

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 5

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

**Unit of Study:** Reading - Author's Craft: Examining Language in Fiction; Writing – Poetry and Powerful Language

**Pacing:** Instruction – 20 days; Reteaching – 3 days

#### Overarching Common Core State Standards:

- **CC.3.R.L.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.**
- **CC.3.R.L.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.**
- **CC.3.R.I.6: Distinguish their own point of view from that of the author of a text.**
- CC.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 modd 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.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.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.26: During Reading—Explain first-, second- and third-person point of view.
- **CT.3.R.41: After Reading—Identify the author's use of literary devices, e.g., simile, personification.**
- **CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.**
- **CT.e.R.36: After Reading—Decide an author's purpose for including particular information in text.**
- CT.3.R.45: Reading Reflection/Behaviors—Cite favorite authors and books and support with reasons.
- CT.3.OL.6: Speaking—Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.

**Priority Standards:**

- **CC.3.R.L.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **CC.3.R.L.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.
- **CT.3.R.L.6:** Vocabulary—Use prior knowledge, context, pictures, illustration and diagrams to predict clarify and/or expand word meaning, including multiple-meaning words.
- **CT.3.R.41:** After Reading—Identify the author’s use of literary devices, e.g., simile, personification.
- **CT.3.R.35:** After Reading—Draw conclusions based on implicit or explicit evidence from text.
- **CT.e.R.36:** After Reading—Decide an author’s purpose for including particular information in text.
- **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>
Use terms such as chapter, scene or stanza; describe how each successive part builds on earlier sections.	Refer to text	Remembering
Word meanings	Predict, clarify and/or expand word meanings	Analyzing
Literary devices (e.g., simile, personification)	Identify	Understanding
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Author’s purpose for including particular information	Decide	Evaluating
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 does the language used by the author help us to better understand the story?	The language used by an author leads the reader to deeper understanding of the story and its structure as well as the author’s style.