.R.I.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.
- **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.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.R.I.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.
- **CC.3.W.1:** Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
- **CC.3.W.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **CC.3.W.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

#### Overarching CT Standards/Grade Level Expectations:

- **CT.2.R.23:** Before Reading—Preview parts of books, e.g., table of contents and glossary, to gain understanding.
- **CT.3.R.39:** After Reading—Recognize values, ethics and beliefs included in a text.
- **CT.2.R.40:** After Reading—Compare information across nonfiction selections.
- **CT.3.R.35:** After Reading—Draw conclusions based on implicit or explicit evidence from 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.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.I.2:** Determine the main idea of a text, recount the key details and explain how they support the main idea.
- **CC.3.R.I.6:** Distinguish their own point of view from that of the author of a text.
- **CT.3.R.39:** After Reading—Recognize values, ethics and beliefs included in a text.
- **CT.2.R.40:** After Reading—Compare information across nonfiction selections.
- **CT.3.R.35:** After Reading—Draw conclusions based on implicit or explicit evidence from text.
- **CC.3.W.1:** Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
- **CC.3.W.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **CC.3.W.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

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

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom's Revised Taxonomy Level</b>
Demonstrate understanding of a text	Ask and answer questions, referring explicitly to text	Analyzing
Main idea and key details; explain how details support main idea	Determine	Understanding
Point of view (own vs. author's)	Distinguish	Analyzing
Values, ethics and beliefs	Recognize	Understanding
Information (nonfiction)	Compare	Analyzing
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Support a point of view with reasons	Write opinion pieces	Creating
Development and organization are appropriate to task and purpose	Produce writing	Creating
Planning, revising and editing	Develop and strengthen writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
How can we determine the author's message?	The message that an author is sending can be determined by understanding the author's point of view, values and beliefs.
How can we use the information given in a text to form an opinion?	By comparing our experiences and point of view, we can develop our own thoughts on a topic.